

SPORT IN THE EUROPEAN UNION FROM A CYPRIOT PERSPECTIVE

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INTRODUCTION

1.1. The Problem

Sport is proven to be a social phenomenon with great magnitude in the member-states of the European Union. The special Eurobarometer, titled “The European citizens and Sport” of 2004, has revealed that almost the 38% of the citizens of the 25 countries of the European Union are involved in sports at least once a week. More than 80 million people take part in sport activities in around 700 000 sport clubs throughout Europe. An even greater number encounter sport in the form of attendance to sport events or as media consumers of sport. As a part of society and culture, sport is of a special importance as an element that brings people together. This attribute has resulted in cooperation through sport between European countries long before political decisions for European integration were taken.

On the other hand, the European Union’s interest and involvement in sport can be defined by the following rationales: sport as trade and part of economy (, sport as a tool to combat social exclusion and to promote social integration, sport as a tool for international relationships, sport as educational tool and sport as an ideological tool to promote a European identity (Merkel, 2005). The recent interest of the European Union on one hand and the relevance of sport in the European Union on the other have led to the formation of a system of European organizations in sport. The system is marked by complexity, as referring to the institutions that compose it. Several governmental organizations, non-governmental organizations and organizations at a mixed level are forming what represents “European Sports” in terms of institutions (Tokarski et al, 2004). Each organization has different involvement in the “European Sports system”, according to each organization’s nature, competency, responsibility and goals. In turn, the actions within the “European Sports system” organize, promote and develop sport in a pan-European level.

Nevertheless, there is no formal legal basis for the European Union’s direct commitment in sport. Up to the Treaty of Amsterdam amending the Treaty on European Union, sport had

never before been mentioned in any of the treaties. The EU has not had any direct interest and competence in this sector until the Protocol Annexed to the Treaty on European Union was published. In this aspect, the sport policy of the European Union has two distinct forms. On the one hand, there is the indirect sport policy which includes all measures and regulations that although were initiated with more general goals, they eventually have an impact on sport because of their higher importance. This happens in the cases when sport, in manifestations like an economic factor, an employer, media factor or as part of education, falls into the European Union's legal jurisdiction. The direct sports policy of the European Union can only be mentioned in a narrow sense, where the representatives of the community, namely the Commission as the executive organ, have intentionally taken relevant measures aimed at having an impact on sport or vice versa using sports to have a relevant impact on the European Union (Tokarski et al, 2004).

In terms of sport policy within Europe, reference can only be made to the significant and long-running work of the Council of Europe. The Council of Europe has dealt extensively over the last three decades with sport, in order to locate problems and deficits, formulating relevant demands for sport, providing a forum through which issues in sport can be solved through cooperation between its member-countries and especially coordinating national sport policies at level of governments.

Although Cyprus became a member of the European Union on May 1st 2004, its European orientation in sport was initiated more than thirty years before. As early as 1974, the Cyprus Sport Organization (CSO) followed the sporting matters of Europe and especially the sport policy of the Council of Europe, by adopting the decisions of the European Conventions and the agreed resolutions of the various Ministerial Conferences of the European Ministers responsible for Sport (Araouzos, 1994). Almost a decade later the same core policy was stated in the relevant documents of the Cyprus Sport Organization, showing that there was direct on lasting commitment of the Organization towards Europe (Alexopoulos, 2005).

As a part of the sport-political hierarchy, policy decisions are taken by the sport politicians who also constitute the upper rank of the sport-political life. Naturally, the feelings and

opinions of the people involved in sport are, in many cases, not considered, especially if there is a lack of research to serve as a mediator between the people implicated in sport and the decision-makers. It can be argued that the Sport Policy in the European Union is a well known topic to highly-ranked sport politicians and researchers and that efforts on a political and institutional level, in Cyprus, have been initiated relatively long ago and are still on-going (Araouzos 1994; Chaker 2004; Alexopoulos 2005). However, in the light of the changes that the application of the EU laws and the effects they have brought on Cypriot, very little is known about the opinions, knowledge and expectations of Cypriot people involved in sport, concerning Cyprus' integration in the European Union in connection with Cypriot sport as well as the European Sport Policy. This study intends to discover the opinions, knowledge and expectations of four groups of Cypriot sport actors¹, involved in different areas of Cypriot sport.

1.2. Significance of the Problem

The recent enlargement of the European Union in 2004 has already brought several changes in most governmental and social institutions. It is expected that most areas of social and cultural life in the societies of the ten new member-states will be influenced, including sport.

Public polls have been conducted on the behalf of the European Union with the purpose to reveal the opinions and expectations of the citizens of the new-coming countries of the European Union. It has been found that the integration of Cyprus was received by the Cypriot public with mixed feelings of hope and optimism but at the same time concern and worry. Moreover, a more sport-related survey, the special Eurobarometer "The European citizens and Sport" (2004), has shown that the Cypriot public wants the EU to intervene more in European sport issues. In addition the Cypriot citizens believe that the EU should cooperate more with the nations' sport organizations as well as the national governments and that it is useful that sport is included in the project of the European Constitution.

¹ According to Parrish (2003) the elements operating within a social or legal subsystem are called actors. Hence, in the current study Cypriot people who have a status in the various areas of sport, such as PE teachers, Primary Education teachers, footballers and sport students are defined as the Cypriot sport actors

However, the above-mentioned survey was conducted with people who were not necessarily involved or affiliated with sport.

Through the review of the related literature there were indications that there is a lack of sufficient knowledge concerning issues relevant with the European Union, as well as the European Sport Policy. The findings of Foldesi (2003), dealing with Hungarian people involved in sport, support the fact that “the integration has been received controversially” in Hungary. It was also found that people in Hungarian sport had lack of sufficient knowledge concerning sport policy issues within the EU, a factor which may influence their expectations and opinion. Indications of lack of knowledge have been found also in the Estonian case (Arvisto et al, 2004). Nevertheless, there is an absence of relevant studies in the Cypriot sport domain, which deal with the opinions, feelings, expectations and knowledge of the Cypriot sport actors. Therefore, it has been deemed necessary to investigate the situation within the sphere of Cypriot sport.

From a sociological perspective, sport is a well-established social institution. The people involved in it are its functional units, otherwise it would not exist (Kosiewicz 2007). The implicated persons’ opinions, feelings and expectations constitute the public demand, as far as it concerns sport and at the same time the guidelines on which sport administrators and politicians should base the construction of decisions, legislation, resolutions and policy. This current study intends to offer the opinions and feelings of Cypriot sport actors, with the prospect of the consideration of its findings by the responsible sport policy makers in Cyprus.

THEORETICAL FRAMEWORK

A problem can be better understood if it is seen in the background in which it belongs. It is considered important that before the knowledge and feelings of the Cypriot sport actors are studied, the international and European situation in sport with regard to the relation between law and policy should be known. The increased bureaucratization and institutionalization in sport is a feature of the 19th century (Guttmann, 1978). The establishment of sport law and policy is a feature of the 20th century (Malatos, 1996). Further, the first signs of creation of sport policy and law in Europe have been seen during the last three decades. The transition from the European Community- which had a rather economic character- to the European Union- which has a deeper socio-cultural involvement in all facets of life in the EU member-states- has influenced most areas of social and cultural life. Sport as an element of both social and cultural life has already been influenced by the current European Sport Policy and Union Law. The issue of sport in the context of the European Union is of utmost importance for the recently integrated countries, since the processes of adapting to the “European Acquis” are still in progress (Petry et al, 2004). Cyprus’ European orientation has begun as early as 1973. Around the same period of time and as a part of the general promotion of the country’s EU course, the Cyprus Sports Organization started its own orientation towards European sport affairs, by becoming a member-country of the Council of Europe. Recently, there has been an increased interest on the behalf of Cypriot high-level sport politicians regarding the European sport policy and sport issues within EU appear more often in informational documents of the Organization.

2.1. The Bureaucratization of modern sport

For most people in today’s societies sport is encountered quite often in their social life, either by active participation or as spectators and consumers through sport media. The increased and significant involvement in sport has lead researchers of natural and social sciences alike to show and amplified interest in studying sport. This has showed the way to the establishment of policies within sport and for sport (MacPherson et al, 1989, p.19).

Sport is a social institution in modern societies. This is explained by its enormity and pervasiveness, as well as with sport's frequent interaction with other social institutions, such as, politics, economy, education and family. According to MacPherson et al the concept of institutionalization refers to: "the global process by which social units and social activities become organized in a relatively permanent and enduring way". In this perspective sport underwent a process of rationalization; ludic (game) elements and activities are institutionalized and then transformed to utilitarian activities, for example commercialized sport leagues which have derived from sports originally organized for fun.

The rationalization, in a sense that one way of doing something eventually becomes the accepted way, covers all aspects of modern sport; from the rules that sports are played and practiced to the training methods and theories (Guttmann, 1978). These processes are reinforced by globalization and ultimately the all aspects of modern sport become universal and accepted by everyone.

The rationalization of modern sport has led to the formation of a bureaucratic organization around it (MacPherson et al, 1989, p. 101) which has the task in actual practice "to decide the rules of modern sport and administer the complicated system of research" (Guttmann, 1978, p.89). Hence, in the context of bureaucracy in sport, every major sport has its respective international organization which supervises hundreds of national affiliates. In turn, the international sport organization cooperate closely with the International Olympic Committee, their continental Olympic Committee, and the various national Olympic Committees. The national sport organizations, the International Olympic Committee as well as the national Olympic Committees were born from the middle until the end of the nineteenth century. The governmental sport bureaucracy is, however, a feature of the twentieth century. Until the late 1950s or early 1960s national governments' involvement in sport was sporadic and rather more related to other issues such as health in urban areas and military recruitment (Houlihan, 1997). By the early 1960s governments were becoming more concerned with their citizens' sedentary lifestyles, thus giving birth to the first Acts for Sport. In the following decades sports have been used by most countries as a tool to promote social integration, promote the country's international prestige, to name but a few.

In most nations governmental sport organizations were established to assist and regulate the national sport organizations and national sport. Despite the fact that the name and legal property of each national governmental organization varies from country to country-some countries have ministries of sport, others have general secretariats or commissions- they are all similar in the sense that they are the higher sport authorities in each country.

2.2. The relationship between Sport, Law and Policy

2.2.1. Sport and Law

As early as the beginning of the 1990s sport sociologists have become aware of the fact that the more the bureaucratization and professionalism in sport, the higher the need for regulation and legislation, which involves politics would have been (MacPherson et al, 1989, p.93). Contemporary sport has evolved to an industry which has a strong influence on the economy. On the other side, the system of ideology stresses the equality and fair competition. Thus, political and legal systems have gained their involvement into the sport system as regulatory bodies.

Evidently, sport is big business and a global industry. It represents 3% of the world trade and 1% of the gross national income (GDP) of the European Union (Gardiner et al, 2006). The rapid and enormous development of sport is an outcome of several changes which work hand in hand. There is increase broadcasted sport coverage and a subsequent rise of the broadcast fees. As an immediate consequence of the increased television coverage, more commercial companies desire to associate their products with certain major sport events.

The modern way of life has created favorable conditions for more leisure time. In this context, people consume sport more than ever, in some form of participation of spectatorship via media. This has transformed athletes to celebrities in the popular culture with the respective equivalent of their stardom status big salaries, wealth and large endorsement agreements. This has brought a change in values in sport; making personal enjoyment and health secondary to the need to for success and win. The struggle for

success explains probably why doping is an issue in modern sports more than it was half a century ago. Nevertheless, the need for anti-doping policy and legislation falls in the jurisdiction of the political and legal systems, internationally and nationally.

Nowadays, the further increase in sport legislation is characterized as “not surprising” (Gardiner et al, 2006, p37). It has been stated that simply “where there is money to be fought over, there are likely to be disputes” and these disputes need to be resolved by bodies with legal power. The legal system is involved at all levels of sport and for a variety of reasons. Issues like violence in sport, the prevention of the human and civil rights of athletes and sport practitioners, the regulation and order and equity of economic competition in sport, to name but a few, raises questions which are addressed and resolved by the sport law system (Nemes & Toth, 2002).

2.2.2. Sport and Public Policy

A simplified definition of the public policy refers to it a course or process of action or inaction by public authorities to address a problem. It is expressed in the form of laws, regulations, decisions and actions of the government (Abercrombie et al, 1984). It is obvious that there is close relationship between policy and law, since policy needs the creations of laws and legislation to be implemented (Parrish, 2003).

As sport has become more pervasive and popular and its interaction with other areas of social life has been more intensified, governments, via the local governmental sport organization, were allocated an increasing responsibility for sport (MacPherson et al, 1989, p.104). The increased responsibility has been caused by mutual interests in the field of sport. For governments, of primary interest are the economic aspect of sport and the promotion of national power and identity through sport. For the implicated persons; the athletes and the consumers, the primary interests are the preservation of their civil and human rights and naturally their economic interests. In this way, the creation of public policy in sport is an outcome of the common ground between governments and the sport actors. The creation of sport policy is therefore in constant change according to the fluctuation of the government's and the sport actors' interests, which raise new legal issues.

Naturally, the emergence of sport policy has implications for the athletes and sport consumers in general. Indicative of the evolution in sport policy are some of the following issues, like: the influence of values and beliefs of the citizens by promoting mass participation through motivational programs, building and operating sport facilities, providing social and economic control by defining the rules of conduct in sport and facilitate an equal economic competition and taxation, providing financial support to the sport federations and so forth.

2.3. Sport Policy within the European Union

2.3.1. The emergence of a policy for sport in the EU

The literature relevant with how the sport policy of the European Union has been established shows that it has been an outcome of at least three major elements (Nadori & Batonyi, 2003). The first element is the International Sport Law and its manifestations on an EU level. As it has been mentioned, sport law's creation is a feature of the twentieth century, as a result of the establishment of key sport organizations, like the International Olympic Committee and its global affiliates, due to the revival of the modern Olympic Games. This has created a massive, organized structure in sport with international dimensions (Malatos, 1996, Nemes & Toth, 2002). Following Nemes & Toth, the EU law can be located somewhere between the international and national law in Europe. Roughly thirty years ago this connection was made in the European sport legal subsystem and the International Sport Law was applied in the Union's Law. The initial motives were economical.

In this manner, the second element in the birth of the EU sport policy is the EU and its actions themselves in connection with sport. However, sport has not been always in the interest of the European Union. For many decades, the whole context of sport was neglected or only indirectly, additionally regulated by the Community law (Nemes & Toth, 2002, p.63). In this context, the Community dealt mainly with the circulation products and services related to sport.

Furthermore, since the 1980s the European sport policy has been strongly influenced by four major changes:

- The International Olympic Committee resolved to abolish the distinction between amateur and professional sport, thus allowing the Games to be commercially sponsored. This led in a more generalized commercialization of sport
- The State television monopoly was broken, having as a result and fierce competition to win broadcasting rights for big sporting events.
- The disappearance of the Eastern Bloc and along with it the restrictions for those involved in sport.
- The establishment of the European Union and its subsequent enlargements and the turn from economic cooperation to a deeper multi-cultural cooperation between EU countries.

These changes, reinforced by a globalization process, have made EU actions in the field of sport more necessary (European Commission, 2004d). A new approach to sport on the behalf of the EU is born, which deals with sport as a complexity that requires a harmonized policy and political development in a European level, with future perspective of a more comprehensive regulation in a certain extent (Nemes & Toth, 2002, p. 64).

The increased professionalism in sport has caused the issues and connections of sport with other social areas, like employment, education, which are all areas of the EU competence. Nevertheless, in all these areas groups of people represent the actors of each area. Naturally, the third element in the formation of the EU sport policy is the people involved in sport. According to Parrish (2003), the most probable reason for the emergence of new policies is that a group of actors becomes dissatisfied with the neglect of a particular problem by the current policies and tries to create its own. Policy can also be created when actors become involved in how certain issues are dealt with by the actors of another policy area. In practice it has already been seen in the current EU sport policy that actors, like the Belgian footballer J.M. Bosman, have been responsible for changing the policy. Similarly, policies for spectator violence and doping are constantly modified and improved because

groups of actors are considering previous policies ineffective or in need of improvement because of new conditions.

2.3.2. The sport policy of the European Union

In the pursuit of presenting the sport policy of the European Union the concept of Tokarski et al (2004) is going to be used. Within the European sport a distinction needs to be made between the sport policy of two different governmental organizations; the European Commission and the Council of the Europe. The former is a body of the EU and in terms of sport policy the Union's representative; the latter is not a body of the European Union and therefore has no legal power over its member-states. Nevertheless, the Council of Europe has been involved in the field of sport long before the European Commission and currently the future of sport and sport policy in EU lies upon the cooperation and the exchange of experience between the two bodies (Merkel, 2005).

However, before continuing to the presentation of the EU sport policy it should be ascertained that there is no legal basis for the European Union's direct commitment in sport. With regard to the sport policy of the European Union, a further distinction needs to be made between the two forms of sport of the European Commission. The following paragraphs are aiming to outline the direct and indirect forms of sport policy of the European Union.

2.3.2.1. The direct sport policy of the European Union

The direct sport policy of the European Union means the measures taken by the representatives of the Union, namely the European Commission as an executive organ, intentionally to have an impact on sport, or vice versa the measures using sport to have an impact on the EU (Tokarski et al, 2004, p. 61).

The initial involvement of the European Union in sport has not been focused on the value of sport itself; it rather considered sport as an important economic factor and an appropriate instrument of public relations. The period between the mid-1980s and the mid-1990s can be characterized as the phase of coexistence for sport and the European Community,

represented by the European Commission. During this period sport is dealt by the European Commission as an “advertising vehicle and as a means of communication” (Tokarski et al, 2004, p. 62). In this context, several sport competitions and events organized in Europe were subsidized by the European Commission. During these events it was promoted and emphasized that sport can bring people together, thus indirectly showing the idea of unified Europe via sporting events. Nonetheless, the support of sport events on the behalf of the EU is far from sport policy and a real plan in its involvement in sport. In fact, it illustrates the unsystematic approach of the Union towards sport followed until the beginning of the 1990s.

When the Commission in the 1991 defined the framework of its involvement in sport, it led the way towards a more concrete sport policy of the European Commission. In the first part of the 1990s, in order to enhance the success of the EU sport policy steps like the establishment of the European Sports Forum, the regular review and study of the impact of the Single European Market on sport, the establishment of “Eurathlon” as a separate promotion program for sport and the regulation of competencies for sport within the European Union were taken.

At the same period of time, progress was observed in the way sport became institutionalized and bureaucratized within the European Union. The European Parliament had established a Committee for Culture, Youth, Education, Media and Sport. The European Commission’s sport policy has since been dealt within the Sport Unit of the General Directorate for Education and Culture (Directorate-General X).

Furthermore, in 1997, the European Union tried to reform its sport policy and measures once more. The so-called “Pack report” called among others for:

- the recognition of sport as a cultural element and social phenomenon
- the explicit recognition of the autonomy of sport, unless contravened by the regulations governing the Single European Market
- universal access to televised coverage of important sporting events
- assemble a council of sport ministers and

- creating long lasting relationships and structures with the European Sports movement (Tokarski et al, 2004, p.65).

Evidently, the late 1990s is marked by heighten demands for actions in the field of sport by the European Union. As measures were taken to meet these demands, a new phase in the European sport policy emerged, the phase of cooperation. More important, though, was the shift on the way the EU was regarding sport. Sport was no longer regarded as an economic factor, but also a part of the European identity. In this manner, sport gains a social and a cultural dimension in the context of EU. This shift along with the set up of the European Union, brought along the need for a harmonized policy and political action in sport as well as the need for a more comprehensive regulation (Nemes& Toth, 2002).

Accordingly, in 1998 the European Commission published a working paper, titled “The European Sport Model”, with the purpose of coordinating its policy and position in sport. The main questions raised in this paper were dealing with organization, characteristics and importance of sport in the EU, sport and media and sport and social policy, which included the issues of education, social integration, environmental protection, public health, doping and employment (European Commission, 1998). The response and comments of the national governments and sport organizations were then merged into the “Helsinki Report on Sport”. This report was considered as the Union’s latest position on sport that outlines the governing principles on sport. It was emphasized that although the EU would not enforce a community policy and would not intervene in sport since it was not bounded by any European Treaty, it would strengthen sport’s educational and social function. It was also clarified that the Commission would have a direct involvement in sport policy related with anti-doping measures, and other communication campaigns such as education and vocational training (Tokarski et al, 2004, p. 66). Further, it has been identified that there is a need for a new approach in sport, in a sense that several issues should be dealt in the changing European environment, while at the same time preserving the traditional values of sport. It was declared that the EU would have to make sure that the regulations and policy in sport comply with the Community law, thus having a central role in the new approach in sport.

Nevertheless, the “European Sport Model” and the “Helsinki Report on Sport” could not solve the central problem of the lack of formal responsibility of the EU in the field of sport, since these documents were neither parts nor amendments of EU Treaties. As it has been said before a key factor in the changes of policy are the actors within a subsystem. Hence, the independent sport in Europe posed the demand for the inclusion of sport in an EU Treaty. The intense actions of sport organizations convinced the governmental organs of the EU of the need to take sport into consideration in the EU law and to regulate sport in a European context. Consequently, sport appeared for the first time in a Union’s legal document in the Treaty of Amsterdam in 1997. It appeared in the form of a declaration, mainly recognizing the social significance of sport and calling upon the bodies of the European Union to initiate cooperation with sport organizations. Nonetheless, this was only a first step and this declaration did not mean any direct obligation of the Union to promote sport actively and directly.

In 2000, a subsequent attempt to incorporate sport in the legal context of EU occurred. The Declaration of Nice was not incorporated into the Treaty but it was adopted by the Council as a joint declaration. Although the text has no legally binding character, it is nonetheless of special importance. For the first time in the relationship between EU and sport, sport was discussed in a comprehensive manner in all its aspects. The Declaration of Nice provided the first political signal that sport should be considered more seriously and systematically by the Union. In the Declaration extensive mention was made about sport’s educational and social dimension which was a positive innovation from the 1980s and 1990s standpoints of the EU. Despite this document’s contribution in promoting discussions about sport and its role in the European Union, as well as the EU integration, it could not solve the central issue of the lack of formal commitment for sport.

Sport was mentioned again in the draft Treaty establishing a Constitution for Europe. Nonetheless, sport was not granted its own paragraph and it was mentioned in two different articles, as parts of the “Areas of supporting, coordinating or complementary action” of the European Union. The European Union was granted the competency to support sport via

promotional activities. Further, the autonomy and diversity of sport in the EU countries is emphasized, nevertheless the principle of subsidiarity is recognized along with social function of sport. The sport movement was hopeful that once the Treaty establishing a Constitution for Europe would have passed, sport would be included in a Treaty for the first time. However, the developments which led to the rejection of the draft European Constitution have created a big gap for sport in the EU member-states. Thus, until present day, sport has to represent its interests only through the ones mentioned in the Treaty of Amsterdam (Tokarski et al, 2004, p. 71).

Nonetheless, the European Union's undertaken responsibility for an active involvement in the fight against doping, which was stated in the "Helsinki Report on Sport", has resulted in an increased activity on its behalf. As of the late 1990s, the demand of sport organizations, sport politicians and athletes helped in the recognition of doping as wider social problem with ethical, legal and health-related dimensions, rather than perceiving it as peripheral issue with sporadic occurrence in top sport. The increased lobbying had caused the acceptance of the EU in taking legal responsibility and having a leading role in the fight against doping. Hence, it was achieved, in less than two years, to develop a common position on the doping problem, enhanced by the European Union's cooperation with the Council of Europe, the International Olympic Committee and the World Anti-Doping Agency. However, the issue of harmonizing the anti-doping policies of the EU member-states still remains unanswered which is leaving space for a future establishment of a European anti-doping law.

2.3.2.2. The indirect sport policy of the European Union

As it has been seen already, in the context of the European Union there is not legal basis for the Union's direct commitment in sport. At the same time though, sport is granted autonomy in both EU legislation and national law. In fact, the EU has no intention of interfering with national sport, so that diversity is preserved and the sport systems match each member-state's culture and society. In this manner, sport is allowed to manage and administer its own affairs. However, the degree of sport's autonomy is always within the framework of the European laws and legal system. This feature of sport along with the fact that the Union's general policy is to be recognized by all sectors of the society, including sport, has created the indirect sport policy of the EU. This includes all measures and regulations which although initiated with more general goals in mind are unrelated to sport but end up having an impact on the field of sport because of their higher importance, if and when sport falls within the European Union's remit in any of its diverse manifestations (Tokarski et al, 2004, p. 80).

As sport has become more professionalized and commercialized different business activities started taking place within it and in relation with other sectors of the EU. The result of the economic activities of sport entities (athletes, associations, federations etc) in the EU domain is that they become subjects to the regulations of the European Single Market, just as any other economic entity. According to the Union's Law, as it is defined in the Treaty of European Union "the internal market shall comprise an area without internal frontiers in which the free movement of goods, persons, services and capital is ensured in accordance to this Treaty". (Tokarsi et al, 2004, p.80). Since sport entities in the EU can take the role of workers, employers or service suppliers, they immediately fall in the jurisdiction of the EU law.

As early as 1974 and as an outcome of the Walrave/Koch European Court of Justice Judgment, it has provided that as long athletes get paid for exercising sport, they are provided rights according to the EU law and since they constitute an economic activity they are a subject to it (European Commission, 2004). Concerning the free movement of persons, one ruling of the European Court of Justice and a name of Belgian footballer are

the milestones in terms of the indirect sport policy of the European Union. In 1990, Jean-Marc Bosman brought a claim against the transfer rules and foreign clauses directed by the Union of European Football Associations (UEFA) and the International Federation of Football Associations (FIFA), both of which restricted his freedom to choose a place of work and were in this respect incompatible with European Single Market laws and provisions for the free movement of workers. It was claimed that football was his profession and the salary from his profession was providing him a living. In this sense and according to the Treaty of the European Union he was a worker. Thus, by law he should have been free to change clubs (from his former Belgian club, RFC Liege to the French US Dunkerque) upon the expiration of his contract. In this respect, RCF Liege should not have been allowed to demand a transfer fee and by this block the transfer. As a result of the judgment of the 15th of December 1995, no transfer fee can be demanded for a professional athlete wishing to move from one country to another within the EU, after the expiry of their contract. In addition, teams within the European Union may have in their rosters an unlimited number of EU nationals (European Commission, 2004, p.8, Tokarski et al, 2004, p. 82).

Furthermore, the Treaty of the European Union provides the right to sport professionals, as with all other professionals, of economic activities on the same conditions in every member-state of the EU, either as employees of self-employed persons, as the nationals of each country. In the same context, services may be provided to citizens of the Union in every EU country, with same conditions that would apply for the nationals of the respective country.

In order to facilitate the free movement of EU citizens in the EU domain, the European Commission has issued provisions for the mutual recognition of diplomas, certificates and other evidence of qualifications. In the same context, initiatives have been taken for the recognition of the various sport-related professions by the establishment of an Equivalency Directive. Moreover, efforts are being made to “Europeanize” the university training in the field of sport sciences with the introduction of Bachelor’s and Master’s degrees in sport sciences faculties all over Europe. By introducing these academic degrees, it is hoped that greater effectiveness, greater internationalization and greater transparency will be

accomplished in the European sport sciences universities. In addition, the future introduction of common curricula in sport sciences may be beneficial in solving the problems encountered because of the different types of training that exist, the resulting comparability of vocational qualifications.

Additionally, sport in relationship with European competition rules is a subject of exemptions for the provisions of the Treaty of the European Union. In this regard sport is excluded from the EU rules of competitions as far as it concerns internal regulations between sport federations, the rules, the integrity and the proper functions of competitions.

2.3.3. The sport policy of the Council of Europe

The Council of Europe is not a body of the European Union; however it is the organization which had a great influence in the field of sport in a European level, from the aspect of sport-related measures, policy and recommendations. In comparison with sport policy of the European Union and the European Commission, the sport policy of the Council of Europe is very direct and it has been planned to have positive impact on sport. In addition, the Council's sport policy and involvement dates back, decades before the European Union showed any interest, other than economic, in sport.

The Council of Europe was established in London, on May 5th 1949, in the aftermath of the Second World War. In contrast with other organizations which had focused on military security or economic cooperation, the Council of Europe aimed to promote cooperation among its member-countries in social, cultural, scientific, legal and administrative matters and the recognition and practice of human rights and fundamental freedoms (Council of Europe, 2007a).

It should be emphasized that the Council of Europe has very limited powers because of its confederation status. In contrast with the European Union, the Council of Europe cannot issue any binding regulations to its member-countries. In this respect, the Council of Europe relies on the willingness of its members to implement its policies. The member-countries are free to ratify an agreement or convention in full, in part, at a later date or not

at all. It can be argued that the Council of Europe has a consultative character and this in fact may be the reason its work has been so influential at a national and European level.

The orientation of the Council of Europe on topics related to social policy, democracy, education and culture have led to a subsequent interest in sport. Differently with the sport policy of the European Union, the Council of Europe's commitment in sport is based on a positive attitude towards sport that perceives sport from every dimension, acknowledging the benefits of sport on people's physical, mental and social well-being (Council of Europe, 2002a).

As early as 1954 the Council of Europe has set down the formal basis of its activities in sport, by the adoption of the European Cultural Convention by all its member-countries. By 1976 the Committee for the Development of Sport (CDDS) was established, thus incorporating sport in the institutional framework of the Council of Europe. The CDDS is responsible, among others, to organize the European Conference of Sport Ministers which is held every three years since 1975. In addition, two permanent committees have been formed in order to deal with the two main problematic issues in modern sport; the hooliganism and doping (Cyprus-Europe-Sport, 1998).

In this respect, the Council of Europe's sport policy revolves around "identifying potential problems and deficits in sport, developing certain values and guidelines, formulating relevant demands for sport and in particular, coordinating national sport policies at governmental level" (Cyprus-Europe-Sport, 1998, p.3). The principle of autonomy and self-administration as well as the principle of subsidiary in sport are also acknowledged. Nevertheless, it is maintained by the Council that there is a special need for state intervention in certain areas related to sport, namely the issues of doping and hooliganism (Tokarski et al, 2004, p. 58).

The Council of Europe has been committed to sport in its wide and diverse sense, for more than three decades. The Council of Europe perceives sport in the sense of physical activity along with the classical sense of organized sport. Hence, there have been a large number of recommendations, declarations and resolutions dealing with health and fitness, sport for

all, sport in schools, physical education, promotion of sport in relation with certain social and demographic groups, combating hooliganism, and counter-doping actions. Of the agreements between the members of the Council of Europe, some of them have a special significance, because they serve as the basic documents of European sport policy. Since 1975, the Council of Europe has issued the following conventions and charters, in order to realize its goals: the European Sports for All Charter (1975) (Council of Europe, 2007b), the European Sport Charter (1992) revised in 2001, the Code of Sport Ethics (1992), the Anti-doping Convention (1989) (Council of Europe, 2007c) and the European Convention on Spectator Violence and Misbehavior (1985) (Council of Europe, 2007d).

The significance of sport's potential in health development and maintenance of people, along with sport's social and cultural contribution was identified by the Council of Europe as early as the 1960s. Working in this direction, the Council of Europe strived to introduce as many European citizens as possible to sport and physical activity. The "European Sport for All Charter" was launched in 1975 by the European Sport Ministers. It was officially adopted on September 24th 1976. From then on, sport policies in Europe were given a common program, which would help promoting the values of the Council of Europe through sport (Council of Europe, 2002a). Building upon the principles of the "European Sport for All Charter" the "European Sport Charter" was adopted in 1992 and revised in 2001 in order to provide a common set of principles in sport for Europe. The Charter provides the framework for sport policy to which all European Countries should put in action in their national sport systems. The "Code of Sport Ethics" serves as a complement to the Charter. It is based on the principle that "ethical considerations leading to fair play are integral and not optional elements of all sports activity, sport policy and management and apply to all levels ability and commitment, including recreational as well as competitive sports". (Council of Europe, 2002b). The adoption of those documents has committed the national governments to provide their citizens with the opportunities to practice sport under well-defined conditions, based on their human and civil rights, the safeguarding of their safety, health and dignity, as well as the protection of the environment where sports are practiced.

Being truthful to its commitments in sport in identifying potential problems and deficits in sport, the Council of Europe has had significant work in the form of conventions and measures against the two major threats for modern sport: the problem of hooliganism at sports events and the problem of doping. The European Convention on Spectator Violence and Misbehavior at Sport Events was put in force in 1985. This Convention was calling upon the national governments for political and legislative measures, as well as cooperation between the governmental and local agencies, the responsible sport federation and the authorities running the sport facilities in order to fight the violence and hooliganism in sport events problem more effectively. The Convention also established a permanent committee within the Council of Europe, which is responsible to monitor and implement the measures of the Convention and provide additional recommendations.

The problem of doping is not new in the agenda of the Council of Europe. While in European societies and in the formal EU sport policy the whole issue has been disregarded until recently, the Council of Europe had issued recommendations and resolutions about it since 1967 (Tokarski et al, 2004, p. 60). When the issue took a turn for the worse and more doping cases surfaced in the late 1980s, the “Anti-Doping Convention” was launched as a means of counter-action. This document has subsequently become the basis on which the various national anti-doping laws were created and measures like the establishment of doping control laboratories, the launch of informative anti-doping campaigns, cooperation between sport federations and anti-doping agencies and governmental sport organizations could be put in action. The Convention also has established a permanent committee within the Council of Europe that has the task of controlling, monitoring and ensuring the realization of the agreements and commitments of the national governments towards the Council of Europe.

Besides updating the previously mentioned policies and measures, the Council of Europe has introduced additional programs in order to support and control the actions of the national governments in the field of sport. The SPRINT (Sports Reform Innovation and Training) program was initiated in 1989 with purpose of supporting countries of the Council of Europe developing their sport structures. The program focuses on legislative reform in sport-related national legislation, democratization of the national sport

movement, the promotion of the “Sport for All” program, enabling sport federations and clubs to adapt to modern requirements and a free market and developing the role of local authorities. At present time, the Council’s priorities comprise of good governance in sport, development of physical education, promotion of the participations of women in sport and cooperation within sport in an enlarged Europe.

In addition, the program “Compliance with Commitments” has been established in 2001 and has a monitoring scope. Its aim is to evaluate the degree of compliance of the member-states’ commitments as far as it concerns the three main sport-policy agreements; the European Sport Charter, the Convention on Spectator Violence and Misbehavior at Sport Events and the Anti-Doping Convention. Concerning the European Sport Charter each country is monitored by “checklists” which have the form of a questionnaire which is answered by a representative of the governmental sport organization of each country. The questionnaire consists of all the main articles of the European Sport Charter. The representatives of each country are asked to state whether the Charter is ratified or not and which provisions of the Charter are met. With regard to the Spectator Violence Convention and the Anti-Doping Convention, the compliance is evaluated with the help of evaluation and/or consultative visits of the respective committees’ representatives and auto-evaluation reports (Council of Europe, 2007e).

2.4. The impact of the European Sport Policy on national sport

As it has been demonstrated there is no formal legal basis referring to the European Union’s commitment to sport. Despite the mention made on sport in some EU Treaties, the lack of a legal obligation on the Union’s behalf remained, since these references were either in the form of declarations which have no legally binding character or a part of the Constitutional Treaty which is yet to be accepted.

It has been shown that the Council of Europe has had extensive contribution in the field of sport in all its dimensions for over thirty years. Its resolutions, recommendations and conventions have created positive trends and attitudes towards sport in all its member-countries. It can be argued that the decisions of the Ministerial Conferences of the Sport

Ministers of Europe along with the two sport-related Charters and the conventions against spectator violence and doping are the cornerstone of what can be called in essence “European Sport Policy”. However, the Council of Europe has weak legal enforcement of its decisions and a rather consultative character. In fact, in all its sport-related documents, the autonomy, auto-administration and diversity of sport in each country are promoted. In addition, the Council of Europe cannot issue any measures to regulate the effects of the European Single Market on sport, since sport is a subject to the Treaty of the European Union.

In practice, since the Union’s general policy is to be recognized by all sectors of society sport is dramatically influenced by the European Union’s indirect sport policy. In this aspect, three major impacts can be identified: the impact of the Bosman ruling together with the elimination of national clauses, the Europeanization of training in sport and the creation of a European career space and the impact of the EU policies on the trade and marketing of sporting events. Of a particular interest in this study are the first two.

The Bosman ruling has resulted in an increased movement of professional athletes in-between the countries of the European Union since transfer fees have been abolished and teams can enlist an unlimited number of players. In this manner, the ruling has brought several legal consequences for sport in the EU. Indicative of the ruling’s serious impact are the changes of the FIFA transfer system and its application on national transfer systems, the application of the ruling in other types of sport (team and individual sport alike), the application of the ruling to non-EU citizens (Tokarski et al, 2004, pp. 85-89).

Besides the legal consequences of the Bosman ruling, several implications have taken effect on sport as a subsystem at each member-state due to the changed transfer practices together with the elimination of national clauses enforced by the EU law. The effects which can be directly attributed to the Bosman ruling and the elimination of national clauses refer to the immense increase of foreign professional players in professional leagues. The trend of the spread of players from Central and Eastern Europe which has been observed in almost every EU country, took amazing dimensions after the Bosman ruling was put in force and at a second stage with the 2004 EU enlargement. The enormous

increase in the proportion of foreign players in national leagues has increased the potential of a decline in employment opportunities for the national players. Additionally, other developments which appear as a result of the proportion change are far more complex and differ from country to country. Developments like the deducted ability of fans to identify with their team because of the increased proportion of foreign players, the weakening of the national teams as a result of the deprived match play time of national team players during the domestic championships and the problematic integration of young players into professional teams cannot be quantified but can already be seen in most countries of EU. However, there is a lack of empirical data referring to all the EU countries and it is therefore argued that each country may have differences in this aspect depending on each country's spectators' culture. In addition, the other aspect of the Bosman ruling, the abolition of transfer rules, has had impact on the functioning of European sport in at least two ways: personnel costs have risen due to the higher salaries of players and the since transfer fees are no longer paid once a contract of player is expired, the teams have lost a significant source of income, which is a financial treat especially for the not wealthy sport clubs. Nonetheless, the impact of the Bosman ruling and the elimination of national clauses influences basically the professional sport leaving a vast area of sport, such as amateur and recreational sport unaffected.

On the other hand, the promotion of mobility of EU citizens by implementing a common European career space and by unifying in a European level the university curricula in the field of sport sciences, is affecting wider range of sport-related occupations. It has been a natural outcome of the establishment of the European domain that many people are moving out of the borders of their homeland in order to work. In fact, this mobility is promoted by the European Union. It has been intended to put into practice a "common European career space" through the recognition of diplomas and professional qualifications which in turn will help people to practice freely their profession in every EU country. In this manner, some professions are directly regulated by the EU by special directives, while others are regulated with a special directive. For the latter, directives are replaced to "equivalence guidelines". Hence, citizens wishing to work in EU countries may need to complete training or supplementary courses, according to the regulations of the each country. Last,

there are professional which are not regulated by the EU and can be practiced without any special training. Ideally, the establishment of the European career space provides an important freedom of seeking employment with the EU domain and in twenty seven different countries. However, in practice there are several constraints forbidding the mobility and chances of citizens in EU countries. For instance, the language requirements or the preference of employers of national of each country can be inhibiting factors for migrating to another EU country. This is more emphasized professions related to education, like Physical Education teachers, where most schools operate in each country's domestic language, while at the same time the few schools where the language of instruction is a commonly used language, like English or French can employ only a limited number of employees. In reverse, some sport-related professions, mainly belonging in the private sector, like the instructors of various sports and fitness, may face the potential of unemployment, due to the arrival of people with same qualifications from other EU countries who are willing to work with lower salaries which are in some case higher of what they would have got paid in their country.

Moreover, it has been aimed by the European Union to "Europeanize" the university training in sport sciences, as a part of its contribution to the development of high-quality education through the cooperation between the member-states. For this reason, the European Union has encouraged the mobility of students and teachers by recognizing their academic titles and periods of study (Tokarsi et al, 2004. p. 109). This has been made possible with introduction of several exchange programs for students and lecturers, like the ERASMUS, SOCRATES and LEONARDO DA VINCI. As a result, a significant number of sport-sciences students and academics are spending time in countries of the European Union which enhances the explorations of the diverse European cultures and broadens their academic and studying experiences. This has resulted in the introduction of Bachelor's and Master's degrees in sport sciences throughout Europe. It is hoped that this development will unify the university curricula which will lead to a greater effectiveness in the field of sport.

It has been illustrated that the current sport policy within the European Union (the sport policy of the Council of Europe and the direct and indirect forms of sport policy of the

European Commission) have a great impact on sport, as well as the people involved professionally in it. It has been also observed in several cases that the Community legal system sometimes is in conflict and friction with sport's legal system. From a legal standpoint, it has been suggested-at least theoretically- that all the problems caused by the application of the general legislation of the EU Treaty, the European Single Market regulations and laws and the Bosman ruling could have been avoided and solved with the introduction of an article in the EU Treaty which would provide the exemption of sport of the Treaty's regulations (Malatos, 1996, p. 133). In reality, sport with the different forms of economic activities accumulated by its economic participants (athletes, sport associations, sport federations etc) penetrates more and more the area of general economic activity. In this way, sport is moving away from its autonomy and enters the original area of responsibility of the EU-the economy, thus inevitably becoming a subject of its laws and regulations in mainly and indirect way which has however a serious impact.

2.5. Endeavors of Cypriot Sport in the European Union process

As early as 1972 the Cypriot government signed an agreement of Connection with European Economic Community. The invasion of Cyprus two years after with all its economic and social consequences delayed the course of Cyprus in its integration in the European Union temporarily (Cyprus - History, 2002). The various governments since 1974 resumed and directed their efforts toward Cyprus becoming a member of the EU, not only for economic reasons but to use Cyprus' admission in the Union as a means to safeguard the country from another Turkish invasion and the potential occupation of the rest of the island (Araouzos, 1996, p.30). At Cyprus' early stages of European orientation it was evident that it was easier for other sectors of the social and cultural life to be involved in European bodies and programs and assist the European integration process, at indirectly. In this manner the European orientation has influenced greatly the state. Around the same period of time, Cyprus became a member of the Council of Europe. The Council's political, cultural and social aims have influenced the state and consequently the Cyprus Sport Organization (CSO). Since then the CSO followed the sporting matters of Europe and especially the sports policy of the Council of Europe by adopting the decisions of European Conventions and the resolutions of the Ministerial Conferences of the Ministers responsible

for Sport (Alexopoulos, 2005). Some decades later, the CSO has drawn a clear direction towards the Council's of Europe sport policy. As it is mentioned in the "Europe- Cyprus-Sport", published in 1998 by the Cyprus Sports Organization, the CSO acting as the supreme authority for sport at Cyprus, has already begun its efforts for harmonization with the European guidelines provided by the Council of Europe in the following three core directions:

- Adoption of the decisions of the Ministers Responsible for Sport

The adoption of the decisions of the Ministers Responsible for Sport is transformed into one of the most significant guiding documents regarding the Cyprus's European course in sports. These decisions have been recognized by the formal ministerial meetings of the Council of Europe.

- Legal recognition of the decisions of the Council of Europe

The second parameter concerns the conventions related to sport, that were formulated by the Council of Europe and which Cyprus has ratified. Cyprus has recognized the two Conventions: the Convention on violence and the fans' inadequate behavior and the Convention against doping, with respective Constitutional Laws, namely the Law of the Anti-Doping Convention of 1993 as well as the additional Law of the annexed Protocol of the Anti-Doping Convention of 2002 and the Law of the Convention on Violence in Sport of 1994.

- Adoption of the Recommendations of the Council of Europe

Regarding the third direction, it concerns the two recommendations, 93/1 and 94/1 of the Council of Europe, related to further actions to be taken for the spectators' violence issue. These determine with clarity the role played by fans, agents, public authorities, etc, to prevent and control violence.

An additional direction in Cyprus's orientation towards the Council's of Europe sport policy is the participation of the Cyprus Sport Organization, as the local governmental sport organization, in projects initiated by the Council which monitor and examine the national sport structures and systems. Namely, the CSO has participated in two programs;

the European survey “Good Governance in Sport” and the “Compliance with Commitments” projects.

The survey “Good Governance in Sport” was carried out in 2004 on the behalf and with support of the Council of Europe, by A.N. Chaker, a sport law expert. The study covered the sport-related legislation and governance regulations of twenty European countries. The term sport governance means “the creation of effective networks of sport- related agencies, sports non-governmental organizations and processes that operate jointly and independently under specific legislation policies and private regulations to promote ethical, democratic, efficient and accountable sports activities” (Chaker,2004). According to Chaker, the fundamental principles of sport governance that should be applied in the European countries are the following:

- *Freedom of association*, which refers to the general right for association, the discrimination-free association, the right to confederate, the reasonable minimum number of persons needed for establishment, the reasonable minimum fee and the authorities impartiality.
- *Freedom of speech*
- *Freedom of operation*
- *Transparency in funding*
- *Independence of control*
- *Democracy*

Two main ways are employed in order to describe each country’s sports legislation and sport governance. Firstly, the regulatory framework for sport is presented and as a second step and according to principle of good governance, the governance overview is stated. The regulatory framework contains two criteria; the legislation in place and the role of government; good governance overview is composed by the state governance of sport and the governance of the sport movement.

In the case of Cyprus, the first law dealing with sport issues was passed in 1969 and it established the Cyprus Sport Organization. This law has been modified ten times since then, in order to be up to date with contemporary developments. The law still establishes the Cyprus Sport Organization as the Supreme Authority in Cyprus for all sport activity, except school sport which belongs to the responsibility of the Ministry of Education. Since the Law 41/1969 Section 3.1 refers to the CSO as a “para-governmental legal person”, the Republic of Cyprus can intervene in sport. The administrative board of the Organization is appointed by the Council of Ministers (Cyprus Sports Organization, 2000).

The Cyprus Sports Organization is under the supervision of the Ministry of Education. However, the Board of Directors can take decisions without referring to government for approval. Governmental approval is only necessary in the case of the annual budget of the Organization, for supplementary budgets and for the purchasing of property. The regional sports policy is implemented by the administrative council of the CSO, by appointing numerous district organizations with specific tasks, such as committees for sport for all, managing committees for facilities and stadiums. It should be noted that there are no regional sport unions and the local clubs co-operate with the national sport federations, probably because of the small size of population and territory. There are however, local consultative bodies that forward local policy suggestions to the national bodies. As far as concerns the good governance, all the principles of good governance are applied in Cyprus. The sports movement runs its programs independently with the support of the government. Supervision and advice are provided to the sport federations by the CSO, to facilitate the proper functioning of sport programs.

The Cyprus Sport Organization has been also participating in the “Compliance with Commitments” project. As it has been mentioned in the outline of the sport policy of the Council of Europe, the project has been launched according to the Committee of Ministers' decision to monitor the member-states' fulfillment of their obligations towards the Council's sport policy. In this manner, the CDDS (Committee for the Development of Sport) aims to find ways of providing help and assistance to the member-countries so that they may more effectively implement their commitments in the Sports sector. The project is designed to concentrate on areas of crucial importance. Hence the commitments of the

member-countries derive from three texts: the European Sports Charter, the Spectator Violence Convention and the Anti-Doping Convention. As it has been mentioned the national evaluations are carried out by the means of questionnaires, visits at each country and auto-evaluation reports. The reports concerning the Cyprus Sport Organization's compliance with the agreed sport policy commitments with Council of Europe show that at present the CSO has fulfilled its obligations concerning the implementation of the Europe Sport Charter (see Appendix A) and by the inclusion of a Law against doping in the Cyprus Constitution, based on the Anti-Doping Convention of 1989 (Council of Europe, 2007e).

The topic of the sport policy of the Council of Europe in connection with Cypriot sport and the role of the CSO appears to be high on the organization's agenda. The reviews of the informational magazine "The Voice of Sport" which is published by the CSO have shown that the topics related to the sport policy of the Council of Europe and Cyprus' participation appeared several times in it. Usually, following each formal or informal Conference of the Sport Ministers of Europe or the meetings of the permanent Committees of the Council of Europe against Spectators' Violence and Doping, detailed reports referring to the agenda of each Conference. These reports mainly focus on presenting analytically of the resolutions of each Conference, who have been the Organization's representatives and what has been the Organization's involvement in each Conference or meeting (Cyprus Sports Organization, 2002, 2003, 2004, 2005). Items of the European sport issues in the context of Cypriot sport, have been appearing from time to time in the Organization's second means of communication; its website. The themes are usually reports of the Conferences of the European Sport Ministers with outlines of the issues which have been discussed in each one of them. The reports typically appear in the "News and Announcements" link of the website. The most recent report relevant with European sport issues was entered in on December 5th and it was compiled by the President of the CSO. The report referred to the "Independent Review for European Sport" which had been presented at the last meeting of European Sport Ministers at Brussels, on 27-28 November 2006 (Christofides, 2006). Nonetheless, despite the presence of a separate link in the Organization's website, under the "Tasks and Activities" link, named "European Issues", there have not been any entries in it for at least the past five years.

Throughout the review of documents of the CSO, relevant with the sport policy in the European Union, it has been striking that the references on the sport policy of the Council of Europe are overemphasized in comparison with reference with the direct and indirect forms of sport of the European Commission. Nearly in every occasion that a report or an article has appeared in the Organization's documents was referring to the sport-issues within the framework of the Council of Europe. It is argued that there is an under-representation a possible disregard of the impact of the Single European Market and the laws of the establishing the European Union on Cypriot sport. In addition, there is a lack of studies dealing with this issue, while at the same it can be empirically observed that a rapid increase of EU athletes has occurred after the 2004 EU integration in almost all team-sports, the decreased number of young players in the professional leagues and the domination of non-Cypriot players in the higher-scoring lists of sports, like football and basketball. Yet, these issues have not been dealt scientifically; they are, however issues of the sport sections of the major Cypriot newspapers frequently. The lack of studies has been the reason of a lack of adequate information on how the EU integration was received in the field of Cypriot sport and the Cypriot sport actors and what impact it has had on Cypriot sport.

REVIEW OF THE RELATED LITERATURE

The opinion of the citizens of the European countries about the European Union as well as the conditions of living in the European domain has been in the focus of the European Commission since 1973, long before the EU was established. The so called “Eurobarometer” is a series of surveys regularly performed on behalf of the European Commission. It produces reports of public opinion of certain issues relating to the European Union across the member states (European Commission, 2006a).

The Standard Eurobarometer survey is carried out each autumn and spring. Although the range of questions has been expanded over the years, the program aims to keep most of the survey standardized, so that data can be compared over time and between each country that participates in the Eurobarometer. Mainly, the Eurobarometer consists of two parts, one being the life, living conditions and satisfaction in each member-state and the latter dealing with opinions, perceptions and knowledge about the European Union and issues within the EU domain.

Cyprus participated for the first time just before the integration in the European Union (European Commission, 2004b) and since then has participated five more times in the standard Eurobarometer. From the Eurobarometers (European Commission 2004c, 2005a, 2005b, 2006b, 2006c) it has been found that the feelings of the Cypriot citizens about the integration and later membership of Cyprus in the European Union were mixed and fluctuating over the country’s two-year membership. Over the two years the trust and support of the Cypriot citizens was changing and has always been mixed. While Cypriots are belonging in the citizens of the seven countries with the less positive feelings about their country’s membership at the same they maintain that the integration was beneficial for them (European Commission, 2006c).

In 2004, the European Year of Education through Sport, a special Eurobarometer was carried out in the countries of the European Union, including the ten new-coming countries. The survey titled “ The citizens of the European Union and Sport” (European Commission, 2004d), covered a wide range of issues related to sport and sporting/activity habits of the

European citizens, including the social dimension of sport and the relationship between the European Union and sport. Among others it has been found that the Cypriot citizens are very supportive of the idea of a more active role of the EU in the field of sport and have high expectations with regard to cooperation between the Cypriot government, the EU and national sport organizations.

Besides, the Eurobarometers and the Special Eurobarometer on Sport, little is known about the opinion, feelings, expectations and knowledge of European sport actors. On a European level, studies have revealed the Hungarian case (Foldesi, 2003) and the Estonian case (Arvisto et al, 2004); both countries belong in the group of the ten countries which gained accession in the EU in 2004. The Hungarian study revealed that mixed feelings of skepticism and hope were expressed by Hungarian sport actors, while both studies have discovered a lack of knowledge concerning the functioning of the European Union, the European Sport Policy and the important contribution of the Council of Europe in the field of sport in Europe.

The EU membership has put Cypriot sport and the Cypriot people involved and working in it in a challenging position. Throughout the review of the related literature, it found that there has not been any study dealing with how the integration was received by the Cypriot sport actors, how they feel about the impact of the integration on Cypriot sport, what they expect from the European Union in the context of sport and how much they know about the European sport policy.

3.1. Public opinion about the European Union in Cyprus

The Cypriots have always associated the European Union with two focal issues; the politics, in the sense of the Cypriot problem of the Turkish occupation and the economy. From a political point of view the Cypriot public was wishing and expecting long before the EU enlargement that the problem of the Turkish occupation could have higher chances of solution with the context of the European Union. On the contrary, a lot of Cypriots were feeling that from an economic perspective the EU enlargement would have had a negative impact on Cyprus' economy. Nevertheless, the possible political benefits have always been

more dominant and the Cypriot people in their majority were supporting of the country's integration (European Commission, 2004a).

Over all the Eurobarometers carried out after the 2004 EU enlargement (European Commission 2004b, 2005a, 2005b, 2006a, 2006b) the opinion on whether the membership of Cyprus in the European Union is a positive or negative has become more negative than it was prior the 2004 enlargement. A percentage of the Cypriot citizens that varies between 42% and 49% over the period 2004 -2006 are positive towards Cyprus' accession in the European Union, while 30%-39% remains neutral, in a sense that the EU membership is neither a positive nor a negative change. In addition, 13%-19% percent are negative towards the integration of Cyprus in the EU.

Moreover, a bit less than half of the Cypriots believe that in general the membership in the EU was rather beneficial for Cyprus. However, almost the same percentage feels that it is not beneficial for Cyprus to be a member of the EU. A lower number of Cypriots remain neutral. It should be noted that men tend to believe that it is beneficial for Cyprus to be a member of the EU than women. The same is felt among people in the 25- 49 age group as well as people with higher education.

Although there is a negative tendency as to whether the EU membership is positive or negative and as to whether the membership is beneficial or not, a relatively high percentage of the Cypriot population has a good impression about the European Union (56%) and only a 14% has a negative picture. This tendency is maintained mostly amongst men, people between 25-29 years of age and people with higher education. Moreover, EU is causing mainly the feeling of "hope" to Cypriots (59%). Nevertheless, one third of the Cypriot population feels "trust" towards EU, but at the same "worry" is also felt. The feeling of "disbelief" is felt by a significant 20% of the population.

With regard to issues which are deriving as an outcome of the nature of the EU (elimination of national clauses, common market) the Cypriot citizens express fear for certain issues. More prevailing in their worries is the fear for an increase of drug trafficking and internationally organized crime (84%). Plenty of them are worried about

unemployment as a result of immigration or transfer of labor to countries with lower costs than Cyprus. Worry is also felt for the fields of agriculture and economy, as well as the loss of national identity and culture.

The knowledge of the Cypriot citizens has remained constant over the period 2004-2006. The level of their knowledge is described by themselves as average or below average. On a ten-point scale (with 1 being the lower and 10 the maximum) the mean average of the Cypriot citizens is 4.2. The Cypriots actual level of knowledge seems very basic. Almost half of the population could answer correct in questions referring to the number of member-states of the EU, whether EU has its own anthem or not, the colors of the EU flag and so on. It is found that women, people in the 25-54 year-old age group and people with higher education seem more knowledgeable.

In addition, the Cypriots feel that they do not deal much with European issues. Only a 22% feels that deals enough with issues related to the EU. More than the half of the Cypriots state that although they want to deal more with these issues, they do not know how to. The vast majority (91%) supports that the Cypriot government as well as the European Union should make more efforts in the direction of making the citizens more involved in European issues.

As it is shown from the related literature, whether the membership in the European Union is a positive change or not, divides the Cypriot public. Moreover, the initial enthusiasm prior the EU enlargement seems to faint in the years after the integration. This can be explained by the possibility of disappointment caused by the inability of solving the Cypriot problem after the country was integrated. It can also be argued that only after Cyprus was integrated, the citizens were able to understand the real nature of the European Union, as well as the impact of the membership on several areas of life in Cyprus. There are mixed feelings of hope, trust, worry and fear concerning the EU and issues related to it. It can be argued that the lack of in-depth knowledge-which is admitted by the Cypriot citizens- is causing and it is further reinforcing their mixed and confused feelings.

3.2. Cypriot citizens, sport and sport in the context of the European Union

The year 2004 was the “European year of Education through Sport”. In a year where significant sports events were held in European countries, like the European Football Championship in Portugal and the Olympic Games in Greece, the Directorate General of the European Commission carried out a special Eurobarometer survey titled “Citizens of the European Union and Sport”, which included the ten newly integrated countries of the 2004 EU enlargement (European Commission, 2004a). The survey consisted of four parts which were related to sporting habits and activity, the way European citizens perceive sport in its social dimension and the role of the European Union within the area of sport.

Although not directly related with the problem of the current study, it is interesting to present the conditions and the situation concerning the Cypriot sport field through the opinions of the Cypriot citizens, as they appear in the Special Euro barometer of 2004. Slightly less than half of the Cypriots (42%) are physically active at least once a week. The two thirds of the Cypriots (66%) – the highest in EU- cite the lack of time as the reason for not being physically active more often. Despite the Cypriots not so high physical activity, the vast majority mainly associates sport improving health and as a mean of fighting obesity.

With reference to the social dimension of sport the Cypriots are the only among the ten member-states that were integrated in 2004 who believe that sport is helpful in creating team spirit. However, a lower number recognizes the usefulness of sport in the social integration of immigrants by binding the co-existing cultures. However, it is believed by an 85% that sport can be a tool in fighting discrimination.

The Cypriots believe more than the other European citizens that more time should be devoted to sport in schools. In addition, they favor in their majority the cooperation between educational institutions and sport organizations.

With regard to the professional side of more than three quarters of the Cypriots believe that professions related to sport should be more recognized. Similar to other EU citizens,

Cypriots mention doping, the exaggerated emphasis on money, corruption, violence and sexual abuse as the five most negative aspects of sport.

More related to the problem of the current study is the opinion of the Cypriot citizens about the role of the European Union in sport and their subsequent expectations. It should be mentioned however, the 2004 Special Eurobarometer was conducted with Cypriots who had not necessarily a sport-related profession or status.

Cypriots strongly believe that the European Union should intervene more in issues concerning sport by an 80%, which is the highest in Europe. This idea is equally supported by men and women, as well as by all citizens regardless of their level of education. Young people tend to be more in favor of a reinforced role of the Union in the field of sport. At the same time Cypriots, in their vast majority, expect more cooperation between the EU, national sport organizations and the Cypriot government. Men and young people tend to be more supportive of this notion.

Furthermore, Cypriots belong in the citizens of the three more supporting EU countries as far as it concerns the issues of the EU intervention to promote cooperation between the field of education and sport, the promotion of ethical and social values through sport and the fight against doping. These notions are equally believed by the majority of Cypriots regardless of gender, age and educational status, except the issue of doping where more physically active individuals want more intervention on the behalf of EU than the less physically active. The utility for sport by the inclusion in the Draft Constitutional Treaty is well understood by the Cypriot public. More than one third of them believe that it will be useful for sport in the context of the European Union.

Despite the fact that the “Citizens of the European Union and Sport” survey has provided the feelings, opinions and expectation of the Cypriot citizens as well as the EU citizens about the role of the Union and the degree of its involvement, there was no focus on the how much the EU citizens know about the current European Sport Policy and how the Policy influences sport on a national level since there is autonomy in sport structures in each member-state. It has been found that Cypriots are very supportive of a more active

role of the EU in the field of sport, on a European and national level. It can be argued that in their minds the European Union can be more effective in solving sport- related issues and can provide better support than the local sport organization, the Cyprus Sport Organization. Nonetheless, the correct and accurate picture and realistic and accurate expectations depends on sound knowledge of the related issues. Moreover, the sample of the Special Euro barometer was related to sport in the sense of being professionals or having a status in sport other than practitioners. The knowledge, as well as the feelings and expectations of the Cypriot Sport Actors are in the focus of the current study.

3.3. Knowledge and opinions of European Sport Actors

Although the impact of the EU enlargement and EU membership on sport as an institution and a national system have been in the focus of some researchers, there is a small number of studies within the European Union which have dealt with the knowledge, opinions, feelings and expectations of people who are directly implicated in sport about the EU integration, the European Sport Policy and its consequences on national sport and the sport-related professions. Nevertheless, according to Digel it is surprising to observe how little the responsible persons within different types of top-level sport know about the organizational structure of their competitions (Pertry et al, 2004).

From the relevant literature only two studies have been found on a European level; one is dealing with the Hungarian case (Foldesi, 2003) and the latter with the Estonian case (Arvisto et al, 2004). Following Foldesi (2003) the knowledge of senior high-level administrators, sport managers, leading coaches and Physical Education teachers about their own domains in connection with the European Union is low. It was discovered that the senior Hungarian sport actors were unable to mention any concrete components of the sport policy of the EU. More specifically, there was a marked unawareness of the difference between the Council of Europe and the European Council. Nevertheless, the publication of the Council of Europe (1992) namely the “European Sports Charter” and the “Code of Sport Ethics” was known to them. However, the revised version of 2002 (Council of Europe) was not read by any of them. Moreover, the Hungarian sport actors were not aware of important EU treaties connected with sport, such as the Treaty of Amsterdam and

the Treaty of Nice, which are considered to be the first signs of the increased interest of the European Union in sports (European Commission, 2004d). Younger Hungarian sport actors (Physical Education and Sport Management students) were no different than the sport actors belonging in an older generation. According to Foldesi the students appear to have a very minimal knowledge. In their vast majority (95%) the students could not mention the two EU treaties connected with sport in the Union and were unaware of the contribution of the Council of Europe in the sport and sport policy creation.

A similar lack of relevant knowledge was discovered by Arvisto et al (2004) for the Estonian case. The lack of concrete knowledge is similar to the case of the Hungarian sport actors. It was found that the “European Sport Charter” of the Council of Europe “was unknown to the half of the club leaders and only a 9% of them valued it [the Charter] high, in the sense that this document was applied in its practical uses by them”.

According to Foldesi (2003) the lack of accurate knowledge and information is inevitably leading to the spread of delusions. Many senior Hungarian sport actors expect that Hungary will have to adopt a “European Sport Model” after the EU accession, thus showing ignorance to the well-known autonomy of sport in the member-states. The lack of knowledge is proven critical for the creation of the sport actors’ feelings and expectations. It was argued that the faulty comprehension of the changes caused by the EU integration, led to the creation of a feeling of threat, while fear and skepticism were further charged by the delusions. The senior Hungarian sport actors were rather more concerned with future of Hungarian sport. Their fears were associated, according to their statements, with the loss of prestige and international reputation of Hungarian sport or even the loss of autonomy. The fear for the loss of their workplace by other EU citizens only came second. The optimistic group of senior Hungarian sport actors was associating their positive feelings with the social and cultural values of sport. They were hopeful that the European Union would promote and facilitate these values. It was found that as far as it concerned the feelings of the senior Hungarian sport actors, polarized opinions had not exist neither on the far positive nor on the far negative side. Mixed feelings were more evident and they contained fear, worry and skepticism and at the same time a restrained optimism and hope.

In contrast with the older generation of Hungarian sport actors, the young sport students expect a better future for the Hungarian sport in the context of the EU. Delusions occurring from the insufficient knowledge are present with group too. The students supposed that the Hungarian government as a result of the EU accession will be obliged to build new gym halls, swimming pools and enforce all educational institutions to have gym halls and sport facilities. Opposite to the older group, the young sport actors pay more attention to their own personal chances in the European sport-related market rather than the future of the Hungarian sport. Tendencies of fear and worry were discovered with this group mainly associated with the possible increase of unemployment in the Hungarian sport-related market due to the flow of sport professionals from other EU countries. Only half of them could claim confident in practicing their profession in another country of the European Union. It was found that although there are big generational differences in optimism the feeling of fear was also very distinct with young people as well and could be possibly explained by the ignorance of the related background and lack of comprehension.

OBJECTIVES

4.1 Research Aims

The review of the related literature has provided that Cyprus' membership in the European Union has been received with positive and negative opinions. Moreover, it has been found that the Cypriot citizens' knowledge about the functioning of the European Union was rather inadequate and arguably influencing their opinions, since the attention had been shifted on topics irrelevant with the nature of the EU (solution of the Turkish occupation and economy). In addition, it has been found that the Cypriot citizens, in their majority, support a more active contribution and involvement of the European Union in the field of sport, by cooperating more with national governments and directly solving issues in sport. However, the aforementioned study has been carried out with subjects not having a status in sport and it has not examined the knowledge of the related issues. Studies carried out in Hungary and Estonia, where the participants were sport actors have revealed a significant lack of knowledge as far as it concerned the sport policy of the Council of Europe, the forms of sport policy of the EU and how sport is dealt within the context of the Single European Market. Accordingly, the purpose of this study is to discover through the opinions of Cypriot people involved in different areas of Cypriot sport:

- What is the Cypriot sport actors' opinion about the integration of Cyprus in the European Union?
- How much do Cypriots sport actors know about the European Sport Policy and what is their opinion about the impact of the EU integration of Cyprus on Cypriot sport?
- What are the expectations on Cypriot sport actors from the European Union in connection with sport in Cyprus and what are their personal expectations as European citizens?

4.2. Research Questions

To implement the purpose of the study it is intended to give answers to the following research questions:

- What is the opinion of Cypriot sport actors about Cyprus' integration in the European Union?
- To which extend the Cypriot sport actors' age, gender, occupation, place of employment, field of studies, country of studies, status in Cypriot sport, work in Cypriot sport, relationship with sport and Physical Education influence their opinion about Cyprus' membership in the EU.
- What do the Cypriot sport actors know about the European Sport Policy?
- What is the Cypriot sport actors' opinion about the impact of Cyprus' integration in the EU and the current European Sport Policy on the Cypriot sport?
- What are the Cypriot sport actors' expectations towards the European Union in relation with Cypriot sport and in relation with their personal chances as sport professionals and EU citizens?
- To which extend does the Cypriots actors' knowledge about European Sport Policy influence their expectations towards the Union's involvement in the field of Cypriot sport as well as the future expectations as sport professionals?

4.3. Hypotheses

In order to realize the aims of this study the following hypotheses have been formulated:

- It is assumed that the Cypriot sport actors' occupation within sport, place of employment, employment status, place (country) of studies, age and gender influence in a certain extend their feelings about Cyprus' membership in the EU.
- It is assumed that the Cypriot sport actors' occupation within sport, place of employment, employment status, field of studies, place (country) of studies, age and gender influence their knowledge about the European Sport Policy.
- It is assumed that the Cypriot sport actors' opinion about Cyprus' integration in the EU is influencing their opinion about the impact of the EU membership on Cypriot sport.

- It is assumed that the opinion of the Cypriot sport actors' about Cyprus' integration in the EU is influencing their expectation from the EU in the context of Cypriot sport.
- It is assumed that the knowledge of the Cypriot sport actors about the European sport policy is influencing their opinion about the impact of the EU membership on Cypriot sport.
- It is assumed that the Cypriot sport actors' knowledge about the European sport policy is influencing their expectation from the EU in the context of Cypriot sport.
- It is assumed that the Cypriot sport actors' knowledge about the European sport policy is influencing their opinion about the impact of the EU membership on their personal careers.

4.4. Delimitations

This study will investigate the opinion, knowledge and expectations of four groups of Cypriot sport actors, namely the Physical Education teachers, the Primary Education teachers, the students majoring in sport-related fields and the footballers. The high-level officials and administrators of the Cyprus Sport Organization and the sport federations, as well as athletes of other team or individual sports are not a part of the current study. Moreover, this study is not intending to discover the reasons forming the knowledge (or lack of it) about the European sport policy of the Cypriot sport actors. Other parameters, like the impact of the Single European Market regulations, the impact of Bosman ruling and the elimination of national clauses on Cypriot sport and the Cypriot national teams, as well as the opinion of spectators and fans about the rise of EU players in national leagues will not be examined by this study either.

METHODS

In order to carry out this study both quantitative and qualitative methods have been used. The basic method has been the survey method conduct with four different groups of Cypriot sport actors, which has been complemented with the analysis of documents relevant with the European Union and the EU sport policy in the context of Cypriot sport, as well as in-depth interviews.

5.1. Survey Method

5.1.1. Population and Sample

The population of this study ($N=8813$) consists of four groups of Cypriot sport actors: the Primary Education teachers ($N_1=4009$), the Physical Education teachers ($N_2=1699$), the university sport students ($N_3=1138$) and Cypriot footballers ($N_4=1967$). The Primary Education teachers and the Primary Education university students (included in the university sport students) are included in the population of this study due to the fact that Physical Education is taught in Cypriot primary schools by the Primary Education teachers. Thus, they receive training in teaching Physical Education as a part of the university curricula during the undergraduate courses or as supplementary training after graduation. In this sense they are considered involved in Cypriot sport and they are in this aspect sport actors.

For the sampling of the study, documents of the Cyprus Statistical Service (Primary Education teachers and university sport students), the Cyprus Educational Service (Physical Education teachers) and the Cyprus Football Association (footballers) have been used. Based on the data provided by the documents of the reciprocal services and organizations, the stratified random sampling method has been employed. The sample ($n=912$) consists of four sub-samples and it is the 10.3% of the total population.

Analytically, for the Primary Education teachers sub-sample ($n_1=234$) gender and place of employment (district and urban/rural school) have been the sampling variables. Accordingly, this sub-sample consists of 47 males and 187 females employed in the five

demographic districts of Cyprus (Nicosia $n=90$, Limassol $n= 61$, Larnaca $n=42$, Paphos $n=25$, Famagusta $n= 16$).

The sub-sample of the Physical Education teachers ($n_2= 204$) has been selected based on the gender, place of employment and employed/unemployed in schools status. Hence, this sub-sample consists of 123 males and 81 females. The employed in schools Physical Education teachers ($n=91$) are stratified as follows: Nicosia $n= 31$, Limassol $n= 26$, Larnaca $= 15$, Paphos $n= 13$, Famagusta $n= 6$). The additional 113 are not employed in schools.

Concerning the university sport students' sub-sample ($n_3= 298$), the sampling variables have been the field of studies and gender. Since, at Cyprus there is no Physical Education and Sport Sciences faculty 77 Cypriot PE students studying at Greek universities along with 44 Cypriot PE students studying at Hungary have been selected. In addition 48 Sport Management and 128 Primary Education students have been selected. Within this sub-sample there are 166 males and 132 females.

The sub-sample for the Cypriot footballers ($n_4=176$) has been selected on the basis of the league the footballers play. In this manner, $n=98$ footballers have been selected from the Cypriot Football Championship's A' Division and $n= 78$ footballers from the D' division.

As a consequence of the sampling the sub-samples of the Physical Education teachers and the Cypriot footballers are represented in proportion with the total populations of the respective groups. The sub-sample of the Primary Education teachers is rather underrepresented due to the large total population of the group. On the other side, the sub-sample of the university sport students is somewhat overrepresented. This has occurred due to the fact that if the given sub-sample had been selected in proportion with the total population of the group, the number would have been too low to perform statistics.

5.1.2. Data Collection

In order to carry out the survey, it had been considered necessary to devise four questionnaires (one for each group of Cypriot sport actors), with the help of which data would have been collected. The questionnaires have been created by the author of this study with the assistance of his research supervisor.

The first versions of the questionnaires had been administered to 15 subjects of each group in order to locate possible difficulties in the comprehension and to check the adequacy of the questions. From the pilot study it had been decided that in the case of the footballers group the questions related to the European sport policy should be more football-related, because it was revealed that footballers are more familiar with the practical aspects of policy, related to football, rather than the formal aspects of sport policy related with the Council of Europe and the European Commission. Therefore, the questions referring to the Council of Europe, and the sport policy within the European Union had been replaced with a question referring to the Bosman case. Moreover, two questions were rephrased because they were commonly not understood by the subjects.

The final versions of the questionnaires (see Appendix B) consisted of four parts which included closed and open questions. The first part contained personal and demographic data of the subjects, such as age, gender, group, place of employment, field of studies, etc. The second part of the questionnaire included questions referring to the integration of Cyprus in the European Union and questions about the opinion about the impact of Cyprus' EU membership. The third part comprised by questions about the European sport policy. Questions related to the opinion about the impact of Cyprus' integration in the EU on Cypriot sport as well as questions about the expectations from the EU in the context of sport were included in the fourth part of the questionnaire. The last part was comprised by questions referring to each of the four groups in relation with the EU and the EU sport policy, like questions about the conditions for sport and PE, employment issues, the future of soccer, etc.

To put into operation the research questions of the study the following variables have been defined so as they are measurable and operational. The opinion about Cyprus' integration in the European Union is represented by the question "How do you feel about Cyprus' integration in the European Union?" and its possible responses with 1 being "strongly disagree" and 5 being "strongly agree".

The knowledge about the sport policy of the European Union is represented by four questions their correct/incorrect answers. Specifically, the questions are:

- "Are you aware of any bodies within the European Union dealing with sport policy and sport development?" Three alternative responses could be given: "Yes", "No", "I don't know", the response "Yes" being the one showing knowledge.
- "Have you ever heard of the European Constitution?" The knowledge is represented by the positive ("Yes") answer, which is used as a grouping variable in the following question.
- "If yes, is there a paragraph with reference to sport?" Three alternative responses are given; "Yes", "No", "I don't know". "Yes" responses represent the correct knowledge while "No" and "I don't know" responses show lack of knowledge.
- "Do the 25 member-states of the European Union have common national sport structure and policy?" Three alternative responses are given: "Yes", "No", "I don't know". Since there is no common sport system the proper knowledge is represented by the "No" answers, while "Yes" and "I don't know" responses stand for lack of knowledge.

The footballers' knowledge about EU sport policy and issues is represented by the question "Have you ever heard of Bosman case?" where "Yes" shows proper knowledge.

In order to obtain the opinion about the impact of the EU integration on Cypriot sport a new composite variable has been created, which is the combination of the opinion about the impact of the EU integration on: school sport, university sport, sport for all elite sport, Olympic movement, disability sport, professional sport, multiplied by the scores for each

area (1= negatively, 5= positively). The multiplication yields 5 as the lower score and 35 as the higher score.

Similarly, a new composite variable occurred concerning the expectation from the EU in the context of Cypriot sport. The question whether the EU will provide help in the following areas of Cypriot sport (school sport, university sport, sport for all, elite sport, disability sport, sport facilities) has been multiplied by the five ranges (1= not at all, 5= to an enormous degree) which has yielded 5 as the lower score and 30 as the higher score.

To be able to perform tests between the Cypriot sport actors' opinion about Cyprus' integration in the European Union and the opinion about the impact on Cypriot sport, as well as the expectations for the EU in the context of sport, the responses of the question related to the actors' opinion about the EU integration have been grouped into two groups. The positive (agree) group was comprised by the subjects who responded "I agree" and "I strongly agree" to the question how they feel about Cyprus' integration in the EU. In the same way, the negative (disagree) consisted of the subjects who responded "I strongly disagree", "I disagree" and "I don't know".

In the same manner, to be able to perform tests between knowledge about the EU sport policy and the opinion about the impact of the EU integration on Cypriot sport and the expectation for the EU in the context of Cypriot sport, the knowledge has been grouped in two grouping variables. The "doesn't know" group consists of the subjects who responded incorrectly or stated that they "do not know" in the four questions about the knowledge of the EU sport policy. The "know" group consists of the subjects who answered correctly to the four knowledge questions.

5.1.3. Procedures

As it has been mentioned the first version of the questionnaire was administered during the pilot study in April 2005. Following the methodological interpretation of the pilot study's findings, which included the correction of the unclear questions, as well as the replacement

of the knowledge questions with a question about Bosman case in the footballers' questionnaires, the final versions were ready. The data collection was initiated in October 2005 and was completed in November 2006, due to the large sample size.

The questionnaires were delivered by the author of this study in person at the occupation locations of the subjects. The respondents answered the questionnaires in groups consisting of 5 to 40 persons, depending on the given group of Cypriot sport actors, in the presence of the author of this study. Following the introduction of the author, the purpose of the study and the clarification that the answers provided by the respondents would be treated collectively and that the questionnaires should remain anonymous, the subjects had been given 30 minutes to fill out the questionnaires. The completed questionnaires were then collected by the author in envelopes and were forwarded for the entering in the computerized data-base.

5.1.4. Treatment of data

After the all the data have been collected the questions of the four questionnaires were coded and merged into a variable sheet (see Appendix C). The variable sheet was used in creating the data base, using the SPSS 13. 0 program for Microsoft Windows, where the 912 cases have been entered.

In order to test the variables mentioned in the Operational Definitions' section of this Chapter, Analyses of Variance (ANOVAs) have been used where it was desired to discover statistically significant differences between groups and Cross- Tabulations with Chi-Square where frequencies between two variables have been intended to be observed. The data deriving from the open questions are analyzed in a qualitative way, in order to complement and enhance the statistical (quantitative) analysis, in the given research dimensions.

5.2. Documentary analysis and in-depth interviews

In order to support the findings of the survey, to have a deeper understanding, and to check the validity of the data obtained by the survey, it was supplemented with two other methods, documentary analysis and in-depth interviews.

The method of documentary analysis was applied with the treaties of the European Union, reports and action plans of the Cypriot Sport Association between 2000 and 2006, and reports and work plans of the Cyprus Olympic Committee and several sport associations in Cyprus. In-depth interviews were made with Cypriot sport leaders and key actors of the sporting life of Cyprus (n=25).

RESULTS

In the framework of the present study, it has been intended to discover the opinion of Cypriot sport actors about the integration of Cyprus in the European Union, their knowledge about the European sport policy, the expectations they have from the EU in connection with sport as well as their personal career expectations. Moreover, it has been intended to discover whether the Cypriot sport actors' opinion about Cyprus' integration along with the knowledge they have about the EU sport policy has an impact on their opinion about the impact of the EU integration on Cypriot sport, the expectations from the EU in relation with Cypriot sport and their opinion about the impact of the EU membership of Cyprus on their careers.

The following diagrams and tables are going to be presented in the following categories:

- The demographic characteristics that differentiate Cypriot sport actors in their opinions about Cyprus' membership in the EU
- Demographic characteristics of Cypriot sport actors and knowledge about the European Sport Policy
- The Cypriot sport actors' opinion about Cyprus' EU integration in connection with their opinion about the impact of the EU integration on Cypriot sport
- The Cypriot sport actors' opinion about Cyprus' EU integration in connection with their expectations from the EU in the context of Cypriot sport
- The Cypriot sport actors' knowledge about the European sport policy in connection with their expectations from the EU in the context of Cypriot sport
- The Cypriot sport actors' opinion on how Cyprus' EU integration may influence their personal careers
- The Cypriot sport actors' knowledge about the EU sport policy in connection with their personal career expectations.

6.1. Demographic characteristics that differentiate Cypriot sport actors in their opinion about Cyprus' membership in the EU

To assess how demographic characteristics may differentiate opinions about Cyprus' membership in the EU analyses of variance (ANOVAS) were performed and where necessary Tukey's honestly significant differences (HSD) post hoc tests were performed.

Occupation within sports was examined in light of four categories: students, teachers, physical education (PE) teachers, and football players. A statistically significant ANOVA revealed that the four occupation categories had a different opinion with regard to Cyprus' integration in EU ($F(3, 908) = 129.12, p < .001$). To determine how the four occupation categories differed from each other Tukey's HSD test was carried out. This test showed that people in all four occupation categories differed from each other in their opinions at a statistically significant level ($p < .001$). The results are illustrated in Figures 1A and 1B.

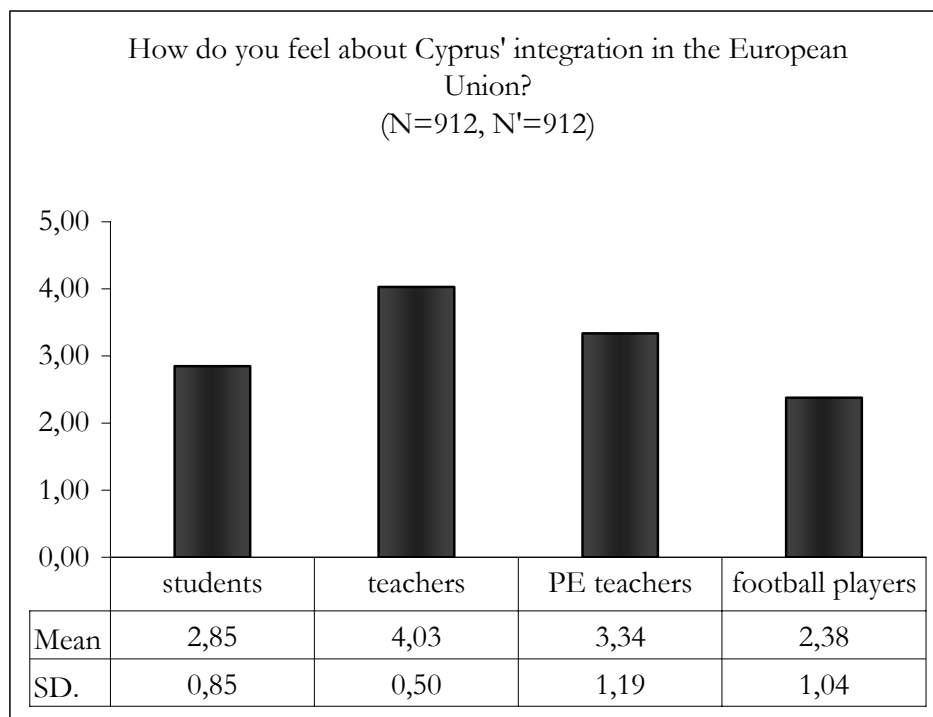


Figure 1A Means and SD showing how the occupation within sports differentiates their opinion about Cyprus' integration in the EU (Scale: 1: strongly disagree, 5: strongly agree).

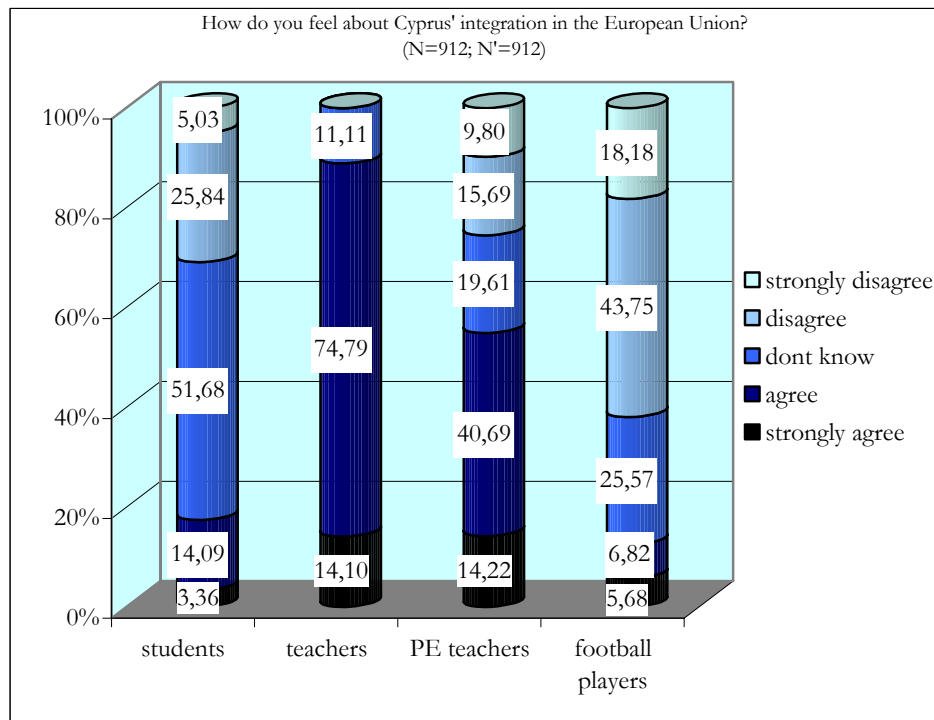


Figure1B Distribution of responses referring to occupation within sport and opinion about EU integration of Cyprus.

For age three the ANOVA was based on 14-year age groups ranging from 18 to 32 years (young), 33 to 46 years (mature-adults) and 47 to 60 years (middle aged – seniors). This ANOVA yielded a statistically significant effect for the age groups ($F(2, 909) = 39.84, p < .001$). To determine how the three age groups differed from each other Tukey's HSD test was carried out. This test showed that the young group differed significantly ($p < .001$) from the other two groups but mature-adults did not differ from middle aged-seniors in their voiced opinions (Figures 2A and 2B)

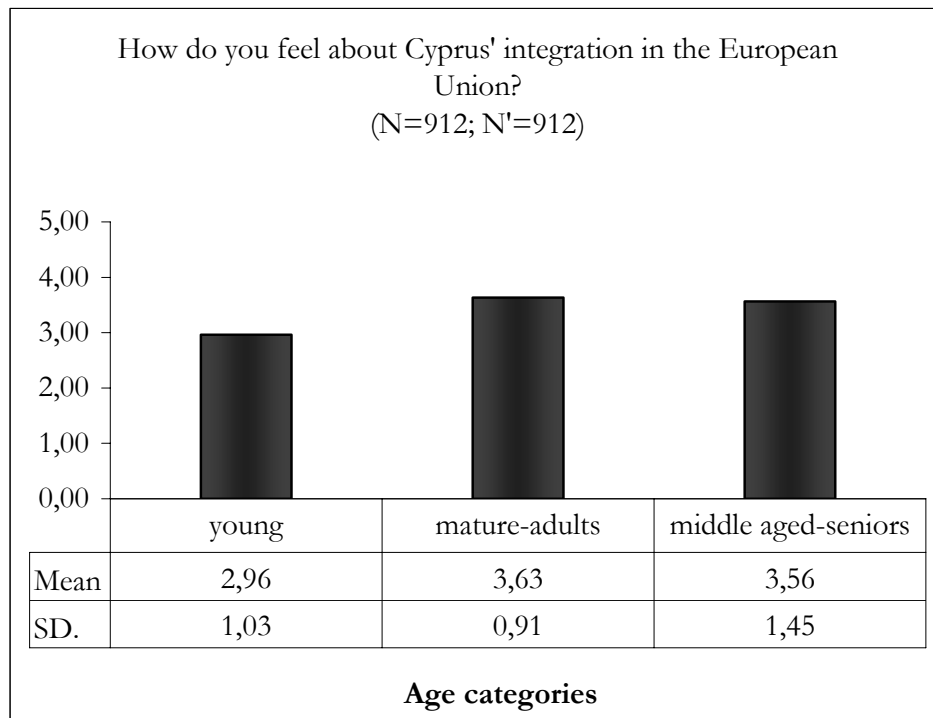


Figure 2A Means and SD showing how age differentiates the opinion about Cyprus' integration in the EU (Scale: 1: strongly disagree, 5: strongly agree).

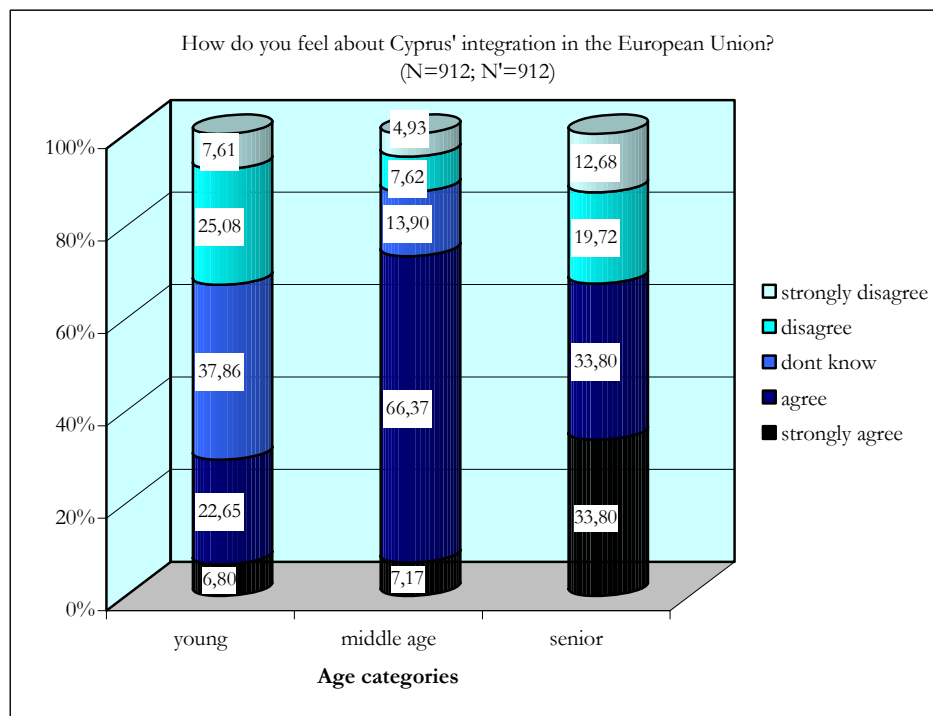


Figure 2B Distribution of responses referring to age and the opinion about Cyprus' integration in the EU.

The ANOVA for gender was found to be statistically significant ($F(1, 910) = 60.86, p < .001$). Accordingly women had more positive opinions (mean = 3.48, SD = 0.87) than men (mean = 2.93, SD = 1.17). The ranges of responses are illustrated in Figure 3.

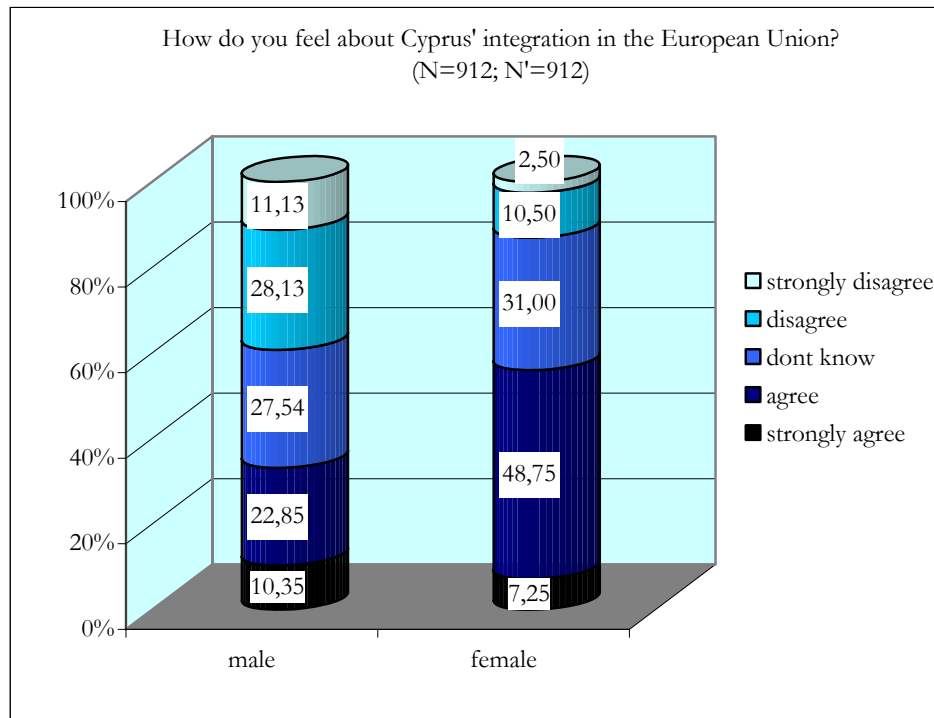


Figure 3 Distribution of responses referring to gender and the opinion about Cyprus' integration in the EU.

The question how place of employment influences opinions about Cyprus' membership in EU was examined on the basis of data gathered from five regions of employment: Nicosia, Limassol, Larnaca, Paphos, and Famagusta. A statistically significant ANOVA disclosed that the opinions were different in the five regions. ($F(4, 320) = 2.93, p < .02$). To determine how the four employment regions differed from each other Tukey's HSD test was carried out. This test revealed that opinions in Paphos were less positive compared to Nicosia ($p < .02$) and compared to Larnaca ($p < .02$), but no other statistically significant differences were found between the five regions of employment (Figure 4).

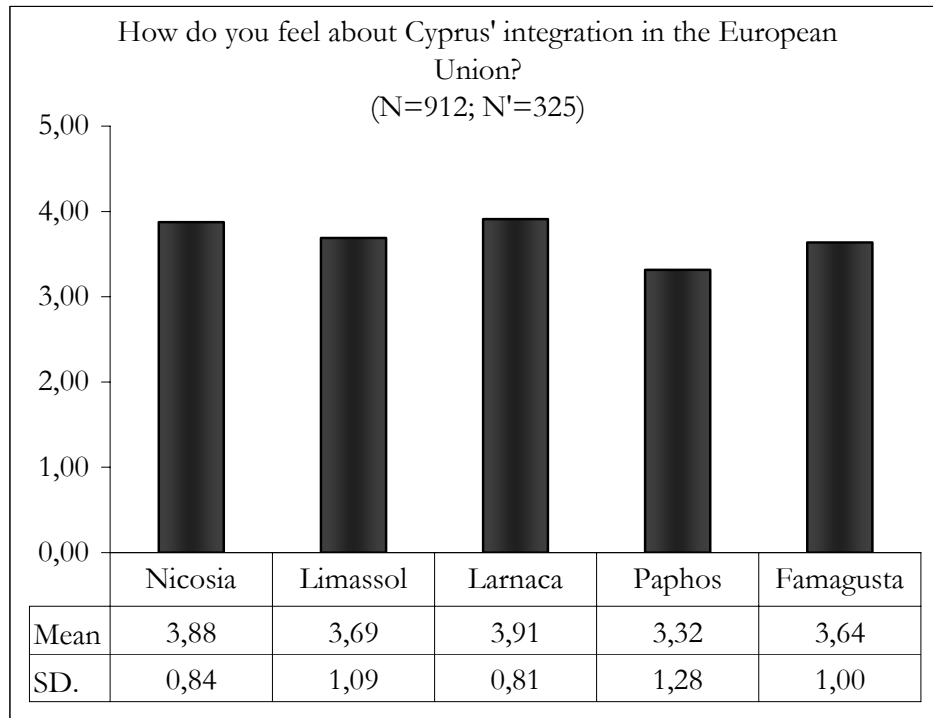


Figure 4 Means and SD how the place of employment differentiates the opinion about Cyprus' integration in the EU (Scale: 1: strongly disagree, 5: strongly agree).

The place of employment of the respondents was further analyzed by classification into rural and urban area. The ANOVA yielded no statistically significant differences between rural (mean = 3.67, SD = 1.11) and urban (mean = 3.81, SD = 0.90) opinions relating to integration ($F(1, 323) = 1.79, p > .05$).

An ANOVA aimed to test the differences between respondents employed in schools or non-employed in schools revealed a statistically significant difference between the two groups ($F(1, 202) = 11.36, p < .001$). Accordingly, respondents who were not employed in schools had a more positive opinion about Cyprus' integration into the EU (mean = 3.58, SD = 0.84) than respondents employed in schools (mean = 3.03, SD = 1.46).

For country (place) of studies of the Cypriot students, three groups were analyzed: Hungary, Cyprus, and Greece. The ANOVA yielded a statistically significant effect between the three countries of studies ($F(2, 295) = 7.16, p < .001$). To determine how opinions of students in the three countries of studies differed from each other Tukey's HSD

test was carried out. This test – as illustrated in Figure 5 - showed that Cypriot students studying in Hungary had a more positive opinion about the integration into the EU than students studying in Cyprus ($p < .008$) or in Greece ($p < .001$).

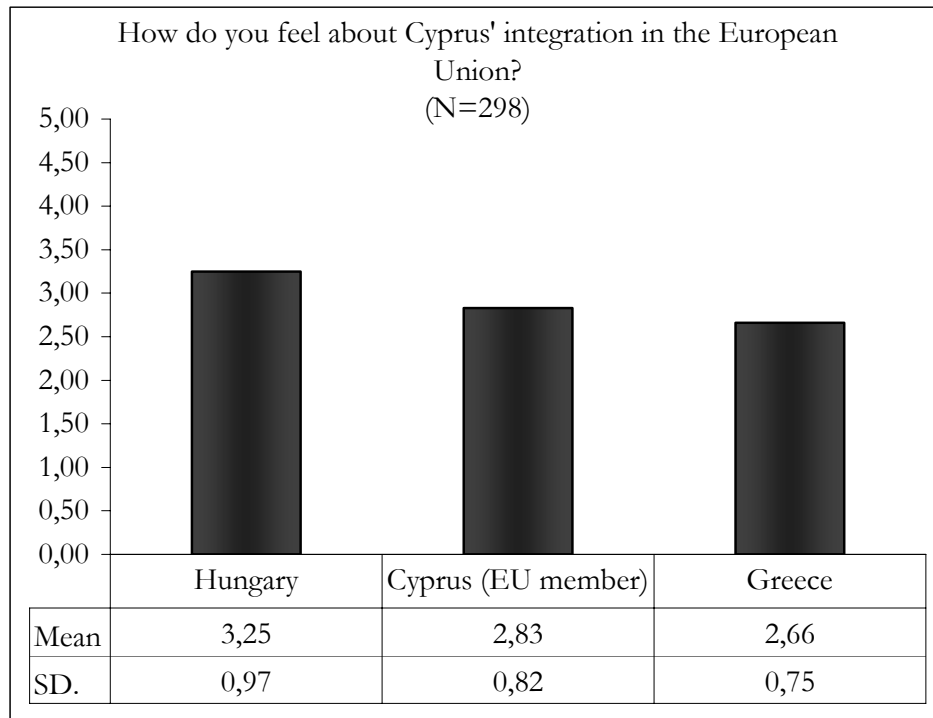


Figure 5 Means and SD showing how the country (place) of studies differentiates the opinion about Cyprus's integration in the EU (Scale: 1: strongly disagree, 5: strongly agree).

6.2. Demographic characteristics of Cypriot sport actors and knowledge about the European Sport Policy

To assess how demographic characteristics may influence Cypriot sport actors' knowledge about the European Sport Policy individual cross-tabulations were used for four knowledge-determining questions and statistical significance was based on the calculated chi-square (the four questions with their correct/incorrect answers are explained in the Methods chapter). The results for each demographic variable examined are presented in a tabulated format below.

For occupation the knowledge of students, teachers and PE teachers on the four knowledge-determining questions were cross tabulated. Statistically significantly different

in the proportion of the answers were found on all the four knowledge-determining questions.

Occupation	Chi square value	df	p	Illustrated proportions
Q1	77.59	2	.001	Figure 6
Q2	7.39	2	.025	Figure 7
Q3	52.34	4	.001	Figure 8
Q4	82.27	4	.002	Figure 9

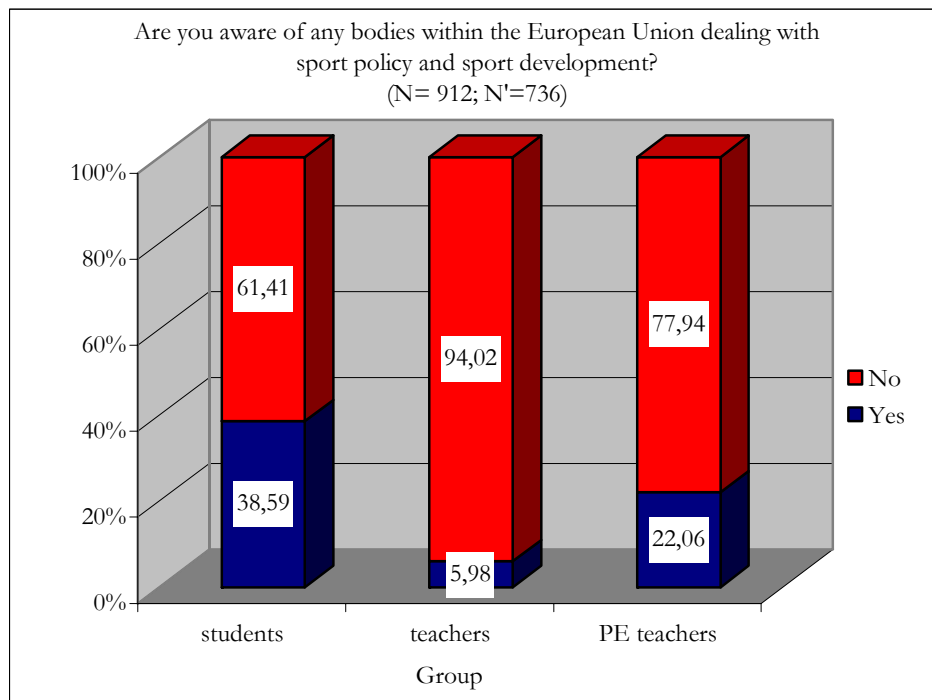


Figure 6 The awareness of bodies within the EU dealing with sport policy and development according to the Cypriot sport actors' occupation.

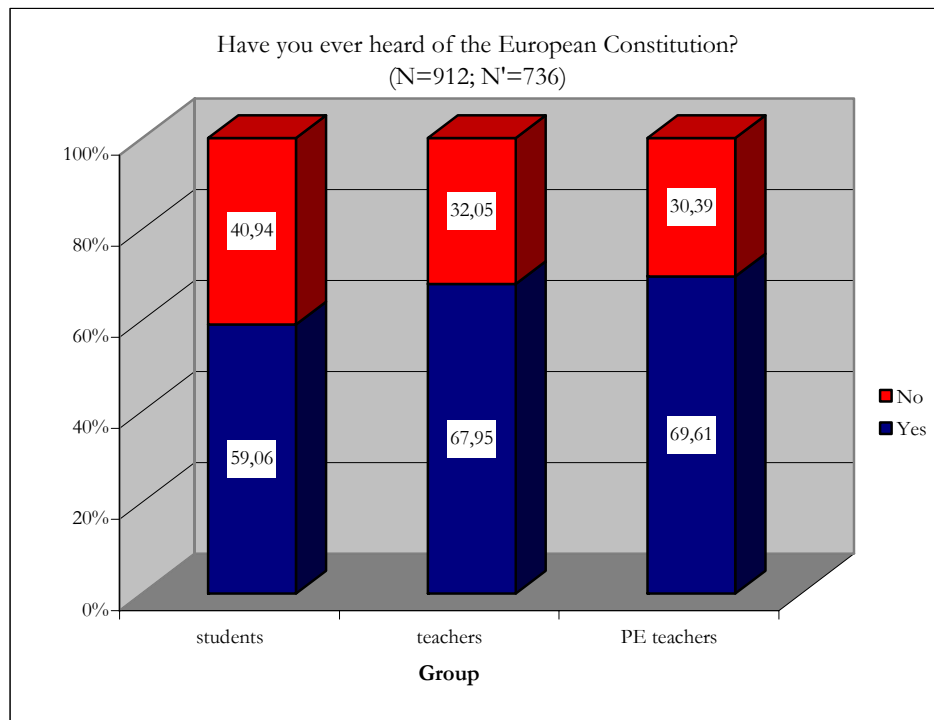


Figure 7 The awareness of the European Constitution according to the Cypriot sport actors' occupation

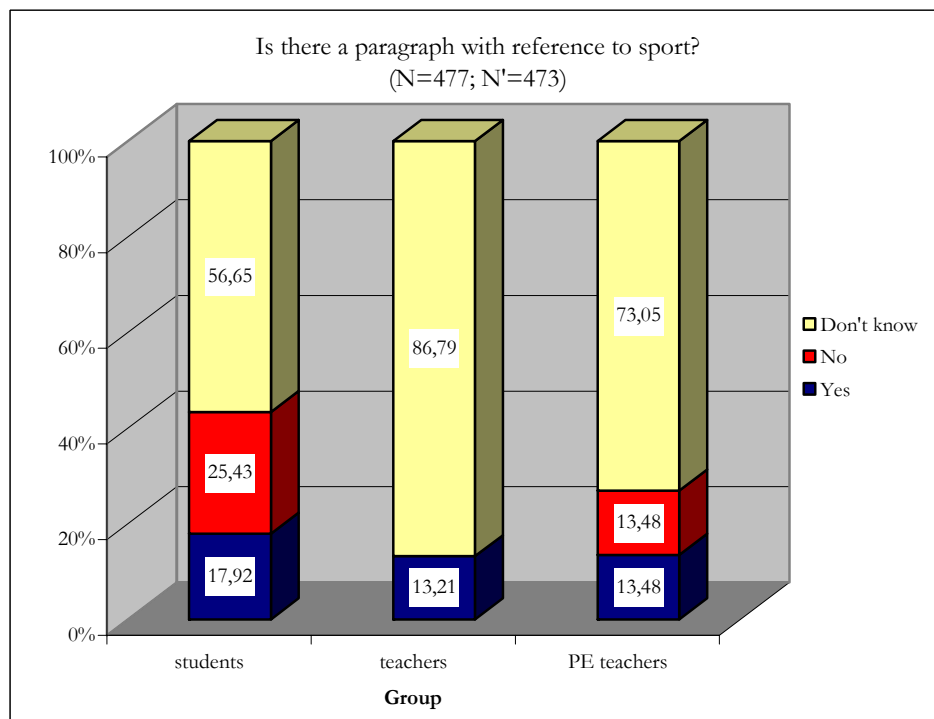


Figure 8 The awareness of the European Constitution and whether it includes a paragraph for sport according to the Cypriot sport actors' occupation.

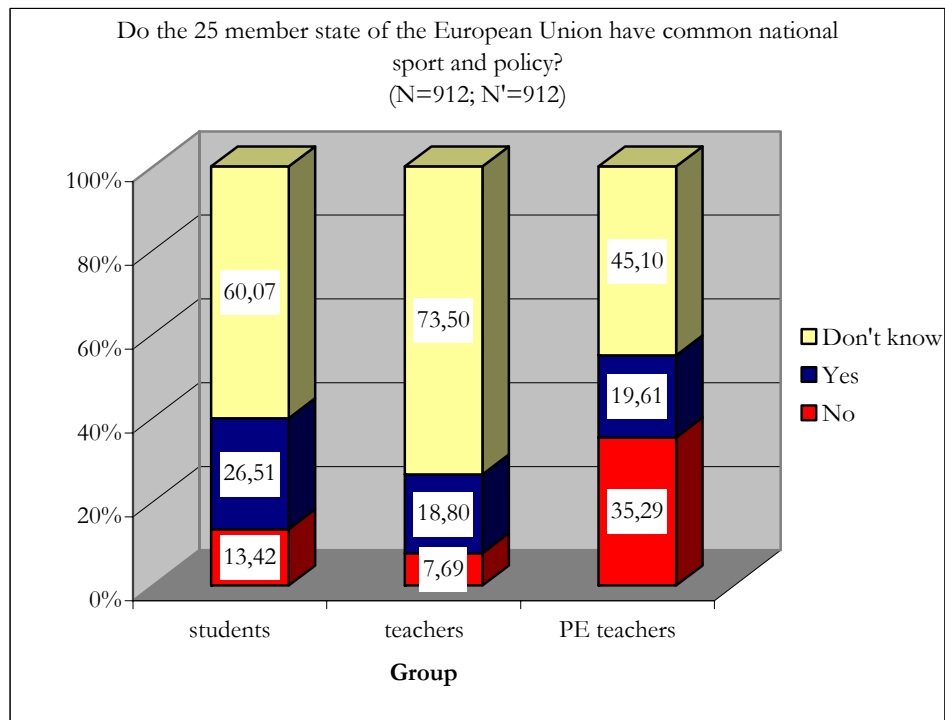


Figure 9 The knowledge about sport's autonomy in the EU countries according to the Cypriot sport actors' occupation.

For age three the cross-tabulations and ensuing chi-square value was based on 14-year age categories ranging from 18 to 32 years (young), 33 to 46 years (mature-adults) and 47 to 60 years (middle aged – seniors).

Age	Chi square value	df	p	Illustrated proportions
Q1	69.51	2	.001	Figure 10
Q2	20.97	2	.001	Figure 11
Q3	26.95	4	.001	Figure 12
Q4	17.07	4	.002	Figure 13

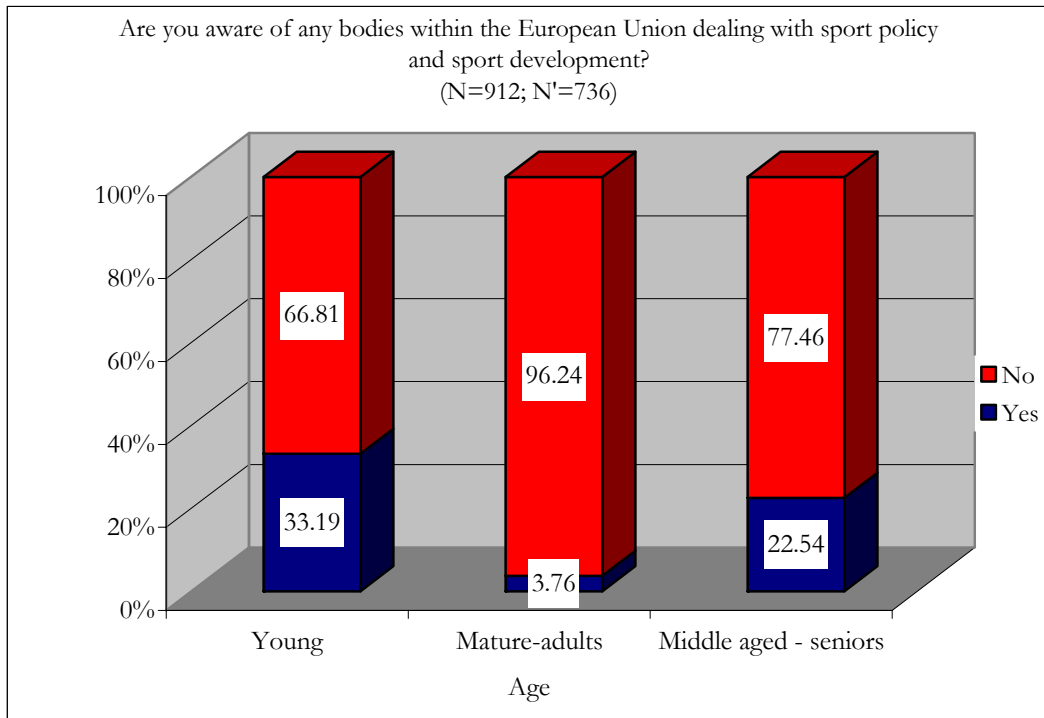


Figure 10 The awareness of bodies within EU dealing with sport policy and development according to age.

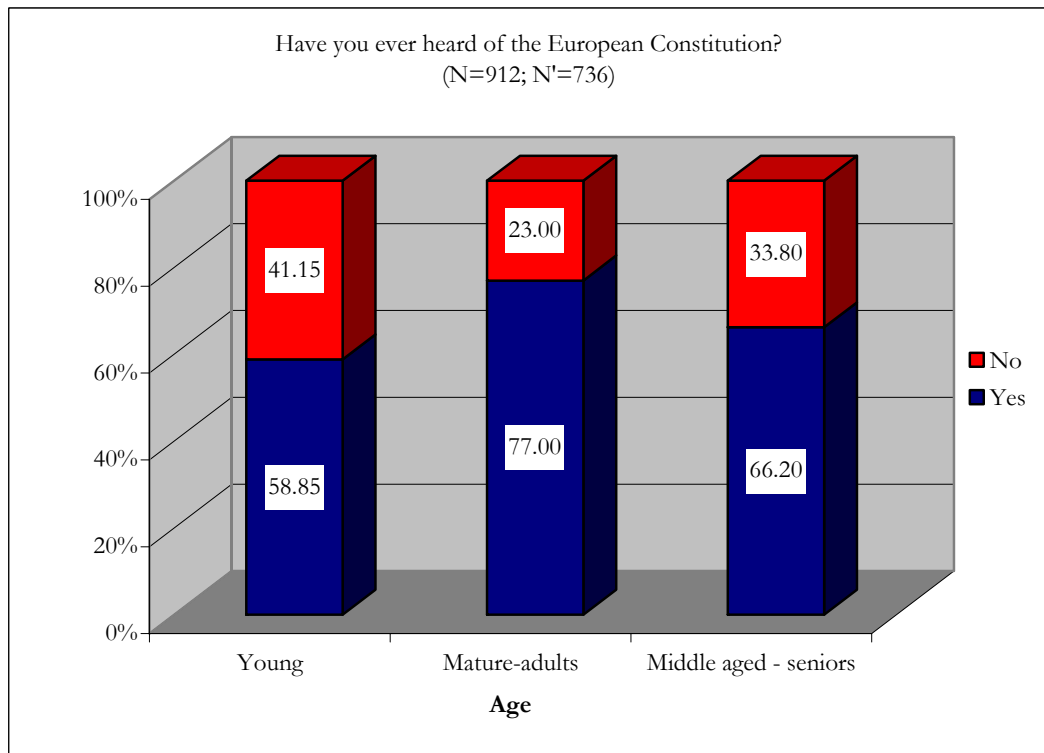


Figure 11 The awareness of the European Constitution according to age.

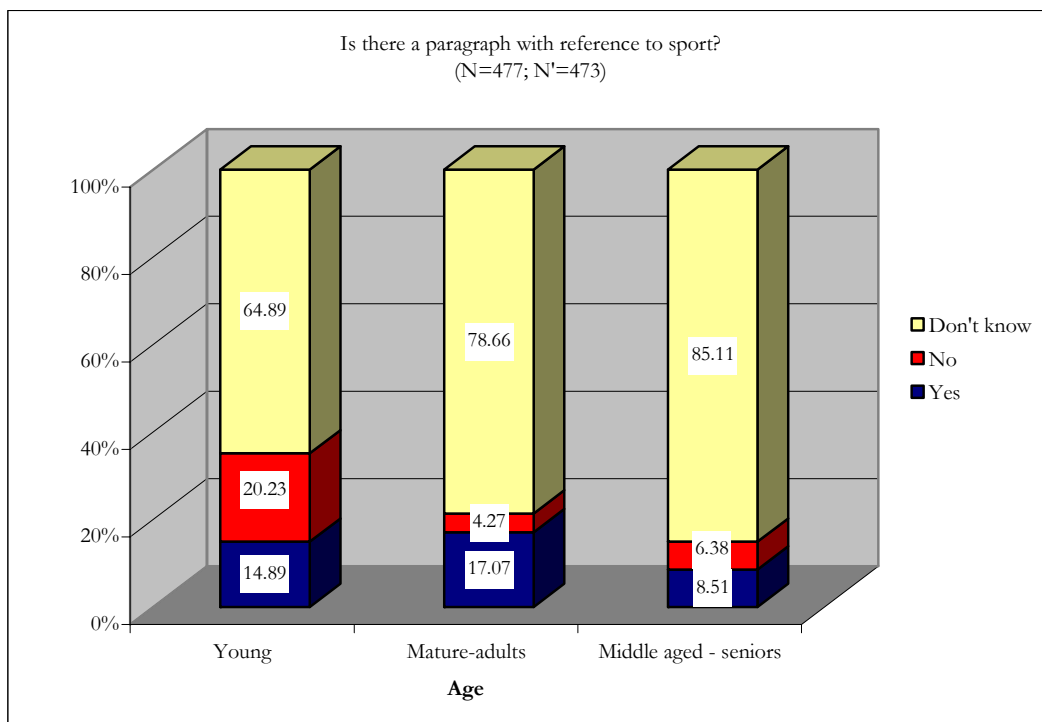


Figure 12 The awareness of the European Constitution and whether it includes a paragraph for sport according to age.

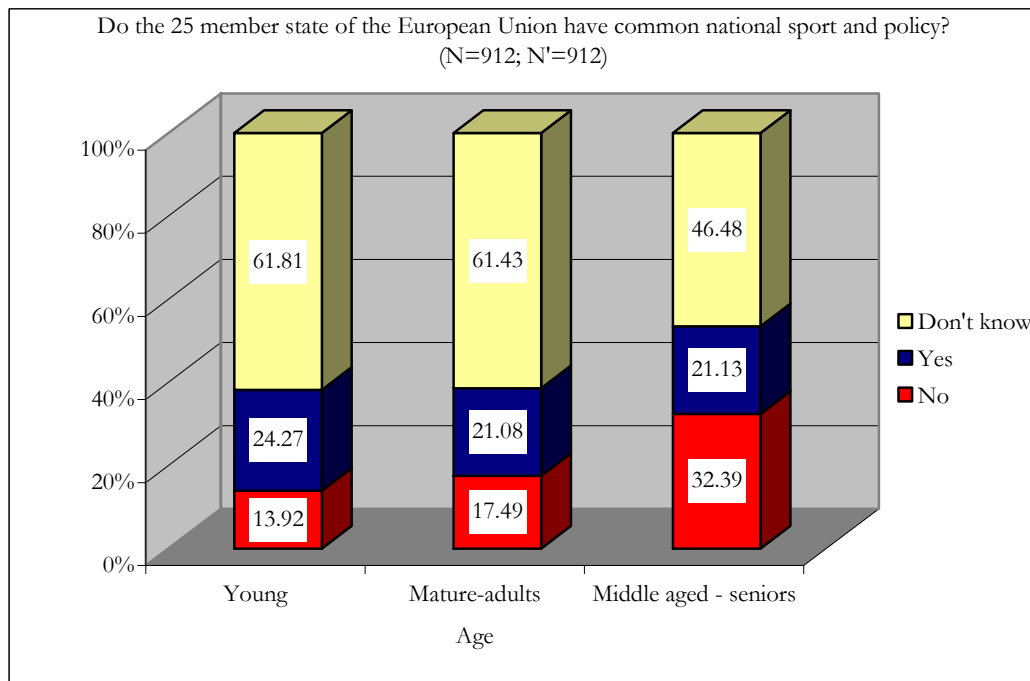


Figure 13 The knowledge of sport's autonomy in the EU countries according to age.

For gender the proportions of the answers of males and females were cross-tabulated in a similar fashion as for age. Statistically no significant differences were found between the two genders in relation to their knowledge about European Sport Policy on none of the four questions.

Gender	Chi square value	df	p	Illustrated proportions
Q1	1,74	1	NS*	Figure 14
Q2	0.43	1	NS	Figure 15
Q3	2.90	2	NS	Figure 16
Q4	3.59	2	NS	Figure 17

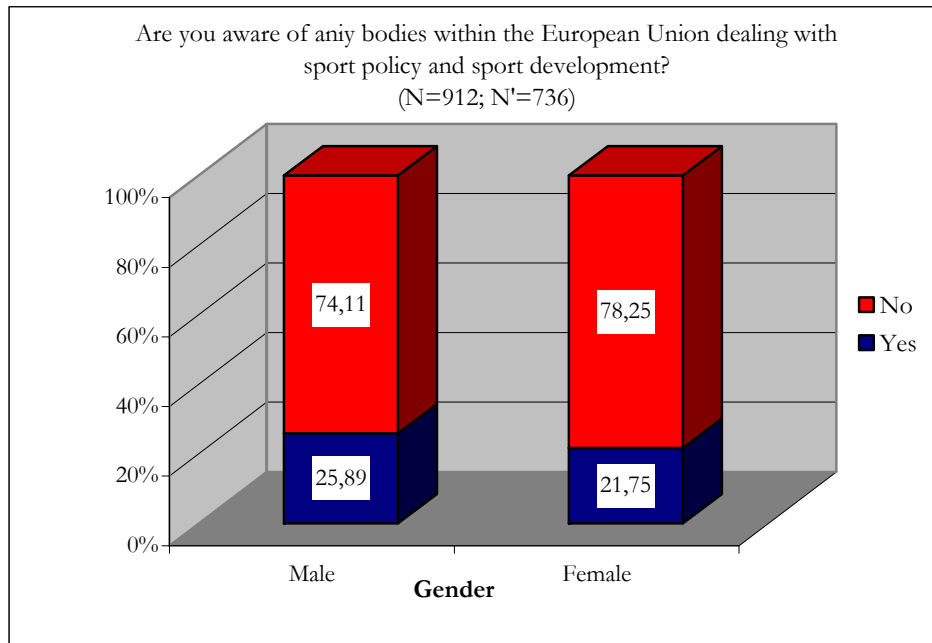


Figure 14 The awareness of bodies within the EU dealing with sport policy and development according to gender.

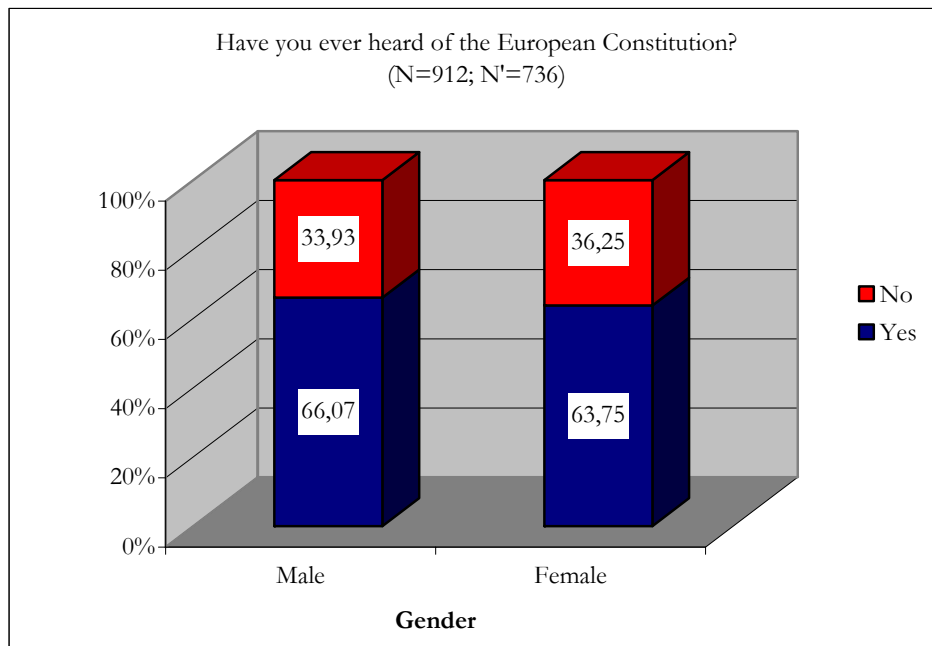


Figure 15 The awareness of the European Constitution according to gender.

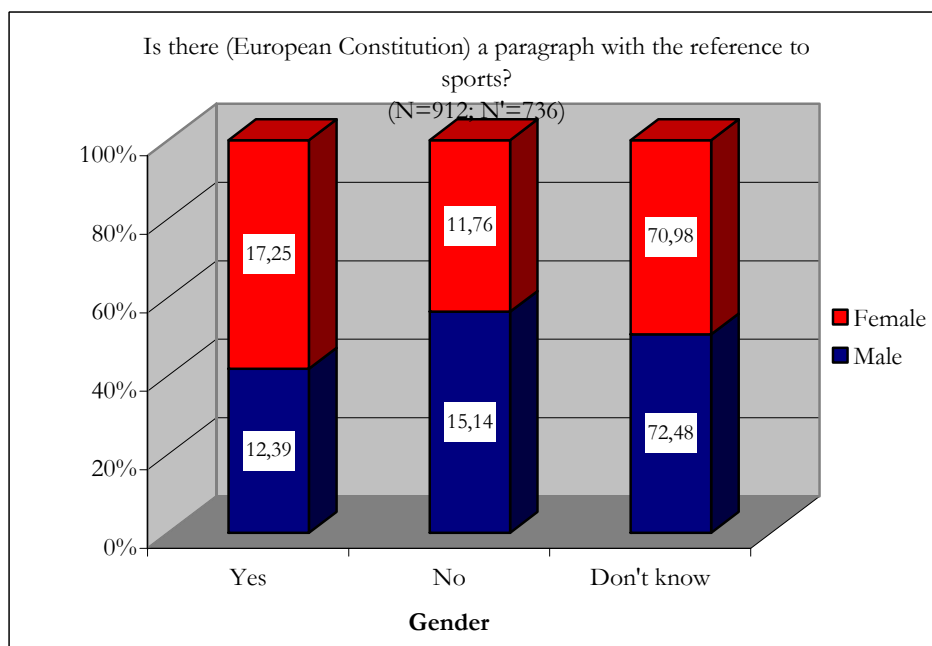


Figure 16 The awareness of the European Constitution and whether it includes a paragraph for sport according to gender.

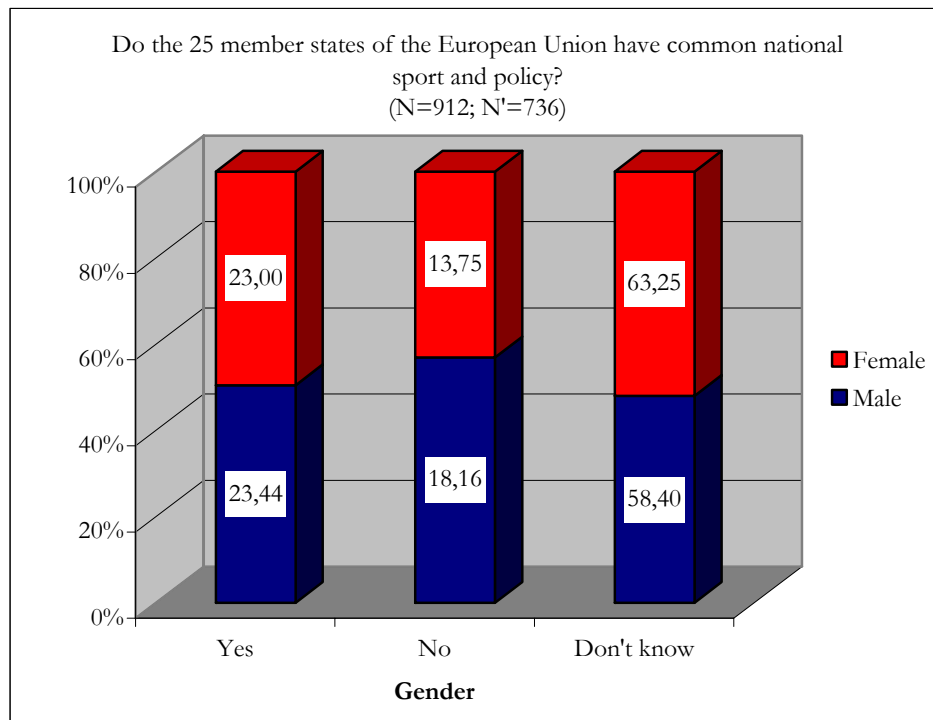


Figure 17 The knowledge about sport's autonomy in the EU countries according to age

Place of employment of the respondents in five regions (Nicosia, Limassol, Larnaca, Paphos, and Famagusta) and knowledge on the four knowledge-assessing questions were cross tabulated. Statistically no significant differences were found between the five regions in relation to their knowledge about European Sport Policy on none of the four questions.

Place of employment	Chi square value	df	p	Illustrated proportions
Q1	3.50	4	NS	Figure 18
Q2	0.92	4	NS	Figure 19
Q3	7.95	8	NS	Figure 20
Q4	6.17	8	NS	Figure 21

*NS= Not statistically significant

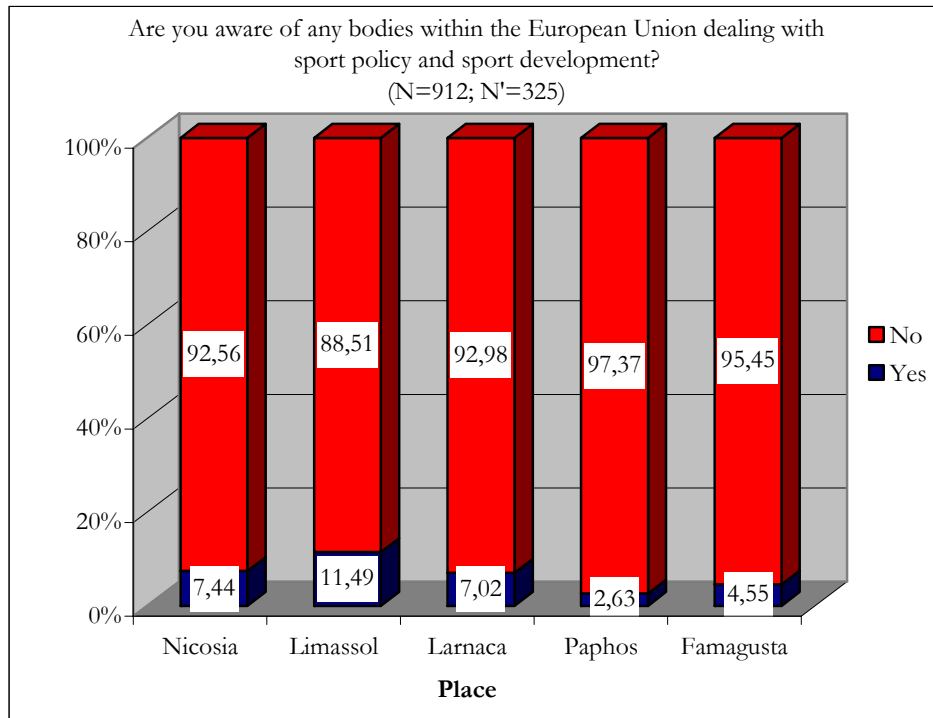


Figure 18 The awareness of bodies within the EU dealing with sport policy and development according to the place of employment.

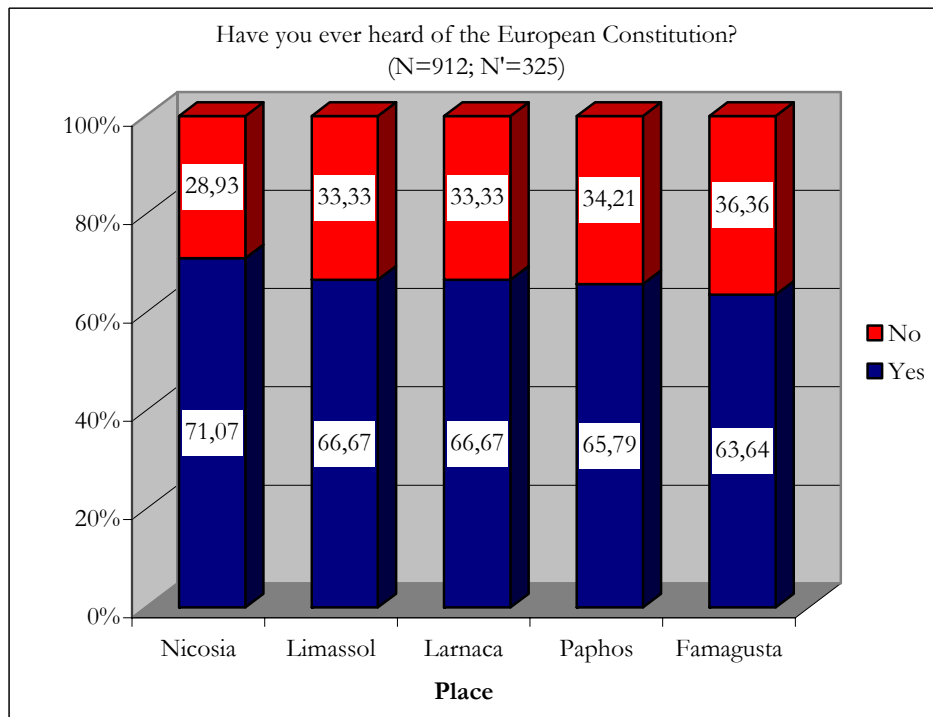


Figure 19 The awareness of the European Constitution according to the place of employment.

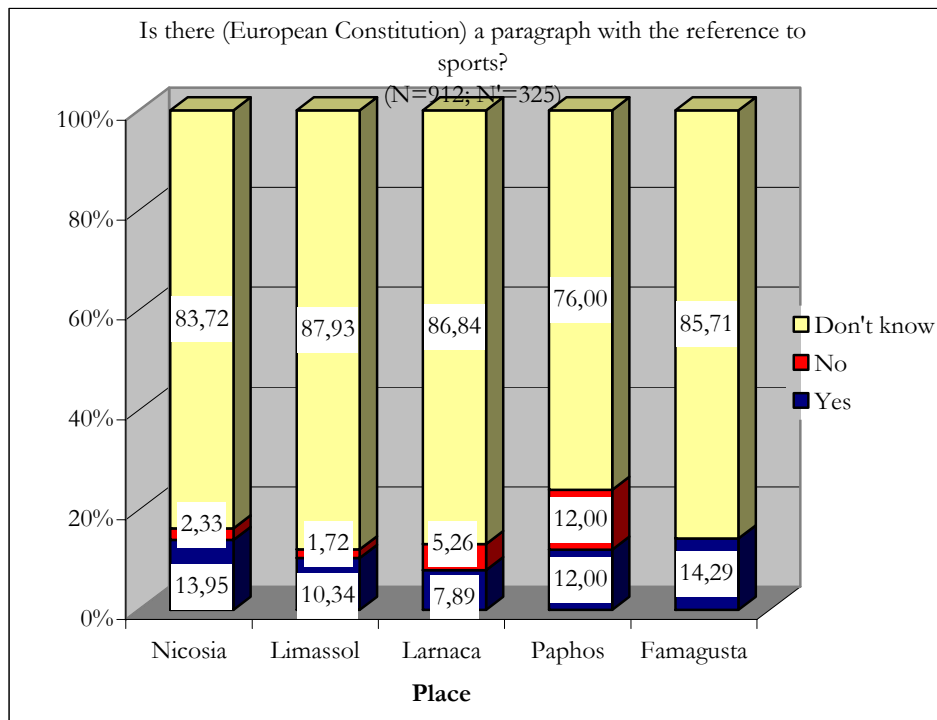


Figure 20 The awareness of the European Constitution and whether it includes a paragraph for sport according to the place of employment

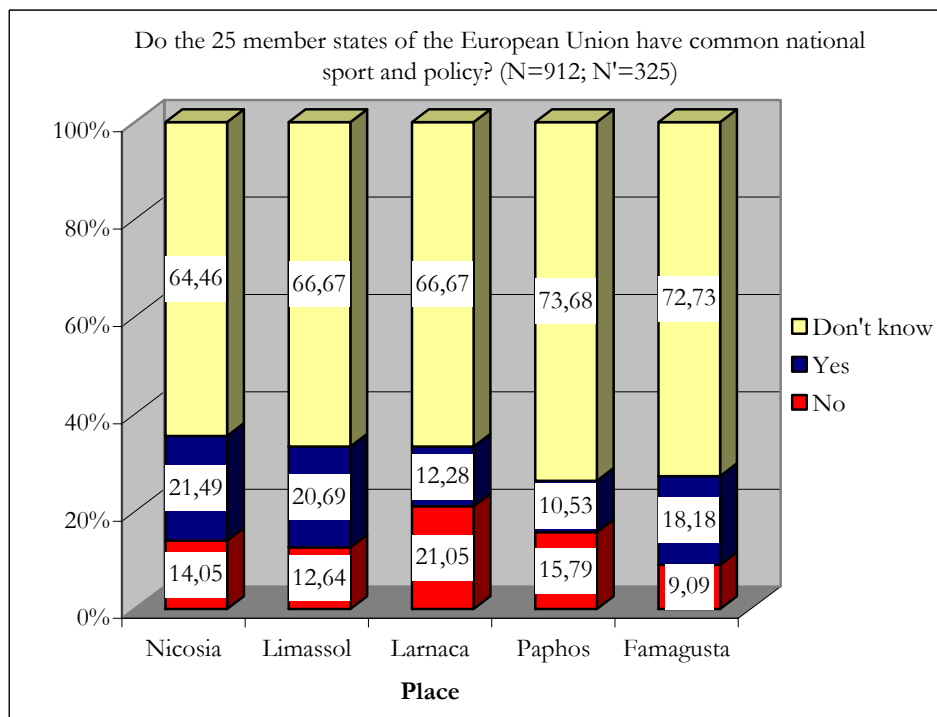


Figure 21 The knowledge about sport's autonomy in the EU countries according to the place of employment.

For employment categories (urban or rural school) the proportions of the answers of the respondents were cross-tabulated with the four questions. Statistically no significant differences were found between the two employment categories in relation to their knowledge about European Sport Policy on none of the four questions.

Employment categories	Chi square value	df	p	Illustrated proportions
Q1	0.52	1	NS	Figure 22
Q2	2.99	1	NS	Figure 23
Q3	2.22	2	NS	Figure 24
Q4	4.23	2	NS	Figure 25

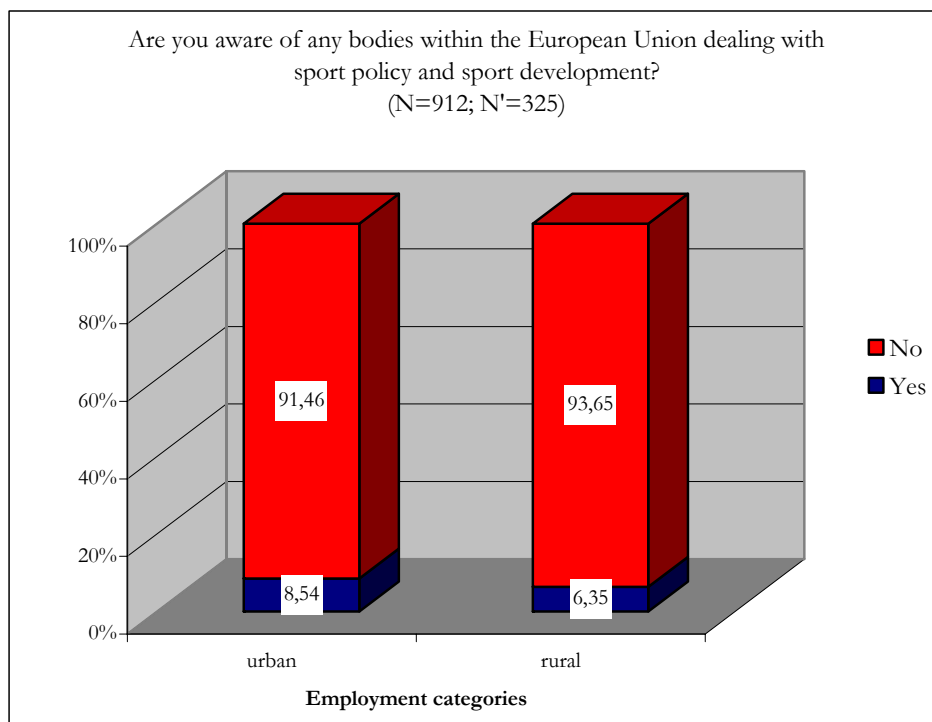


Figure 22 The awareness of bodies within the EU dealing with sport policy and development according the employment at urban of rural schools.

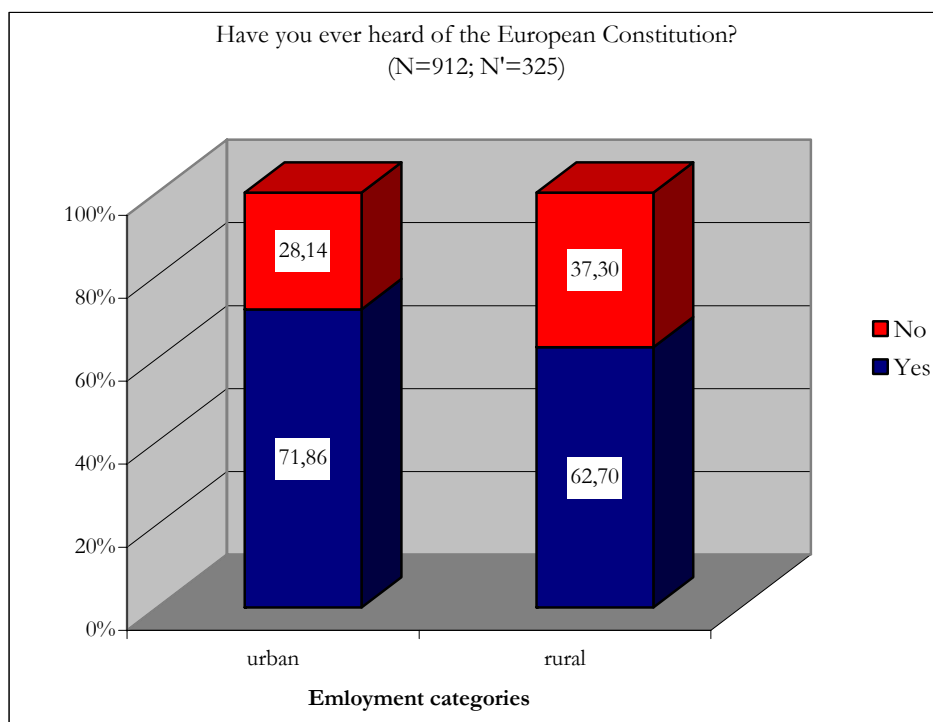


Figure 23 the awareness of the European Constitution according to the employment at urban or rural schools.

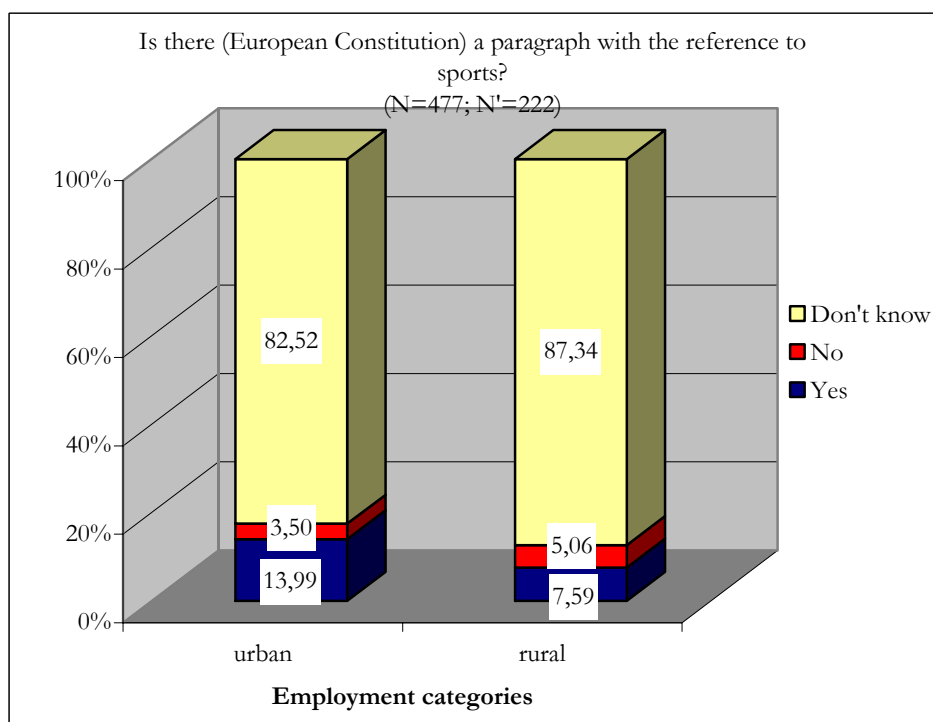


Figure 24 The awareness of the European Constitution and whether it includes a paragraph for sport according to the employment at urban or rural schools.

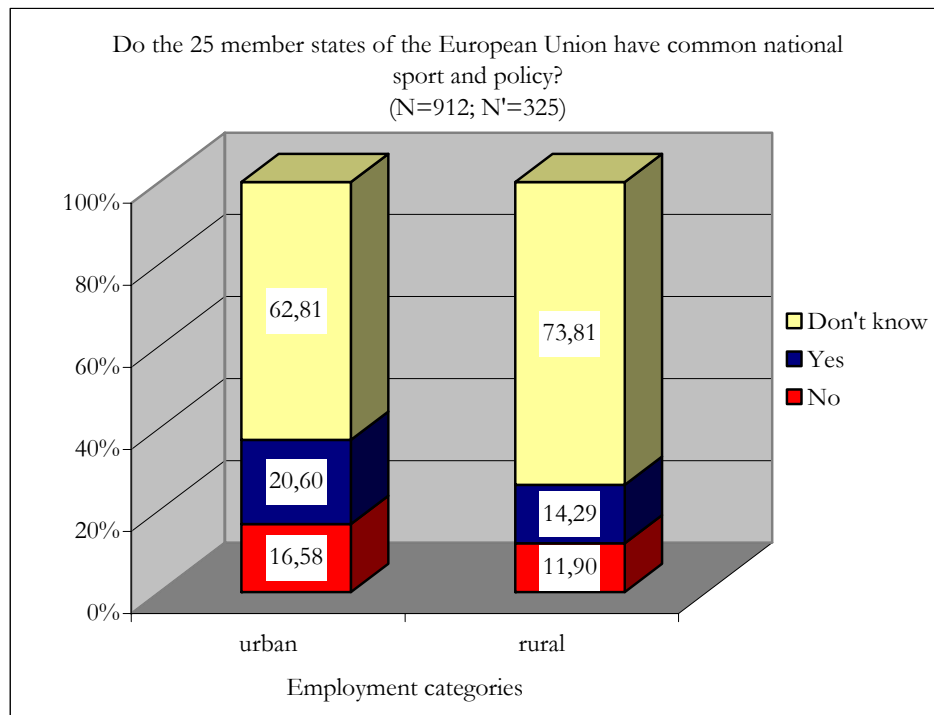


Figure 25 The knowledge about sport's autonomy in the EU countries according to the employment at urban or rural schools.

A cross-tabulation for school and non school employed respondents and knowledge on the four knowledge-assessing questions yielded statistically significant chi square values only for the first question.

School / non-school employment	Chi square value	df	p	Illustrated proportions
Q1	9.5	1	.002	Figure 26
Q2	0.01	1	NS	Figure 27
Q3	3.00	2	NS	Figure 28
Q4	2.15	2	NS	Figure 29

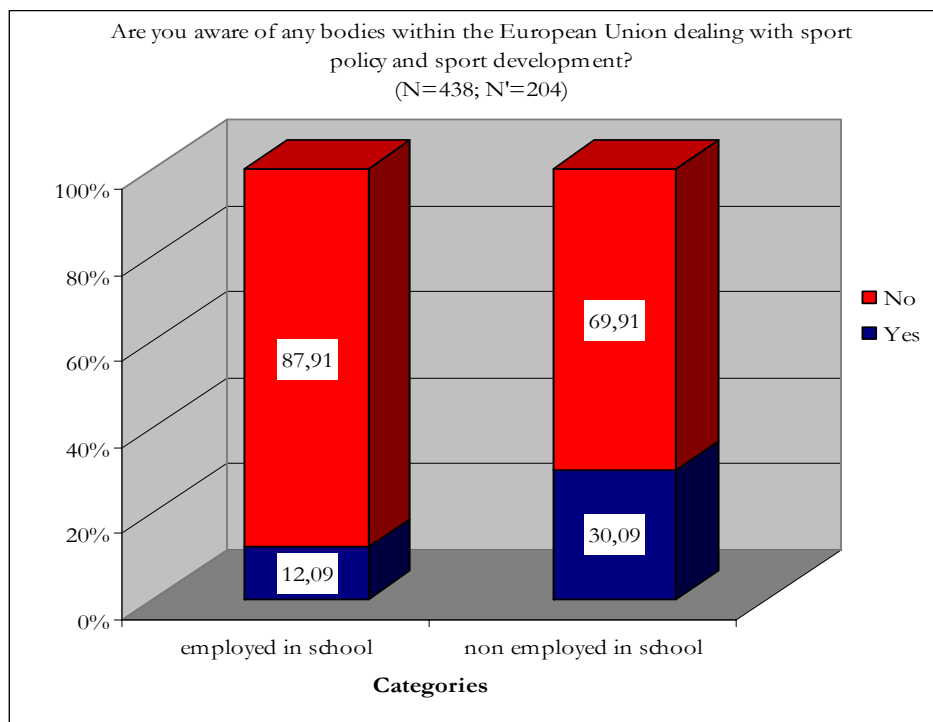


Figure 26 The awareness of bodies within the EU dealing with sport policy and development according to the employment and non-employment at schools

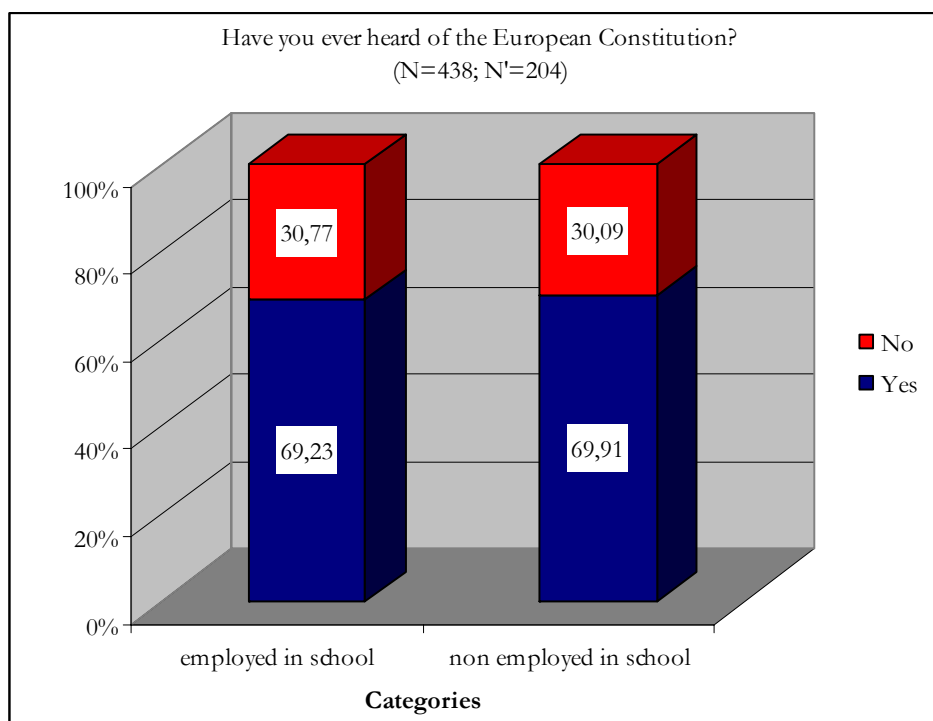


Figure 27 The awareness of the European Constitution and the employment and non-employment at schools.

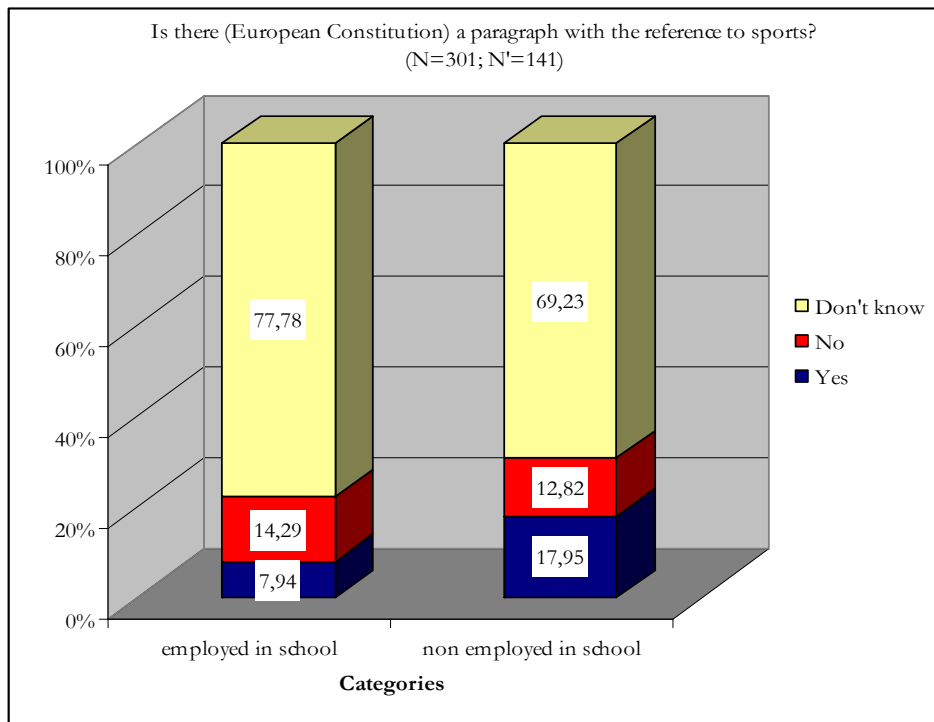


Figure 28 The awareness of the European Constitution and whether it includes a paragraph for sport according to the employment and non-employment at schools

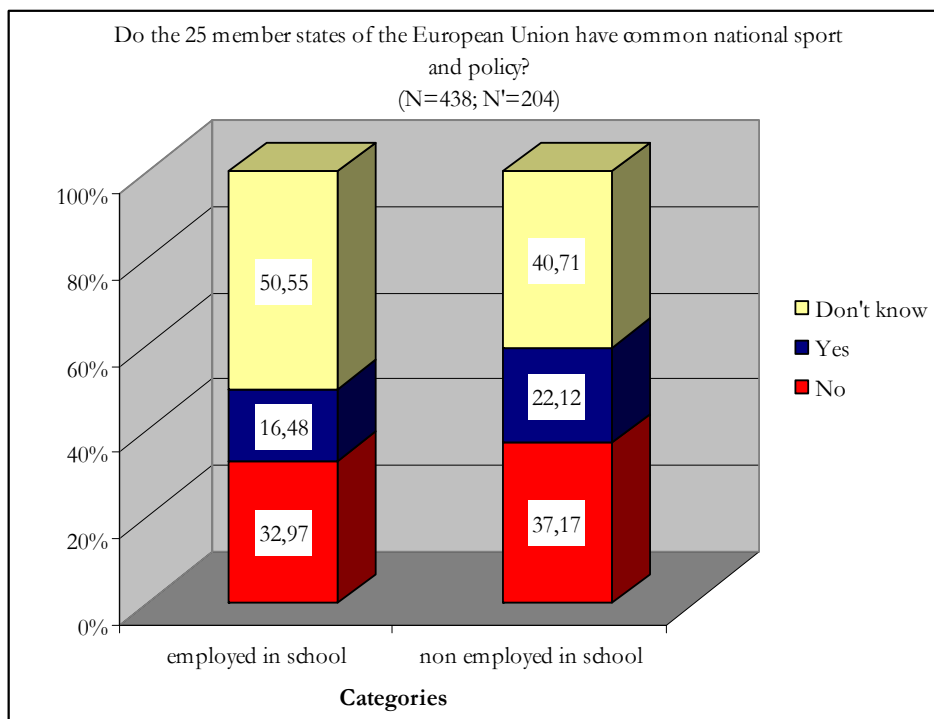


Figure 29 The knowledge of sport's autonomy in the EU countries according to the employment and non-employment at schools.

The cross-tabulation of the field of studies in three areas (physical education, primary education, and sports management) and knowledge on the four knowledge-assessing questions yielded statistically significant chi square values for the first two, but not the last two questions.

Field of studies	Chi square value	df	p	Illustrated proportions
Q1	33.13	2	.001	Figure 30
Q2	8.28	2	.02	Figure 31
Q3	5.37	4	NS	Figure 32
Q4	2.19	4	NS	Figure 33

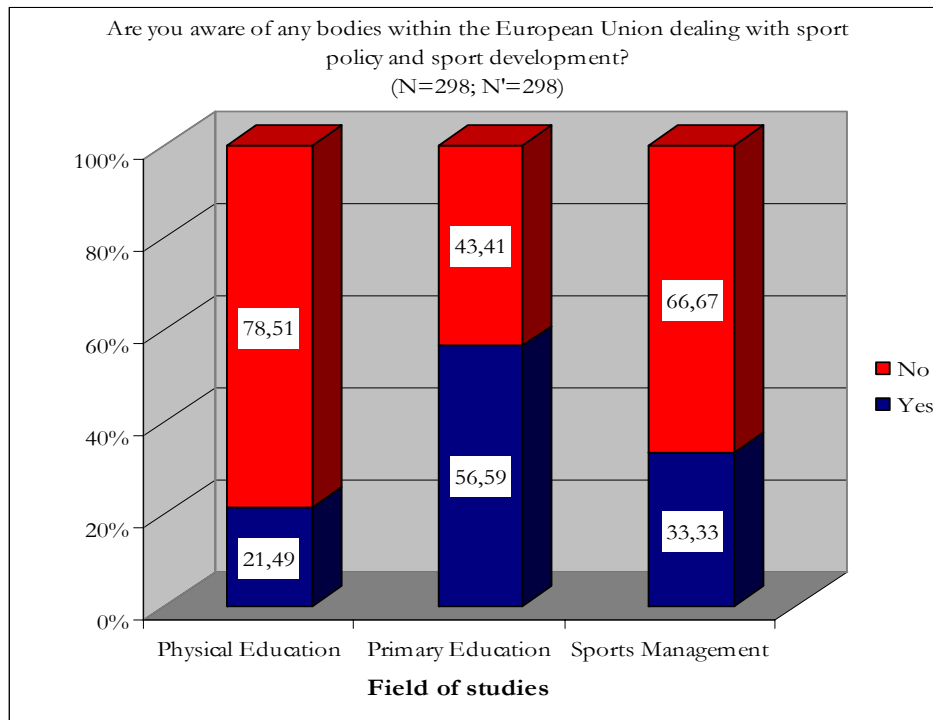


Figure 30 The awareness of bodies within the EU dealing with sport policy and development according to the field of studies.

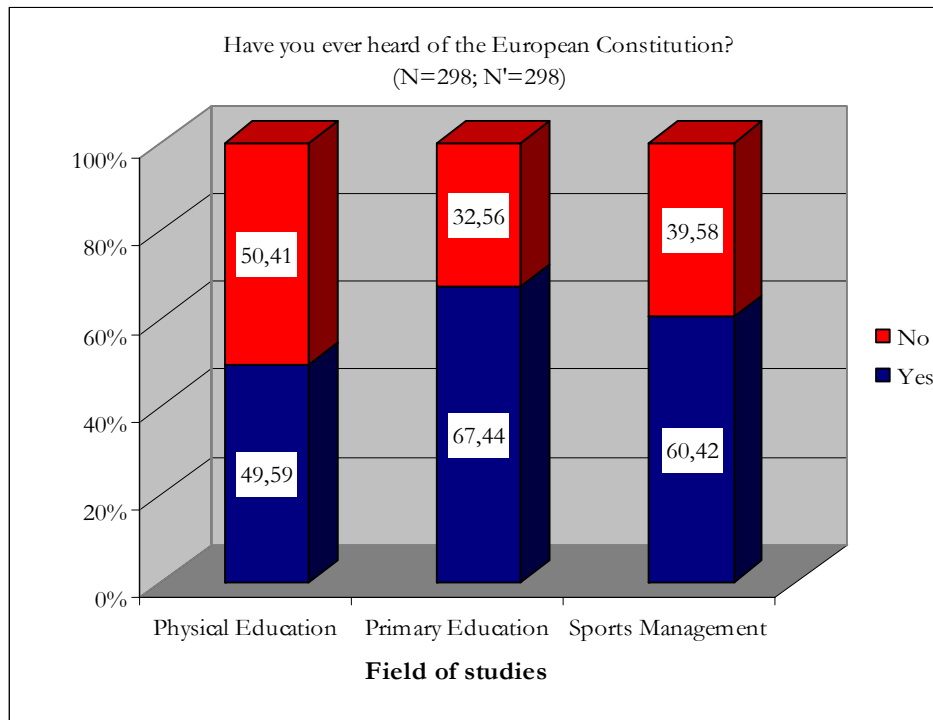


Figure 31 The awareness of the European Constitution according to the field of studies

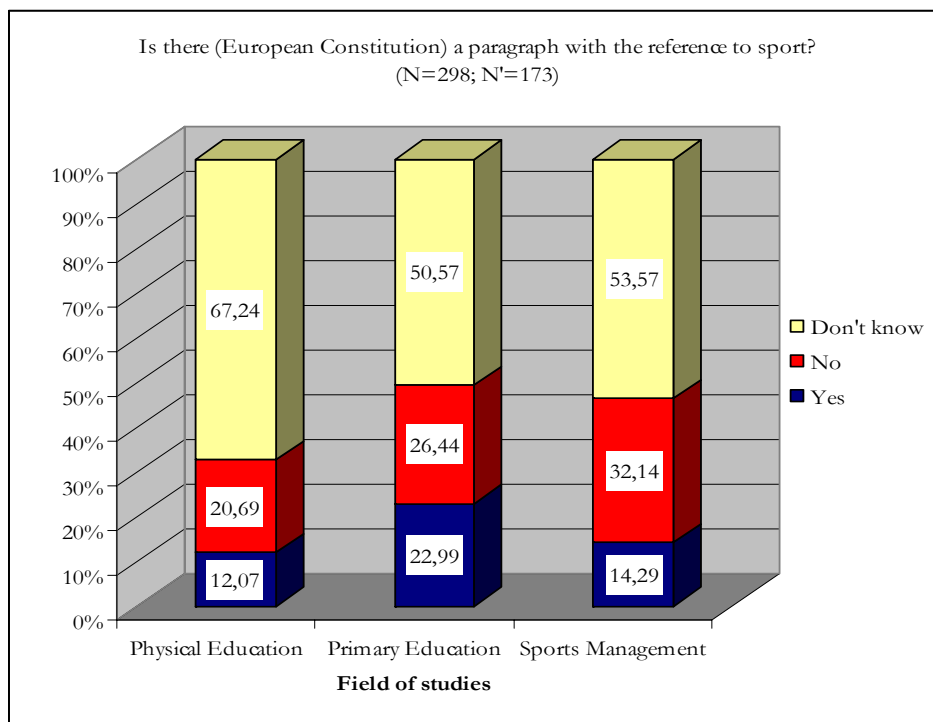


Figure 32 The awareness of the European Constitution and the whether it includes a paragraph for sport according to the field of studies.

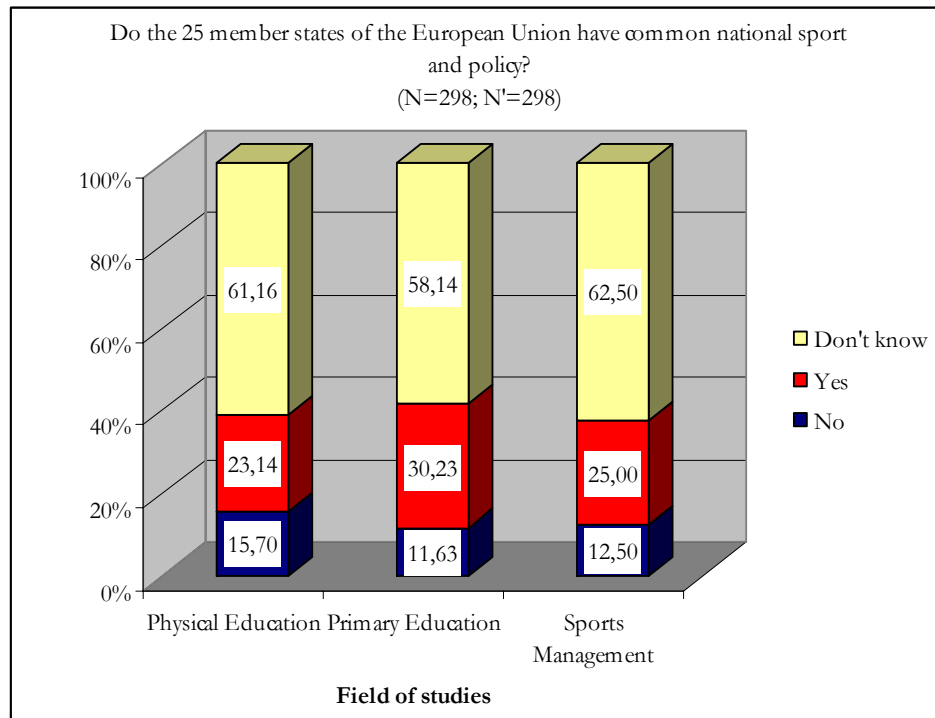


Figure 33 The knowledge of sport's autonomy in the EU countries according to the field of studies.

The cross-tabulation of the country of studies in three areas (Hungary, Cyprus, and Greece) and knowledge on the four knowledge-assessing questions yielded statistically significant chi square values for the first two, but not last two questions.

Country of studies	Chi square value	df	p	Illustrated proportions
Q1	27.04	2	.001	Figure 34
Q2	16.59	2	.02	Figure 35
Q3	6.21	4	NS	Figure 36
Q4	2.37	4	NS	Figure 37

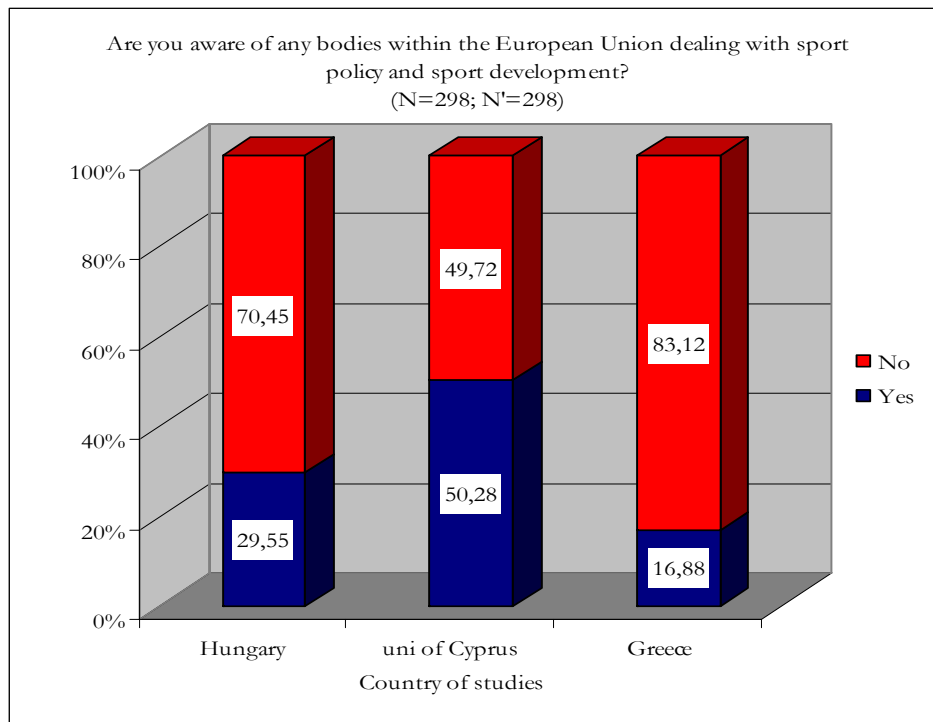


Figure 34 The awareness of bodies within the EU dealing with sport policy and development according to the country of studies.

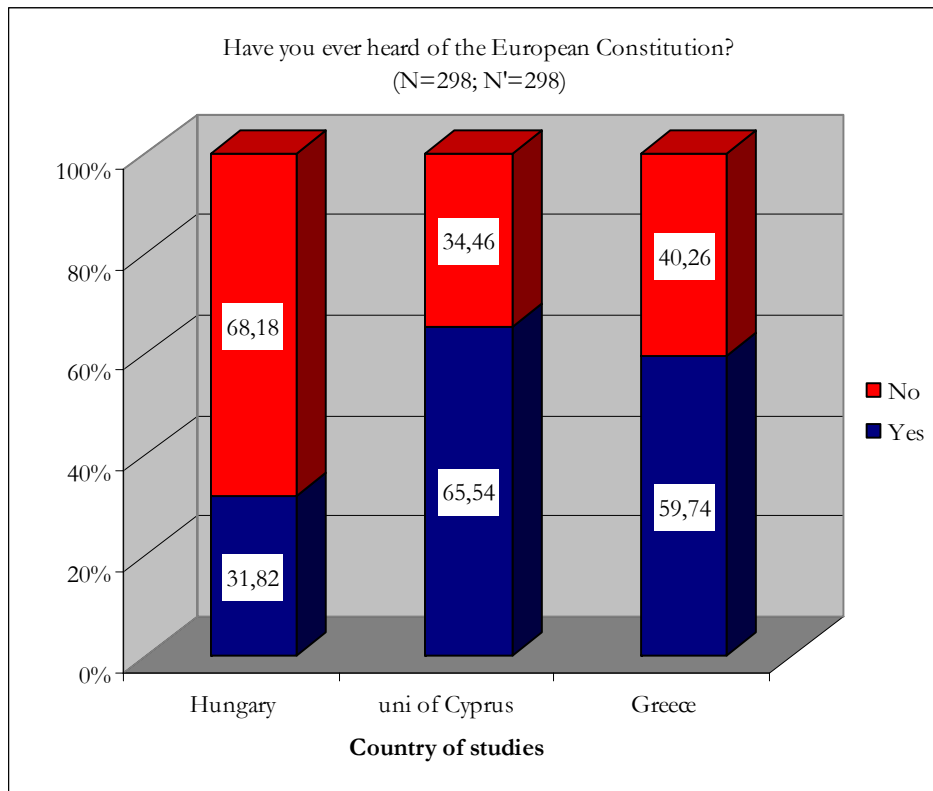


Figure 35 The awareness of the European Constitution according to the country of studies.

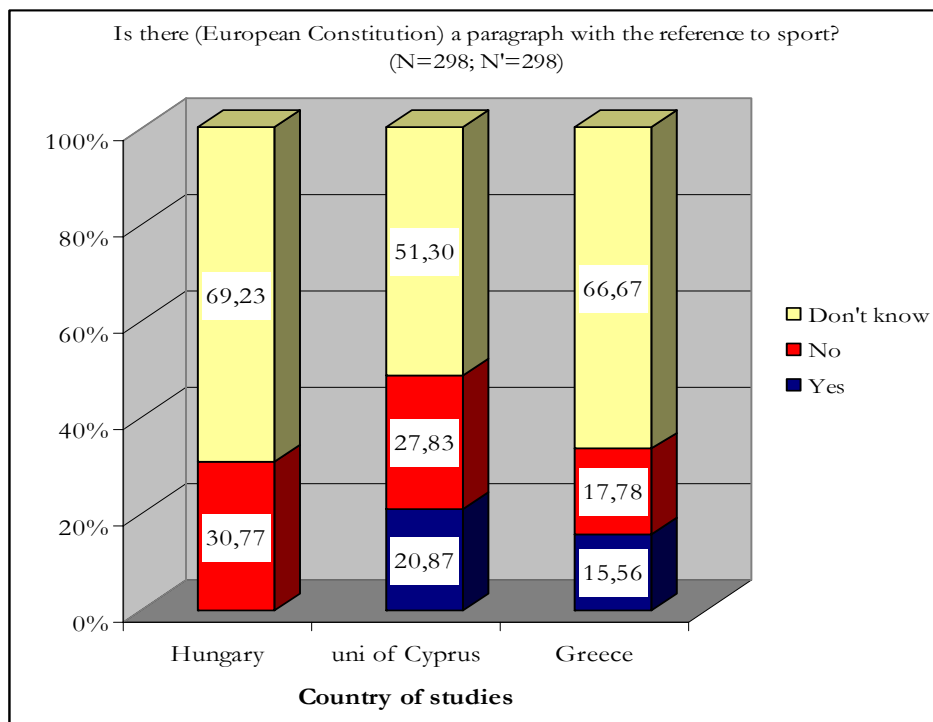


Figure 36 The awareness of the European Constitution and the whether it includes a paragraph for sport according to the country of studies.

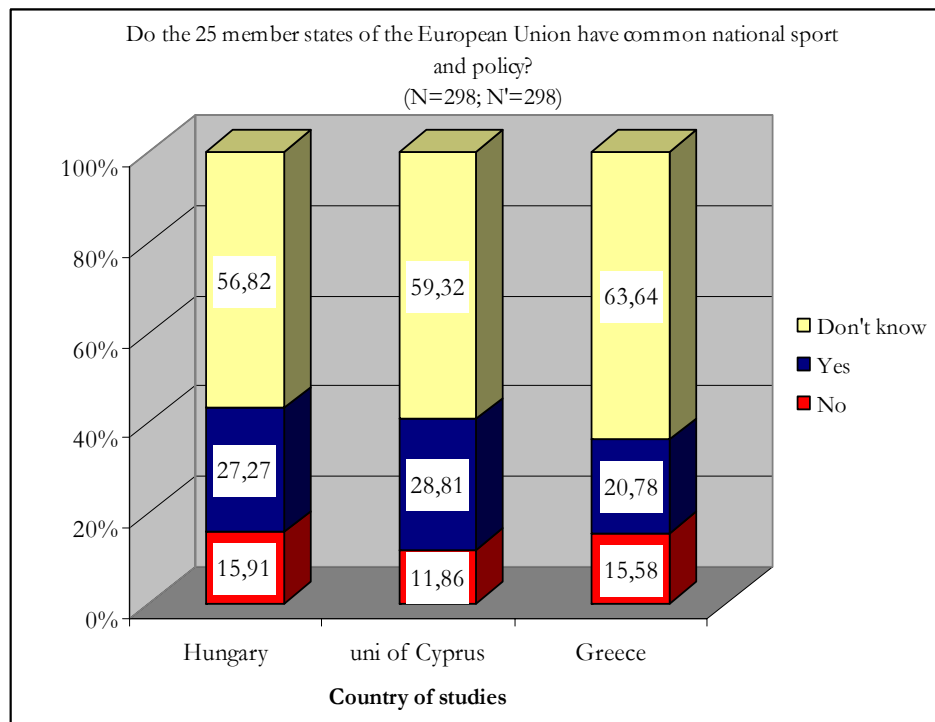


Figure 37 The knowledge about sport's autonomy in the EU countries according to the country of studies.

6.2.1. Football players' knowledge about European Union Sport Policy

To assess football players' knowledge about the European Sport Policy, specifically the Bosman's case (whether respondents have heard of it, possible answers: "yes" and "no"), individual cross-tabulations were used for three participant-types (profession, division, and contract) and familiarity with Bosman's case. Statistical decision was based on chi-square. The results for three analyses are illustrated in table-format below.

Bosman's case	Chi square value	df	p	Illustrated proportions
Profession	8.23	1	< .004	Figure 38
Division	6.46	1	< .01	Figure 39
Contract	24.67	1	< .001	Figure 40

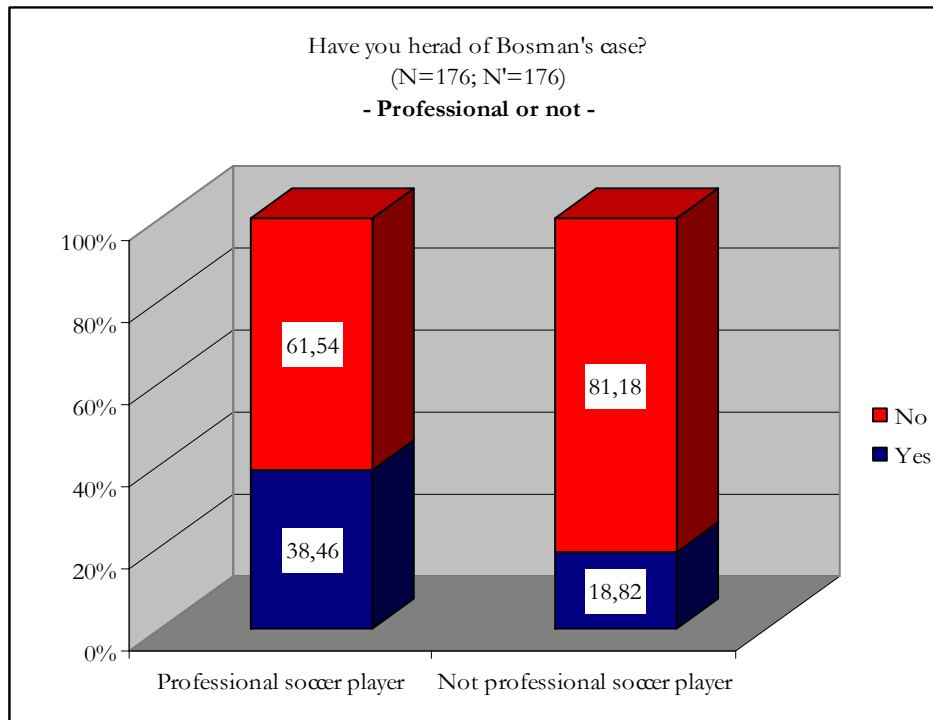


Figure 38 The knowledge about the Bosman case according to the professional and not-professional status of the Cypriot football players.

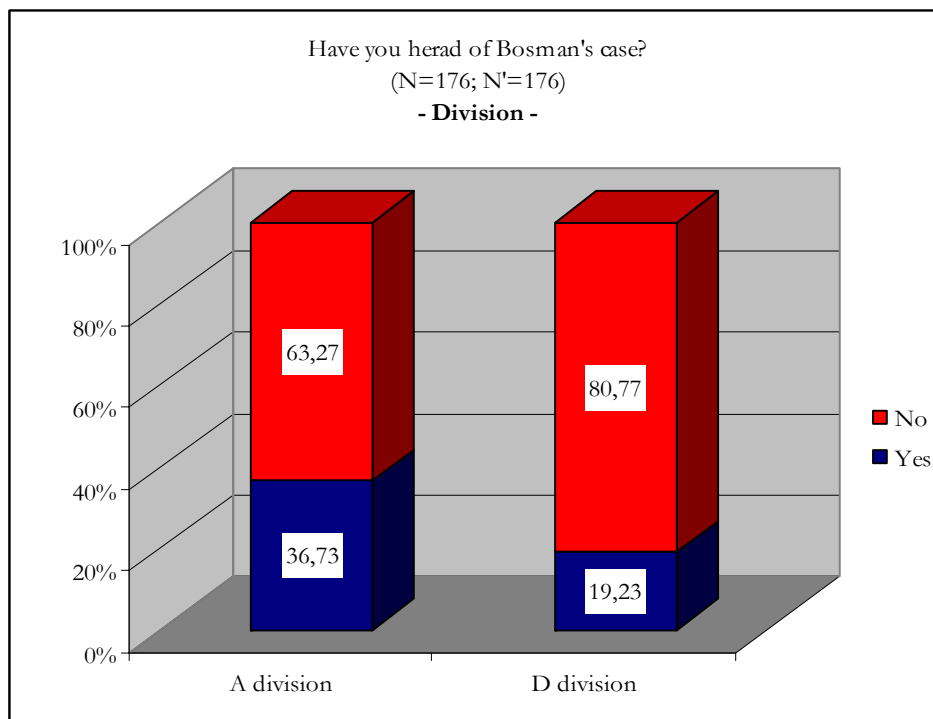


Figure 39 The knowledge about the Bosman case according to the league the Cypriot footballers play at.

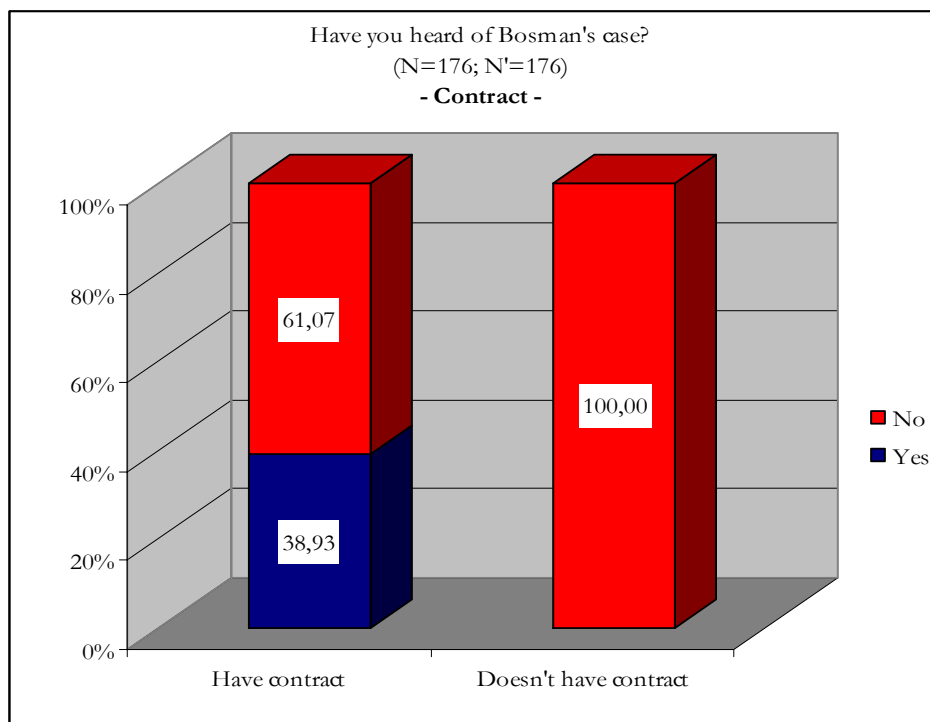


Figure 40 The knowledge about the Bosman case according to the contact and non-contact status of the Cypriot football players.

6.3. Cypriot sport actors' opinion about Cyprus' EU integration in connection with their opinion about the impact of the EU integration on Cypriot sport.

To determine whether Cypriot sport actors' feelings about the integration of Cyprus into the EU affect their opinion about the EU membership on Cypriot sport an ANOVA was performed. However, before performing this test the feelings about integration were grouped into a positive (agree) and a negative (disagree) categories to obtain a grouping variable (described in the Methods chapter). The ANOVA was statistically significant ($F(1,645) = 17.79, p < .001$) showing that those who had positive feelings also had a more positive opinion (mean = 28.25, SD = 4.86) than those respondents who had negative feelings about the integration (mean = 26.66, SD = 4.45).

6.4. Cypriot sport actors' opinion about Cyprus' EU integration in connection with their expectations from the EU in the context of Cypriot sport.

To examine whether Cypriot sport actors' feelings about the integration of Cyprus into the EU influence their expectation about Cyprus' EU membership on Cypriot sport another ANOVAs was performed. Again, prior to performing this test the feelings about integration

were grouped into a positive (agree) and a negative (disagree) categories to obtain a grouping variable (described in the Methods chapter). The ANOVA was statistically significant ($F(1,645) = 45.44, p < .001$) showing than those who had positive feelings also had a more positive expectation (mean = 20.24, SD = 7.34) than those respondents who had negative feelings about the integration (mean = 16.02, SD = 8.39).

6.5. Cypriot sport actors' knowledge about the European sport policy in connection with their opinion about the impact of Cyprus' EU integration on Cypriot sport.

To assess how the Cypriot sport actors' knowledge about the EU sport policy affects their opinion about the impact of European Union membership and European Sport Policy on Cypriot sport ANOVAs were carried out, where “knows” and “doesn't know” were the categorical (grouping) variables and opinion scores represented the dependent variable. The ANOVA results are illustrated in Table1 below (the questions are discussed in the Methods chapter).

Table 1 The Cypriot sport actors' knowledge about the EU sport policy in relation with their opinion about the EU integration's impact on Cypriot sport.

Knowledge-determining question	ANOVA result (F, df, p)	Mean opinion score and SD “knows group”	Mean opinion score and SD “doesn't know” group
Q1	F (1,910)=4.13, p < .04	27.97 (4.97)	27.23 (4.57)
Q2	F (1,910)=4.31, p < .04	27.19 (4.67)	27.86 (4.75)
Q3	F (1,910)=0.22, NS	27.29 (5.33)	27.21 (4.55)
Q4	F (1,910)=6.31, p < .01	28.15(5.10)	27.22 (4.56)

6.6. Cypriot sport actors' knowledge about the European sport policy in connection with their expectations from the EU in the context of Cypriot sport.

To determine how Cypriot sportspeople and/or sports professionals' knowledge about the European Sport Policy could impact their expectation toward European Union in relation to Cypriot sport ANOVAs were conducted, where the “knows” and the “doesn't know” were the grouping variables and expectation scores was the dependent variable. The ANOVA results are illustrated in Table below (the questions are discussed in the Methods chapter).

Table 2 The Cypriot sport actors' knowledge about the EU sport policy in connection with their expectations from the EU in the context of Cypriot sport.

Knowledge-determining question	ANOVA result (F, df, p)	Mean expectation score and SD "know group"	Mean expectation score and SD "doesn't know" group
Q1	F (1,910)=3.93, p < .05	18.97 (8.19)	17.81 (8.12)
Q2	F (1,910)=12.10, p < .001	18.87 (7.76)	16.94 (8.66)
Q3			
Q4	F (1,910)=3.58, p < .06	17.36 (7.94)	19.13 (7.69)
	F (1,910)=0.93, NS	18.64 (7.17)	18.02 (8.43)

6.7. Cypriot sport actors' opinion on how Cyprus' EU integration may influence their personal careers.

To access whether the four groups of Cypriot sport actors feel positive or negative about Cyprus' integration with respect to its impact on their professional careers, cross-tabulations were performed with the respective Chi-square values in order to determine the statistical significance. Significant differences have been found between the four groups of Cypriot sport actors (df=6, p<0.001). The results are presented on diagrams 40 and 41.

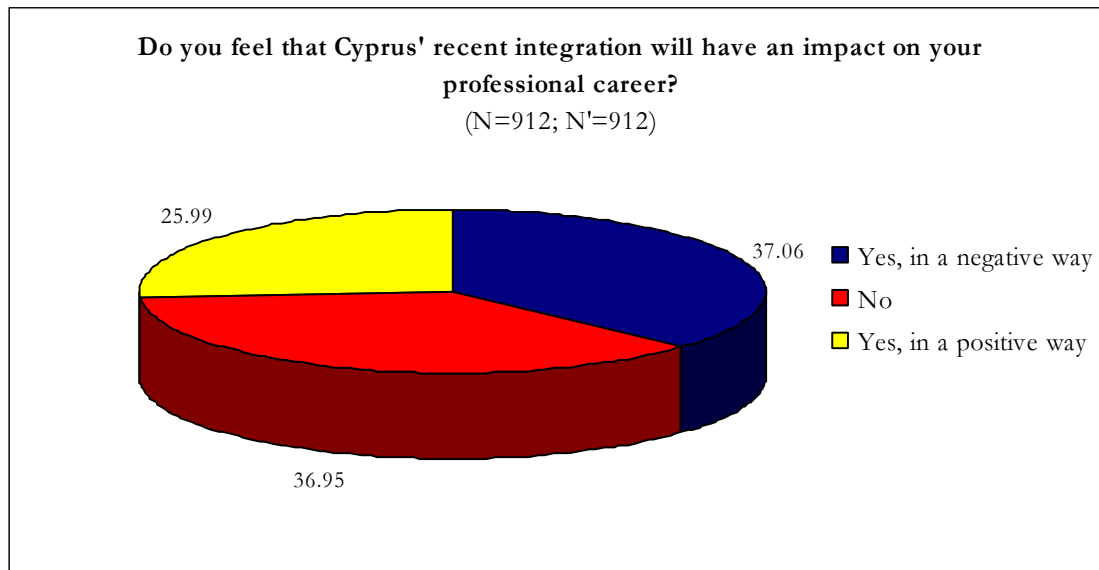


Figure 41 The opinion about the impact of Cyprus' EU integration on the Cypriot sport actors' personal career.

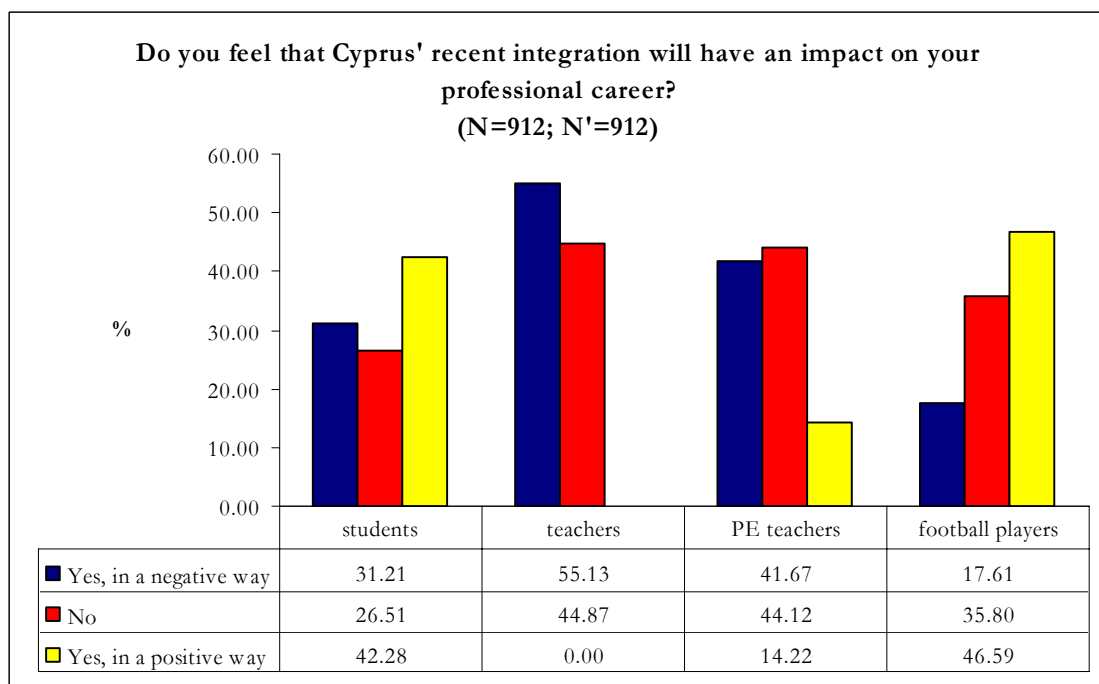


Figure 42 The opinion of the Cypriot sport actors about the impact of Cyprus' EU integration on their personal career according to the occupation.

Further cross-tabulations were performed for the rest demographic variables (age, gender, employment status and country of studies) and the Chi-square values were determined to access the statistical significance (see Appendix D).

6.8. Cypriot sport actors' knowledge about the EU sport policy in relation with their personal career expectations as EU citizens

To determine how Cypriot sport actors' knowledge about the European Sport Policy could impact their personal expectation toward European Union in relation to Cypriot sport, ANOVAs were conducted, where the “knows” and the “doesn't know” were the grouping variables and expectation scores were the dependent variable. The ANOVA results are illustrated in Table 3 below (the questions are discussed in the Methods chapter).

Table 3 The Cypriot sport actors' knowledge about the EU sport policy in relation with their personal career expectations as EU citizens.

Knowledge-determining question	ANOVA result (F, df, p)	Mean expectation score and SD “know group”	Mean expectation score and SD “doesn't know” group
Q1 (V5)	F (1,910)=9,20, p < .002	2.01 (0.81)	1.84 (0.77)
Q2 (V6)	F (1,910)=0.01, NS	1.89 (0.78)	1.89 (0.79)
Q3 (V61)	F (1,910)=9.44, p < .001	1.97 (0.78)	2.15 (0.80)
Q4 (V7)	F (1,910)=0.16, NS	1.92 (0.82)	1.87 (0.73)

6.8.1. Football players' knowledge about the EU sport policy in relation to their personal career expectations as EU citizens.

The knowledge of football players (determined by the awareness about the Bosman case) has been cross- tabulated with the question determining their effect of Cyprus' EU integration on their personal careers. Statistically significantly differences in the proportion of the answers have been found (chi square value = 6.732, df = 2, p = 0.035). In this respect, the football players who have not heard about the Bosman case are more optimistic about their personal careers as EU citizens (Figure 42).

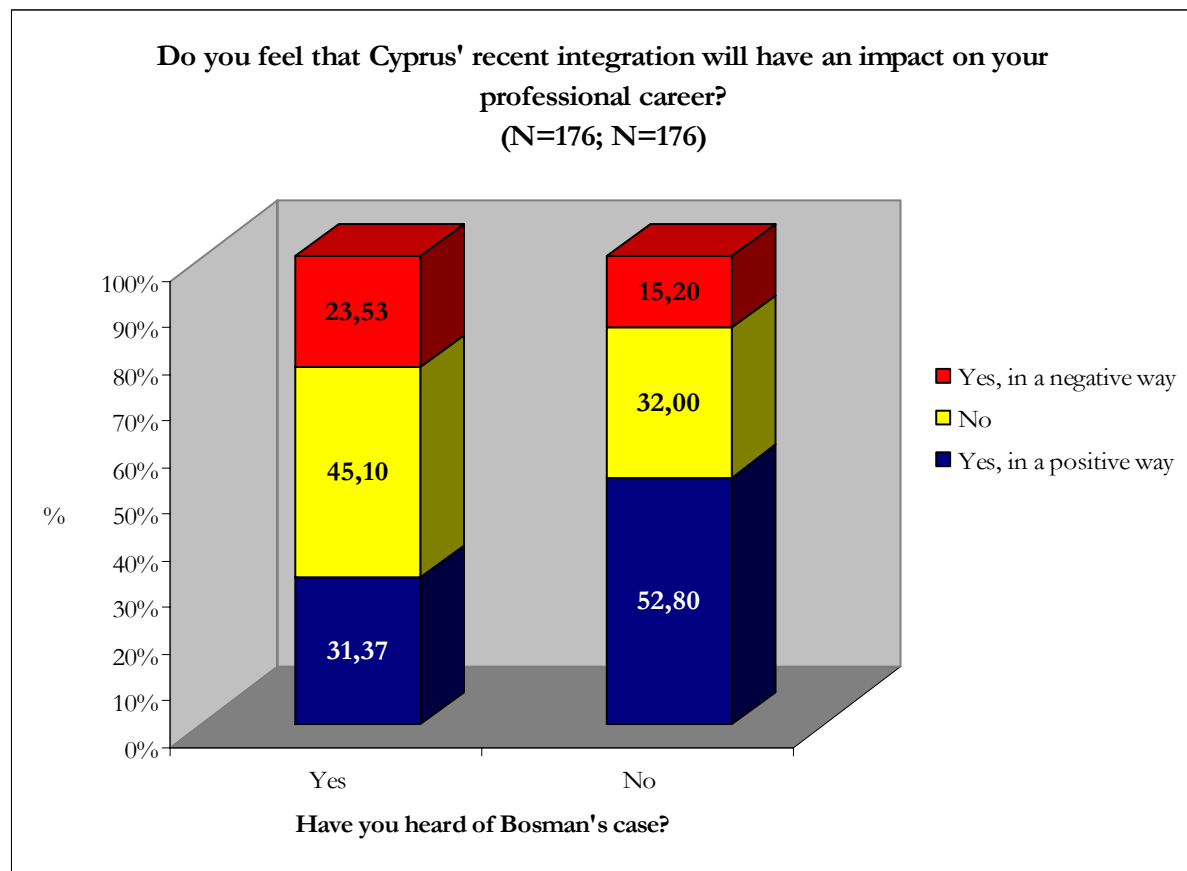


Figure 43 The football players' awareness of the Bosman case in relation with their personal career expectations.

DISCUSSION

From the findings of this study, it has been found that the integration of Cyprus in the European Union has been received differently by the four groups of Cypriot sport actors. The differences can be attributed to the individualities of each profession and the challenges each group is facing at the Cypriot labor market. Moreover, it has been discovered that the knowledge of the Cypriot sport actors about the EU sport policy is marked by ignorance, in some cases and by false impressions and misinterpretations in other. The knowledge that the Cypriot sport actors possess, is influencing their opinion about the future of Cypriot sport in the context of the European Union, their expectations from the EU in relation with sport at Cyprus, as well as their opinion about the impact of country's EU membership on their personal careers. The results of this study are going to be discussed in the following subchapters:

- The opinion of the Cypriot sport actors about Cyprus' integration in the European Union
- The knowledge of the Cypriot sport actors about the EU sport policy
- The opinion of the Cypriot sport actors about the impact of Cyprus' EU integration on Cypriot sport
- The Cypriot sport actors' expectations from the EU in the context of Cypriot sport
- The Cypriot sport actors' personal career expectations as EU citizens

7.1. The opinion of the Cypriot sport actors about Cyprus' integration in the European Union.

By testing how the Cypriot sport actors' demographic characteristics were influencing their opinion about Cyprus' integration in the European Union, significant differences have been found regarding on several parameters. As far as it concerns the Cypriot sport actors' occupation within Cypriot sport (Primary Education teachers, Physical Education teachers, university sport students, Cypriot football players), the four groups differed in their opinion about Cyprus' integration in the EU (see Results chapter, Figure 1A, 1B). The most positive group, concerning the EU integration of Cyprus, is the Primary Education teachers, followed by the Physical Education teachers, in a much lesser extent. On the other side, the

less positive group is the Cypriot football players, while the university sport students state mainly neutrality.

The differences between the four groups of Cypriot sport actors' could be attributed to the individual differences and occupational challenges that each group is facing in the Cypriot employment market. In addition, from the qualitative findings, it occurred that the way the whole issue of the European Union and the EU integration has been promoted and covered by the means of mass media and where the emphasis has been placed influenced the Cypriot sport actors' opinion about the country's EU integration. Nevertheless, misconceptions and false impressions have been found in all four groups while attempting to explain why they possess a certain opinion, which is an indication of lack of in-depth knowledge about European Union and its functioning. The lack of knowledge is supported by the relevant literature, dealing with the Cypriot citizens' knowledge about the EU (European Commission, 2006b). Moreover, the feature of disinterest, which has been revealed by all Eurobarometers concerning Cyprus, is also present with the Cypriot sport actors, mainly those who maintain a neutral position towards the EU integration.

More specifically, the Primary Education teachers' positivism can be explained by occupation-related reasons and reasons related with the general awareness about the real nature of the European Union and what the Union can offer to Cypriot society and culture. The Primary Education teachers' occupation has a prestigious status amongst occupations and draws a lot of respect in the wider society, hence its preference by a lot of young Cypriots as a profession. At present time, this profession is not seriously threatened by unemployment and the Primary Education teachers are well-established in the upper-middle socio-economic class at Cyprus. In addition, the loss of teaching positions from other EU nationals seems distant, due to the Greek language factor, since Greek is the language of instruction in Cypriot Primary Education schools. It can be argued that these factors are contributing to the positive opinion about the EU, on the Primary Education teachers, since it does not present any potential threat to their employment opportunities. Since a positive impression has been incubated and amplified by the absence of dangers deriving from the integration of Cyprus in the EU, the Primary Education teachers are more

focused on the positive aspects of the integration, which are associated with education and cultural. The Primary Education teachers were the only of the four groups, which made mention of the great learning opportunities provided in the common European space and the benefits of belonging in a Union with cultural and social diversity. The Primary Education teachers were also familiar with teachers' and students' exchange programs initiated by the European Commission. Increased mention has been made about the ERASMUS program, which can be because of the success of the program at Cyprus. Nevertheless, the positivism of the teachers was also based on two other reasons; the effect of the integration on Cyprus' economy and the solution of the Cypriot problem of the Turkish occupation within the EU context. The relevant literature is providing that since the early stages of Cyprus' European course, the emphasis has been placed on these two issues. This has led the Cypriot citizens to associate the European Union predominantly with these topics, which has resulted in a decreased attention on other aspects of the Union and has even caused a dislike of the whole EU topic due to its high political content. Furthermore, the small percentage of Primary Education teacher who were neutral, mainly explained their neutrality by admitting that they lack sufficient knowledge about EU-related issues and therefore cannot decide whether to agree or disagree with Cyprus' integration.

The Physical Education teachers appeared to be positive towards Cyprus' integration in the European Union, but in a lesser extend than the Primary Education teachers. Their positivism is due to the profession's individualities, as well as factors belonging in the wider Cypriot society, like the hope for the solution of the country' s Turkish occupation and the economic benefits. Nonetheless, a large number of the positive respondents based their support on misconceptions and false impressions. The Physical Education teacher's profession at Cyprus and employment at public schools, where the conditions (salary, benefits, etc) are favorable, are marked by saturation and inability to absorb personnel. This happens because according to the Cypriot educational system, PE teachers can only get employed in the Secondary Education schools, since the PE classes are taught by the Primary Education teachers in Primary Education schools. This has resulted in a large number of PE graduates to seek employment in the private sector, where the salaries and

additional benefits are significantly lower than the governmental sector. For the last decades, heated debates are occurring from time to time, as to who should teach Physical Education in the Primary Education schools. A possible employment of PE teachers in the Primary Education would readily mean employment of a large number of PE teachers and more promising employment chances for the future. However, it is well known that the EU does not have any competence nor in the field of sport, neither in the field of education and the given case it cannot solve the dispute between PE teachers and Primary Education teachers. However, the pro-EU integration PE teachers, supported that the EU will force legally the Ministry of Education of Cyprus to solve this issue, by employing PE teachers in Primary Education schools. This false belief was more supported by the unemployed PE teachers (see Results chapter, p.55). Similarly with the Primary Education teachers, some mentioned the benefits in education and from the participation of Cyprus in multicultural community, and supported that EU provides great vocational and educational opportunities. On the contrary, the respondents who were negative towards Cyprus' integration in the EU, supported that mainly that Cyprus' traditionally strong economy will be negatively influenced and that Cypriot companies and enterprises will be at risk due to the European industrial guidelines and the arrival of large European enterprises that are stronger than the local ones. Some respondents made mention of their concern about the immigration waves from EU countries and also their fear that salaries, especially in the sports industry will drop, since employers will be able to buy cheaper services from EU nationals. In a much lesser extend, the fear of the increased criminality and drug trafficking was mentioned. These reasons have been also reported in the Eurobarometers (European Commission, 2004a-2006b). Almost a quarter of the PE teachers remained neutral in their opinion about the integration of Cyprus in the EU. The reasons for their neutrality were both lack of relevant knowledge and an admitted disinterest and lack of individual motivation to deal with the topic, since "it is too political".

The responses of the university sport students as far as it concerned their opinion about Cyprus' EU integration were marked by mainly neutrality, while almost a third of them were in disagreement towards the country's EU membership. A lower number of respondents were positive. The explanation of the sport students' inability to take a position

referring the country's EU membership can be found in the way young people consume the mass media and the way they follow politics in Cyprus. According to their own explanations to reasons of their neutrality, it had been mentioned that the issue of the European Union and the EU integration was not appealing to them and therefore it did not receive their attention. The students stated their unwillingness to deal with "political" issues and issues which can cause potential arguments and debates, or even quarrels among their friends or their university environment. It is obvious that the disproportional attention given to the political aspects of the Union and the solution of primarily political problems in the context of EU influenced the perception the students have for the EU. This resulted in a more general tendency of disinterest which eventually leads to indifference. The findings concerning the age and the opinion about the EU integration reveal that younger people tend to be more neutral, which can probably be attributed to the generational differences, the involvement with politics and the differences between young and older citizens concerning the interest in the collective political and social life (see Results chapter, Figure 2A-2B). On the other hand, the sport students who were negative towards the EU integration were mainly concerned with potential rise of unemployment related with arrival EU nationals who would be willing to be employed in the same jobs as the sport students but with lower salaries. In contrast the pro-EU membership students were able to identify the opportunity granted to work study and live in the EU domain. As far as it concerned the way the country of studies could influence their opinion, it was found that students who were studying at Hungary were more optimistic in their opinion (see Results chapter, Figure 5). It has been found out that students, who live a study at Hungary, were more familiar with the European domain and all the possibilities to travel in Europe and get acquainted to other cultures, since Hungary's geographic position is favorable. It is argued that the reason of the similarities in the opinions of the students studying at Greece and Cyprus can be attributed to the fact that Cypriot and Greek mentality as somewhat similar. Additionally, and considering the fact that, geographically, Greece and Cyprus are close, it is argued that students living and studying there did not have any dramatic change in their ideas, opinions and correct comprehension of the real nature of the European Union.

The opinion of the Cypriot football players about the integration of Cyprus in the European Union is mainly characterized by negativity and at lesser extends neutrality. A relatively low number of Cypriot football players are pro- EU integration. In the pursuit of justifying the football players' negativity, it has been discovered that the stereotypical etiologies have been used by the subjects in order to explain their opinion. Typical of the football players' explanations were reasons like the negative impact of the EU integration on the traditionally strong Cypriot economy, the fear of the destruction of small agricultural businesses and the discomfort of having other EU nationals overflowing Cyprus, since "it is a small place". Only a few football players were able to identify the danger of losing their positions in their teams to EU footballers, or have less playing time at the games due to the clubs' right to list as many EU national as possible. As far as it concerned the neutral respondents of this group the majority stated the lack of knowledge and unwillingness to deal in detail with the topic. Statements were also present with this group of the impression that the issue of the EU belongs in the sphere of politics and "should be left to be dealt by them". With regard to those footballers who were pro- EU integration, the main reasons mentioned by them, were the possibilities of working abroad, the easier traveling within the EU territory and the opportunity to get familiar with other cultures and visit other EU countries. Only a few of them mentioned the possible benefits in Cypriot football from the arrival of European football experts, coaches and players.

Furthermore, it has been found- in contrast with the findings of the Eurobarometers- that with regard to how gender differentiates the opinion about Cyprus' EU integration, female sport actors are more positive than male sport actors (see Results chapter, Figure 3). The reason is probably the fact that traditionally men at Cyprus are more interested and are more involved with political and economical issues. The men's and women's differences in the degree of involvement with relevant issues were probably making men being more skeptic than the women. Nevertheless, sport in Cyprus is still man-dominated and women through their responses mentioned the belief that the EU integration of Cyprus may have the potential of changing the mentality in the Cypriot sport sphere and increase the opportunities for the women sport actors.

7.2. The knowledge of the Cypriot sport actors about the EU sport policy

The knowledge of the Cypriot sport actors, except the Cypriot football players (see Methods chapter, Data Collection), has been established on the basis of four questions related to the European sport policy (see Methods chapter, Operational Definitions). The three groups of Cypriot sport actors were different in their knowledge on all the four policy-related questions (see Results chapter, Figures 6, 7, 8, and 9). In addition, age differences have been discovered, as well as differences within the groups of PE teachers and university sport students. However, men and women sport actors were no different in their knowledge and the place of employment was also not differentiating the sport actors' knowledge.

Concerning the awareness about bodies responsible for developing sport policy within the European Union (see Results chapter, Figure 6), the general awareness is low. The less familiar group has been the Primary Education teachers. This can be explained by the fact that despite this group's affiliation with sport by teaching school Physical Education, among the other groups of Cypriot sport actors this group is the less relevant with sport. Therefore, expectedly their awareness about bodies with the EU dealing with sport policy was lower than the other two groups. The other group of educators, the Physical Education teachers, which is directly related to sports, was found to be more knowledgeable than the Primary Education teachers, but considering their direct involvement in sports, their awareness is rather low, as less than a quarter of them state that they know bodies responsible with European sport policy. However, it has been discovered that PE teachers who were not employed in public- therefore younger than the employed in schools PE teachers- were more aware of the EU sport policy-making bodies, than the PE teachers who are employed in schools (see Results chapter, Figure 26). It could be said that younger PE teachers and those who are employed in the private sector were more updated than their older counterparts, since the EU could be a good opportunity to work out of the Cypriot borders, at other EU countries. On the other hand, the employed PE teachers are more focused on their school occupation, which has little to do with European sport issues. In this sense, they are not confronted with information about European sport issues. It is argued that the safety of their governmental job and probably the fact that they are satisfied

with their life in general at Cyprus is making them not interested in getting informed about the EU sport policy and the European Union. The younger Cypriot sport actors were found to be the most aware group of the three, according to their responses, in spite that the majority of the students state that they are not familiar with topic in question. However, differences have been discovered within the group of university sport students. It has been found that the field of studies, as well as the country of studies was differentiated their awareness about bodies with the EU dealing with sport policy (see chapter Results, Figures 30 and 34). The statistical analysis had showed that the Primary Education students- and those who study at Cyprus were the most aware among the three fields of studies. In addition, it has been shown that the sport management students and students who study at Hungary were more familiar with the topic in question than the PE students and those who study at Cyprus and Greece.

However, despite the fact that the statistical analysis suggests that a percentage of the Cypriot sport actors were aware of the work of the Council of Europe and the sport policy of the European Commission, the qualitative data contradict this. The respondents had been asked to mention the bodies that develop sport policy within the European Union, if they had “yes” to the aforementioned question. The respondents of each of the three groups of Cypriot sport actors followed the same pattern in their responses, by stating sports organizations and sports federations, like the FIFA (International Federation of Football Associations), the FIBA (International Federation of Basketball Associations) the UEFA (Union of European Football Associations), and the IOC (International Olympic Committee) and in several occasions the European Parliament. Very few Cypriot sport actors were able to mention the European Commission and even less were aware of the Council’s of Europe significant contribution in EU sport and sport policy. The actors with correct knowledge mainly belong in the older groups of sport actors, namely the Primary Education teachers and the PE teachers (mostly the unemployed), while from the sport students; the correct respondents were located among the group of sport management students.

With the help of the second and third knowledge questions (see chapter Methods, Operational Definitions), it has been attempted to discover whether the Cypriot sport actors have known about the inclusion in the draft European Constitution, of a paragraph related with sport. In accordance with the Eurobarometers concerning the Cypriot citizens', relatively high number of Cypriot sport actors has heard about the draft European Constitution (see Results chapter, Figure 7). Also in agreement with the Eurobarometers older subjects were more familiar with this topic as opposed to younger sport actors, namely the students (see Results chapter, Figure 11). This may have occurred due to the fact that at the time of data collection, the topic received a lot of attention by the mass media (television, radio, newspaper), as it had been the period prior its possible ratification and its subsequent rejection by France and Netherlands in the summer of 2005. As it has been mentioned earlier in this chapter, the younger people tend to consume news and mass media, as well as politics, differently than older adults. The findings on Figure 7 and 11 suggest that younger sport actors are in a lesser extent familiar with the topic of the European Constitution. Nevertheless, more than half of them they were aware of it. Differences within the group of sport students were found concerning the field of studies and the country of studies (see Results chapter, Figures 31 and 35). It is however argued that the differences are more attributed to the country of studying rather than the field of studies; since it seems that the students studying at Greece and Cyprus are more familiar with the issue. It is also argued that students studying and living at Hungary have, in comparison to the students of the other two countries, less access to informational sources, especially in the Greek language. This may contribute to their lower awareness.

In comparison with the awareness of the European Constitution, the knowledge about specific parts of it, like the paragraph related to sport, is generally low among the three groups of Cypriot sport actors. The responses of the Primary Education teachers, being the furthest from the sport sphere were marked mainly by ignorance. However, none of the Primary Education teachers responded incorrectly. Mainly ignorance was found with other two groups, but inaccurate knowledge appeared again. Some PE teachers stated that there is no paragraph for sport in the draft European Constitution and it was found that only a low number was aware with the existence of it. In this matter, the employed and unemployed

PE teachers were no different in their awareness. The mistaken fact of there absence of a sport-related paragraph in the European Constitution is stated by the sport students as well, in a greater extend than the PE teachers. However, the number of students who could answer correctly was the highest among the three groups. It can be argued that within the university environment and the though the process of education, some of the students were informed about this important feature of the proposed European Constitution. However, differences were found within the sport students' group related to the field and country of studies (see Results chapter, Figures 32 and 36). The students who were studying at Cyprus and in the Primary Education field were the most knowledgeable about the topic in question, while the less knowledgeable were the students who study at Hungary and in the Physical Education field. In all the cases, the general knowledge was very low and several false impressions were found with all the three fields of studies and with students studying at all three countries.

The male and female Cypriot sport actors were no different in their knowledge about the European Constitution as well as the inclusion of paragraph relevant with sport in it. It can be said that no differences occurred, since male and female sport actors are exposed to relatively the same sources of information. It is found that men and women arguably consume EU sport-policy information with the same way. Furthermore, differences associated with the place of employment (district, urban/rural school) have not been found. This is might be attributed the small and concentrated geographical area of Cyprus.

Similarly with the other knowledge-establishing questions, the respondents from the three groups of Cypriot sport actors had been asked to mention, in case they knew, what has been included in the draft European Constitution's paragraph for sport. Again, very few respondents showed concrete knowledge. The vast majority answered in a vague, indefinite fashion, which limited their answers to only referring to the basic right of EU citizens to practice sport and the obligation of governments to provide this chance. Nonetheless, the general picture was that the Cypriot sport actors lacked the knowledge of what the paragraph refers to.

With the fourth knowledge- determining question (see Methods chapter, Operational Definitions), it has been aimed to discover if the Cypriot sport actors are aware of sport's autonomy in the EU countries and the absence of a unified sport structure for all the EU countries. It has been found that the three groups of Cypriot sport actors were different in the knowledge concerning this question (see Results chapter, Figure 9). The Primary Education teachers' less relevance with sport, in comparison with the other two groups was the primary reason of their lack of knowledge and their responses are marked by mainly ignorance. Additionally, the lack of accurate knowledge of sport's autonomy in the EU, as far as it concerns their sport structures, is shown to cause again mistaken ideas, since some respondents of this group believed that in fact there is a common structure. Only some Primary education teachers could relate to the fact that each EU member-state has its own sport structure. Regarding the PE teachers, more respondents were aware of that the EU member-states do not have a common sport structure; in comparison with the Primary Education teachers and the university sport students. Arguably, the higher awareness concerning the given question might have occurred because of the more direct involvement of this group with sport. It has been found that employed and unemployed PE teachers had no difference concerning this question. In spite of the higher number of correctly informed respondents, the general knowledge of the group was low, since almost the half of the group stated ignorance and almost a quarter mentioned mistakenly that there an EU sport structure. The general knowledge of the younger generation of Cypriot sport actors, the university sport students, was low as well, despite the fact that they were slightly more knowledgeable than the Primary Education teachers, but no as much as the PE teachers. The false impression of a common European sport structure, as well as ignorance was discovered with this group too. Nevertheless, with this question, the field of studies of the students and the country they were studying at was not differentiating their knowledge about sport's autonomy (see Figures 33 and 37). There has been an indication of generational differences shown on Figure 13 of the Results chapter. The younger subjects were less knowledgeable about the topic in question than the middle-aged adults and the senior adults. It is found that more senior adults knew correctly the sport's autonomy in the EU countries. This may have its roots in the familiarity with sport and sport-related issues and the more intrinsic motivation of older adults to be more informed and more aware of

topics related with sport, in comparison with younger subject, who at the given period of their life have other interests.

Similarly with the question about the paragraph for sport in the European Constitution, male and female sport actors were no different in their knowledge about the autonomy of sport in the European Union. Arguably, male and female sport actors were exposed to the same informational sources and they are equally motivated (or not) towards learning about EU sport policy issues. Further differences in the district of employment and the schools of employment were not found. In this respect, the knowledge was not differentiated according to where the subjects work mainly because of the small area of the island and the fact that dramatic mentality differences do not exist among the five districts.

As it has been mentioned in the Methods chapter, the knowledge of the Cypriot football players has been represented with a more football-related question; the awareness of the Bosman case (discussed in the Theoretical Framework chapter, p. 17). It has been revealed that Cypriot football players who play in the A' Division (professionals) of the Cypriot Football Championship were different in their knowledge about the Bosman case than the Cypriot football players participating in the D' Division (amateurs) (see Results chapter, Figures 38 and 39). In addition, striking differences were found between the football players who were under contract and those who were not (see Results chapter, Figure 40).

As Figures 38 and 39 show, the Cypriot professional football players are more familiar with the Bosman case, than the Cypriot players who participate in the D' division and are considered amateur footballers. As it is found in the relevant literature, the effects and impact of the Bosman case on sport- and football- are more evident in professional sport rather than in amateur sport (Tokarski et al, 2004). This occurs because the ruling refers to professional athletes who earn their living from practicing football as an occupation and they should be considered by football clubs like workers. The Bosman case and the abolition of the nationality clauses, due to the establishment of the Single European Market, have been the major reasons for the rapid increase of EU football players in the national championships throughout Europe. In the same context, after the 2004 integration

of Cyprus in the European Union, the number of EU footballers has increased dramatically. This can explain why the professional footballers are more familiar about the Bosman case than their non-professional counterparts. Additionally, since the ruling refers to the rights of professional athletes, it should be more important to professional footballers, because it preserves their right to move freely in every European country, once their contracts are expired. This can be justified by the results presented on Figure 40. Football players who are under contract are familiar with the ruling, while the absolute majority of non-contracted football players are not at all familiar with it. It can be argued that since a contract is legal document, the actual process of signing can be informational, which in turn can increase the knowledge about the rights of the players in a Cypriot and European level. However, the percentage of the professional football players who have heard of the Bosman case is relatively low, as only slightly more than one third of them responded positively. The awareness of the ruling among the non-professional football players is low as well.

As it has been discovered the general knowledge of the Cypriot sport actors about the EU sport policy and issues related to sport within Europe is low, which is similar with the Hungarian case (Foldesi, 2003) and the Estonian case (Arvisto et al, 2004). Besides the differences which can be attributed to the individual characteristics of each group and could partly explain the significant lack of knowledge and the consequent creation of false impressions and misinterpretations, is believed that several other factors located in the wider Cypriot society, contribute dramatically to situation presented regarding the knowledge of the respondents. The reasons for the significant lack of knowledge of the Cypriot sport actors can be located primarily on the main sources of relevant information. The degree of attention given by the mass media (television, sport newspapers, radio) to issues of EU sport policy is generally low. The general tendency is that European sport issues are usually not a favorable topic to appear amongst the subject-matters of the popular means of information like televised sport programs, sports sections of civil newspapers, sport newspapers and sport program broadcasted by radio. However, EU sport policy issues appear from time to time in the agenda of the Cyprus Sports Organization, via its means of information, namely its website and its quarterly magazine "The Voice of Sport". Moreover, it has been found that EU sport policy and related issues are well-known

to highly-positioned sport administrators of the Cyprus Sport Organization and arguably the executives of the various sport federations, but not to the majority of the Cypriot sport actors belonging in the lower ranks of the Cypriot sport life. It has been found that the Cyprus Sport Organization, following the guidelines and recommendations of the Council of Europe, has published in the Greek language several documents of the European sport policy, including the European Sports Charter, the European Sports for All Charter and several documents concerning the doping issue and the spectators' misbehavior and violence at sport events (Cyprus Sports Organization, 2007a). However, there is no organized or systematic process on the Cyprus Sports Organization's behalf, by the help of which, these publication could have found their way to wider implicated public, namely the various sport actors. It should be mentioned that despite the fact that in the Organization's website, there is a section titled "European Matters", it has been for at the past four years without any entries (Cyprus Sports Organization, 2007b). Nonetheless, in the "Connections" section of the website only two links are entered. Interestingly, one refers to the website of the Council of Europe and the other refers to the website of the European Commission (Cyprus Sports Organization, 2007c). Although there are no findings in the current study related to how many sport actors visit the Organization's website, as well as how many follow the links to the two European Bodies provided, the discovered lack of in-depth knowledge suggests that not so many sport actors could find these sources of information. An additional contributing factor, though more related with the university sport students, is the fact that at the time of the survey, there had been any subject in the university curricula related to either the European Union or the European sport policy.

In the absence of an organized and systematic plan which could inform the people involved in sport about the European sport policy and issues related to sport within a European context, the knowledge (or the lack of it) of the Cypriot sport actors in essence depends on the individual motivation and personal interest about these issues. The general observation has been that, in their majority the Cypriot sport actors are somewhat disinterested in this issue. Partly, this may occur due to mistaken association with politics and because of the belief that even if the proper knowledge had been acquired, "it would have been of any use". Nonetheless, respondents mainly from older adult groups and also from the football

players mentioned that they would like to get informed in a greater degree and with proper and correct information.

7.3. The opinion of the Cypriot sport actors about the impact of Cyprus' EU integration on Cypriot sport.

The third research dimension of this study has been to discover the Cypriot sport actors' opinion about the impact of Cyprus' EU integration on Cypriot sport. As it mentioned in the Methods chapter (Operational Definitions), a composite variable has been created in order to determine the opinion on the EU integration's impact on Cypriot sport. The general opinion of the four groups of Cypriot sport actors was that the country's accession in the European Union would have a rather positive impact on sport. However, the opinion on such a topic is greatly influenced by both the opinion about the integration of Cyprus in the EU and the knowledge about the EU sport policy. The findings of the Special Eurobarometer on sport (2004) had already revealed that Cypriots were among the citizens of the top three EU countries who believed that the EU should intervene more in sports and gain responsibility in solving national sport issues. Considering this, the relationship between the sport actors' opinion about Cyprus's EU integration and their opinion about the impact of the EU integration has been examined. The test revealed a relationship between the two opinions, in a sense that respondents who were positive about Cyprus' integration in the EU are also more positive concerning their opinion on the impact of the integration on Cypriot sport, while respondents who were more negative about the integration were also more negative about the impact of the integration on Cypriot sport. Nonetheless, the negativism occurred only in comparison with the positive and still the general opinion is relatively positive. The positive tendency regarding the impact of the EU integration on Cypriot sport is similar with the tendency discovered in the Special Eurobarometer of 2004. In the same manner, the general opinion about the impact on Cypriot sport, between the Cypriot sport actors who were knowledgeable about the EU sport policy and those who were not, is rather positive, although differences were found with regard to the four knowledge-determining questions. It was found that the respondents who were knowledgeable about the EU sport policy, in general were more positive in their opinion about the impact of the integration in the EU on Cypriot sport as opposed to the

respondents who were not knowledgeable. However, it has been illustrated that concerning the issues of the knowledge about the EU sport policy, the findings indicated a somewhat superficial knowledge, which had caused in several cases mistaken ideas and unreasonably high hopes. In turn, this rather mistaken optimism may have influenced and created the rather positive opinion about the EU integration's impact on Cypriot sport.

7.4. The Cypriot sport actors' expectations from the EU in the context of Cypriot sport

Moreover, it has been aimed to discover the Cypriot sport actors' expectations from the European Union in the context of Cypriot sport. The expectations have been established with a composite variable which is discussed in the Method chapter (Operational Definitions). As it is known the European Union does not have any formal obligation in the field of sports. Thus, in reality the expectations from the EU for a direct involvement in sport cannot be high, since sport is autonomous in the member-states and it is, at least at present stage, by the national governments. However, the Special Eurobarometer (2004) has revealed that the Cypriot citizens had several expectations from the EU and wished for a more an increased involvement of the EU in the field of sports. However, the Special Eurobarometer had not examined the knowledge and awareness of the Cypriot citizens and therefore a conclusive relationship between knowledge of the EU sport policy and issues and the expectations could not be made. The findings of this study reveal that the general picture of the Cypriot sport actors' expectations from the EU in the context of Cypriot sport are rather high, which is in agreement with the 2004 European survey. Nevertheless, realistic expectations depend on correct knowledge about the current sport policy and are influenced a great deal by the general perception and attitude towards Cyprus' EU integration. A relationship between the sport actors' opinion about the country's EU integration and their expectation from the EU related to Cypriot sport has been found (see Results chapter, Table 2). It was discovered that respondents with more positive opinion concerning the EU integration also had higher expectations and believed that the EU will provided help to the various areas of Cypriot sport. Arguably, the expectations that the sport actors have from the EU are influenced by the general perception they have about the European Union. In spite of differences between the Cypriot sport actors who were

knowledgeable about the EU sport policy and those who were not, as far as it concerns their expectations from the EU, their expectation are relatively high, which according the realities referring to the Union's obligations are not realistic. It is argued that the sport actors earlier discovered superficial knowledge of relevant issues is making them believe that the EU has the competence to interfere in a great degree in national sport and that it has the legal power to develop several areas of Cypriot sport. As it has been mentioned the European Union does not have any intention of interfering with sport at the member-states.

7.5. The Cypriot sport actors' personal career expectations as EU citizens

It has been intended to discover through this study and the Cypriot sport actors responses, their opinion about the impact of Cyprus' membership in the European Union on their personal career. The findings related to this question have shown that the Cypriots sport actors are different in their personal career expectations as EU citizens (see Results chapter, Figure 41 and 42). The opinion about the impact on the EU integration on the sport actors' personal career is greatly depending on the individualities of each occupation and its status in the Cypriot society. In contrary with positive opinion about Cyprus integration in the EU, the Primary Education teachers were rather pessimistic when it came to the personal career's impact due to the EU integration. More than half of the respondents of this group stated that the integration would have had a negative impact on their professional future. Much emphasis was placed on the fear of the lowering of their salaries by the Cypriot government, since in other EU countries educators are in general lower-paid than in Cyprus. Other subjects made mention of the possible undermining of the role of the Primary Education teacher, as a result of the "Europeanization" of education and the possibility of establishing new models in education. The rest of the respondents supported that the integration in the EU would have had any impact on their career, feeling confident that serious changes would not occur in the field of Primary Education. Interestingly, while Primary Education teachers believed that the integration of Cyprus in the EU would have been rather beneficial, none of them believed that it would be an advantage concerning their career.

Despite their hopefulness and optimism shown in the other questions the PE teacher were rather reserved regarding their personal career expectations. The majority believed that the integration will not influence their career. Almost half of the PE teachers believed that the integration of Cyprus in the European Union would have neither a positive nor a negative effect on their professional career. Almost the same number of respondents stated their pessimism, by declaring that the EU integration would be rather negative for their career. In addition, differences between PE teachers who were employed and not employed in schools have been found (see Appendix E). The majority of the employed in schools PE teachers believe that no effects would take place that could impact their career, while at the same time the majority of the non-employed PE teachers feel that the EU integration would be a disadvantage for their profession. In explaining their feelings the employed PE teachers similarly with the Primary Education teachers, stated their confidence that, at least in the governmental schools, the integration would not bring changes dramatic enough to influence their profession. On the other hand, they supported that the integration would also not bring changes dramatic enough to change the profession positively, so their career would rather stay untouched by Cyprus' membership in the EU. However, the minority of the PE teachers who were employed in schools who felt that Cyprus' EU membership would be negative for their career mentioned their concern for the possibility of decreases on their salaries and the effects of a possible reformation in the Cypriot Education. The PE teachers who were not employed in schools explained the negative opinion about the impact of the integration on their career, mainly with their concern for the loss of jobs to EU nationals who would accept to work with lower salaries. The part of this group which was neutral concerning the impact of the integration on their profession, mainly supported that EU will not enforce changes, at least in the near future, concerning PE teachers, therefore their career would not be influenced. The positive respondents believed that through the EU integration PE teachers would have the opportunity to be employed in Primary Education schools in the future.

The university sport students appeared to be more positive than the older generation of sport actors. However, some students felt that no changes would occur in the personal career due to the EU integration and one third of them felt that the country's integration

would have a negative effect on their personal chances. The differences could be attributed to the field of studies as well as the country they are studying at (see Appendix E). Arguably, the sport students are aware of the situation of each of their future professions and the difficulties and challenges each field is facing. On the other hand, the students who were studying abroad of Cyprus and those who were somewhat more optimistic for the future of their career could identify the possibility of working at other countries of the European Union. All the same with other two groups, PE students stated that they were concerned about the loss of work opportunities because of migration, but were hopeful that the EU would “force the Cypriot government” to employ PE teachers in Primary Education schools. Most of them, however, were feeling that Cyprus’ integration in the EU would have neither positive nor negative impact on their career. The Primary Education students believed that it would more difficult for the get employed in public schools at Cyprus, after the EU integration because of an increase in the employment competition, because of the recognition of universities graduates coming from European universities, which will give them the chance to claim positions in schools. The majority of the sport management students felt confident that the EU integration would not have any serious impact on their career. This can be justified by the fact that this field is new at Cyprus and has not undergone any saturation yet. Therefore, the sport management students felt that the chances of having a good career are high, regardless of the integration of Cyprus in the European Union.

Although Cypriot football players were the most negative towards Cyprus’ integration in the European Union, they have been found to be the most optimistic among all groups of Cypriot sport actors as far as it concerns how the EU integration would impact their career. Nonetheless, almost a third of them believe that the EU membership of Cyprus would be critical for their career, while there were also footballers who believed that their career would be influences negatively. The optimistic respondents mainly mentioned the benefits they may have from the more general development of Cypriot football caused by the arrival of EU coaches and experts. Some football players supposed that the European Union would oblige the Cypriot government to support financially the Cypriot football, which in turn will upgrade their status as footballers and probably increase their income. The footballers who believed that Cyprus’ EU membership would impact their career negatively,

mentioned that the Cypriot football players would face difficulties in have important positions in teams and sufficient playing time, because of the arrival of EU players. It was also mentioned that only few Cypriot footballers could be employed and play at other EU countries, since the level in European football leagues is higher than Cyprus. The footballers, who were neutral, felt that their football career would be influenced neither in terms of salaries, nor in terms of playing time, arguably feeling confident for their abilities.

However, it has been assumed that the knowledge of the Cypriot sport actors about the European sport policy would influence their opinion about the impact of Cyprus' integration in EU on their personal career. In this context, it has been intended to discover if there has been any relationship between the sport actors' knowledge about the European sport policy and their opinions regarding this issue. The statistical analysis has revealed a relationship between knowledge about the EU sport policy and the opinion about the impact of the integration on the personal career (see Results chapter, Table 3). In some of the knowledge-determining questions it has been found that sport actors who were not knowledgeable were somewhat more optimistic in their opinion, while the sport who were knowledgeable tend to be more neutral. With regard to the Cypriot football players' knowledge (defined by the awareness about the Bosman case) and the relationship with their personal career expectations, it has been found that there is a relationship between the Cypriot football players' awareness of the Bosman case and their opinion about how Cyprus' EU integration will influence their professional career (see Results chapter, Figure 43). The football players who were not aware of the Bosman case appear to be more optimistic about the personal career as EU citizens. At the same time one third of them stated that the EU integration will not have any effect on their career. It can be argued that the unawareness of the Bosman case- and therefore not aware of the ruling's impact on athletes and national sport- is leading the Cypriot footballers to be more optimistic. On the other hand, the footballers who were familiar with the ruling seem to be rather neutral concerning any effects of the ruling on their professional career. Nevertheless, the number of respondents who believe that the integration in the EU will have a negative impact on their professional career is higher, as opposed to the group which is not familiar with the Bosman ruling. However, it can be argued that the previously discovered lack of concrete

knowledge and lack of complete perception of all the ruling's effects on sport and athletes is somewhat influencing the responses concerning the footballers' careers.

As it has been mentioned, the qualitative findings provided that the knowledge of the Cypriot sport actors about several EU sport policy issues was superficial and characterized by mistaken impressions and unrealistically high expectations, caused by the lack of accurate knowledge. Concerning this question, it has been found that the lack of knowledge is causing the sport actors to have personal expectations which are based on rumors and vague ideas and personal beliefs, rather than sufficient knowledge. The opinion about the impact of the EU integration on the sport actors' personal career were manifested in both optimistic and pessimistic point of view, which mainly depends on the different status of the four groups. The sport actors' lack of knowledge was not providing the tools for solving their concerns and questions by themselves. On the contrary, the lack of sufficient and accurate knowledge about the EU sport policy and sport issues within the European Union has caused them to have mistaken ideas and beliefs which is influences in a great extent their opinion about their personal career expectations.

CONCLUSIONS

Sport, as a subsystem of the society, is an area which reflects the wider society. In this sense, the opinion of people belonging in Cypriot sport about the country's integration in the European Union reflects the opinion of the wider Cypriot public. As it has been illustrated in other parts of this compilation, sport as a part of cultural and society is interacting with other areas of the cultural and social life and through its interaction is influenced by factors rooted in the wider society. In the context of the European Union and the issue of the EU integration sport is influenced by the decisions occurring at a European level, which are then manifested at a national level. However, the information of the actors of the various subsystems, such as sport, is depending and therefore is influenced mainly by the actions of the decision-makers and the degree of attention that is given. At Cyprus, even before the integration took place, the decision-makers placed much emphasis on how the integration would manifest and influence the country's political and economical life. At the period after the EU integration, the attention has been shifted to areas which had been deemed important by decision-makers, like education, agriculture, trade and migration as an outcome of Cyprus' EU membership. Cypriot sport in the context of the European Union and the EU integration has not yet been in the focus, as far as it concerns the implication caused to it as subsystem with diverse manifestations. This has resulted in an unavailability of points of orientation of the actors within sport and also actors at other areas which have not received as much attention.

This study has been the first attempt to describe the situation within Cypriot sport with regard to the EU integration and the European sport policy. According to the study's pursuits it has provided findings related to the EU integration issues, which suggest that sport is indeed a reflection of the Cypriot society, in terms of the topic of the European Union, based on the information offered by the Eurobarometers conducted with Cypriot citizens. Similarly with the Hungarian case (Foldesi, 2003) it has been found that Cyprus' integration in the European Union has been received by the Cypriot sport actors controversially. This study has revealed that the four groups of Cypriot sport actors differ in their opinion concerning whether the integration in the EU has been positive or negative

for Cyprus. Moreover, it is concluded that the sport actors' opinion is formed and influenced the individualities of each profession's status at Cyprus. The shaping of the sport actors' opinion about the country's integration is influenced negatively by the lack of relevant knowledge about the nature of the EU. Even though the Cypriot government, following the recommendations of the European Commission, has established informational offices for the European Union and has distributed informational material through governmental organizations; the actual knowledge of the Cypriot sport actors about the European Union is rather superficial and is based on accidental information. The accidental and inaccurate knowledge are the reasons for the creation of myths which eventually shape the sport actors' opinion and define it as positive, negative or indifferent. In addition, it has been found that the disproportionate attention which has been given to the effects of the EU membership on the Cypriot economy, as well as the solution of the Turkish occupation problem in the context of the EU, has caused an association in the minds of the Cypriot sport actors between the two issues and the European Union. This has led to a disinterest about the whole EU topic since it is thought to be either "too political" or "too economical", which results to a tendency of indifference and resulting to an incomplete comprehension of what the EU is, what are its competencies and what can the EU do for the citizens. Nevertheless, it has been observed that sport actors who had some affiliation with education, due to their profession, namely the Primary Education teachers and the Physical Education teachers in a somewhat lesser extent, tended to appreciate more the cultural dimensions of the European Union, in comparison with the football players who tended to focus more on the economical implications of the integration. On the other side, the university sport students were rather undecided concerning the issue of the EU integration, mainly because of the way these age groups differ in the involvement in such issues than older adults. However, according to the author's knowledge no studies have been carried out dealing with other areas of the cultural life at Cyprus, which could have been used for comparisons and reference points.

The knowledge of the Cypriot sport actors about the European sport policy is in generally low and it is marked by lack of in-depth knowledge, and accidental understanding. The four groups were different in their knowledge, which was attributed to degree of

involvement with sport, as well as the possible sources of information the sport actors were exposed to. Nonetheless, even the sport actors who seemingly knew something about the European sport policy, presented superficial knowledge by using assumptions and suppositions in more detailed aspects of the sport policy in the EU. Once again, the lack of the sufficient and accurate knowledge, together with the absence of an organized and systematic plan for informing the implicated people, which is fueled by the general tendency that European sport issues are not a favorable topic to appear amongst the subject-matters of the popular means of information like televised sport programs, sports sections of civil newspapers, sport newspapers and sport program broadcasted by radio, has created several myths, assumptions and wishful beliefs, which in most cases are far from the reality about sport in the context of the European Union.

It can be concluded that the serious lack proper knowledge, together with the misinterpretations, myths and mistaken impressions caused by it, are influencing the Cypriot sport actors' opinion about the impact of the country's EU integration on Cypriot sport as well as their expectations from the EU in the context of Cypriot sport. A marked positivism was discovered concerning the impact of the integration on Cypriot sport and expectations were high. The Cypriot sport actors were expecting the Union to intervene and have an active role in Cypriot sport, which based on the sport policy of the EU, is only a wish. However, it was observed that the Cypriot sport actors were welcoming a possible upgraded role of the European Union in sport at a national level.

With regard to the Cypriot sport actors' opinion about the impact of the integration of Cyprus in the European Union, it can be concluded that the knowledge (or lack of it) about the Europe sport policy was critical of the respondents opinion. However, in contrast with their rather optimistic opinion about the future of Cypriot sport in the context of the European Union, the Cypriot sport actors were more conservative concerning their opinion about their personal career expectations as EU citizens. Interestingly, with exception of some sport students and young sport actors, the majority of the Cypriot sport actors are focused on the chances and opportunities exclusively at Cyprus. Very few respondents mentioned that the integration will increase their employment opportunities and be

beneficial to their career, due to the fact that they can seek employment within the EU domain. Arguably, the lack of knowledge about the EU and the European sport policy is making the Cypriot sport actors being unaware of their chances in the European Union.

Taking into consideration the findings of this study and the reasons located in the wider Cypriot society and Cypriot sport life, some recommendations can be made. Much of the lack of knowledge has been caused due to the degree of attention given by the mass media-sport and not-sport related alike. Efforts should be made by the introduction of programs, devotion of articles and presentation of experts' opinion in the most frequently used means of mass media referring to the European Union as well as the European sport policy. It can further be suggested that the reciprocal sport organizations, especially the Cyprus Sport Organization which acts as the supreme authority in Cypriot, should reform their informational campaigns that deal with European sport issues and policy. New publications should be made, dealing with more practical aspects of the EU sport policy, for instance the Bosman case; so that the directly implicated people (athletes, coaches, etc) could be benefit. In addition, the Organization should implement news ways to deliver the already published material concerning the items of EU sport policy. In an effort to reach the Cypriot sport actors who study at sport universities, an introduction of a subject dealing with the European Union and the European sport policy may have a positive impact on the next generation of sport leaders' knowledge of the related issues.

Considering the fact that this study has been a first attempt to investigate this topic on a Cypriot as well as at a European level, further recommendations can be made, for future studies and examination of parameters relevant with the European Union and sport and the impact of the European sport policy on sport at a national level. Since this has been a first attempt and the objectives have been to discover the knowledge and opinion of the Cypriot sport actors, further studies can be made in order to discover thoroughly the causal factors of the lack of knowledge and the relationship between knowledge and opinion about the European Union. In addition, since opinion, knowledge and expectations are changing according to the wider societal changes at Cyprus and within EU, it is suggested studies with aims similar to this study's aim can be carried out in time intervals in order to observe

the changes in opinion, knowledge and expectations of the Cypriot sport actors. Since this study dealt with Cypriot football players, future studies can examine the opinion, knowledge and expectations of athletes of other team and individual sports. Although through this study the knowledge of highly positioned sport administrators was not adequately discovered, since it has not been intended to investigate this group of sport actors. Thus, it is suggested that studies should be conducted with this group of sport actors as well, because of their key position within Cypriot sport. Studies should also be conducted in order to examine the impact of the Bosman's ruling and the elimination of the clause on Cypriot sport and mainly the professional leagues of the major team sports (football, basketball, volleyball, and handball) and the effect it has on the Cypriot national teams.

It is believed that the European Union provides great opportunities for the citizens to work, travel and study within a domain of 27 countries. It also contributes to the citizens' mental development and education through its multicultural diversity and the cultural differences between the member-states. The issues of knowing what the European Union means and been familiar with the basic regulations and principles of the Union are important for the every conscious European citizen, since this are the tools needed to exercising its rights and exploiting its chances and benefits.

However, the current policy can barely be called advantageous for sport in Europe, since there is no legal basis for sport and consequently no formal obligation of the Union in sport. It is in essence a matter of how quickly the European Union, via the European Commission, will learn and cooperate with the Council of Europe, which is more experienced in sport matters in the context of sport's social and cultural dimension, in an effort to bring the benefits of sport to every citizen.

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APPENDIX A

The national report of Cyprus concerning the “Compliance with Commitments” project

Strasbourg, 5 December 2005

CDDS (2005) 21 final

Committee for the Development of Sport (CDDS)

The European Sports Charter Indicators Questionnaire (to be completed in English or French only)

COUNTRY RESPONDENT’S DATA BOX:

COUNTRY: CYPRUS

PERSON/CONTACT DETAILS:

ORGANISATION: CYPRUS SPORT ORGANISATION (CSO)

Mr ☒ Mrs ☐

FIRST NAME: COSTAS

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DATE: 23RD FEBRUARY 2006

0. Has the European sports charter been implemented by your country ? Yes ☒ No ☐

Article 1
Aims of the Charter

Governments, with a view to the promotion of sport as an important factor in human development, shall take the necessary steps to apply the provisions of this Charter in accordance with the principles set out in the Code of Sports Ethics in order:

1. to enable every individual to participate in sport and notably:
 - a. to ensure that all young people should have the opportunity to receive physical education instruction and the opportunity to acquire basic sports skills,
 - b. to ensure that everyone should have the opportunity to take part in sport and physical recreation in a safe and healthy environment,

and, in co-operation with the appropriate sports organisations:

- c. to ensure that everyone with the interest and ability should have the opportunity to improve their standard of performance in sport and reach levels of personal achievement and/or publicly recognised levels of excellence.

2. to protect and develop the moral and ethical bases of sport and the human dignity and safety of those involved in sport, by safeguarding sport, sportsmen and women from exploitation from political, commercial and financial gain and from practices that are abusive or debasing including the abuse of drugs and the sexual harassment and abuse, particularly of children, young people and women.

1.1 What steps have been taken in your country to apply the provisions of the European Sports Charter?

- | | |
|---|-------------------------------------|
| - by parliament (e.g. a sports law) | <input type="checkbox"/> |
| - by government (specify how) | <input type="checkbox"/> |
| - by a national sports organisation (specify how) | <input checked="" type="checkbox"/> |
| - other (please specify) | <input type="checkbox"/> |

- none

☐

General Comments:

The Cyprus Sport Organisation has asked all national federations and clubs to include in their constitution specific provision that include all the articles of the European Sports Charter. To help the clubs and the federation to implement this direction the CSO is currently preparing a specimen constitution that will include all the required and provisions. This will be forwarded to all clubs and federation for adoption. Please note that the adoption of most of the provisions by clubs and federations is mandatory by our national law.

Article 2

Definition and Scope of the Charter

For the purpose of this Charter:

1. "Sport" means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.
2. *This Charter complements the ethical principles and policy guidelines set out in:*
 - a. the European Convention on Spectator Violence and Misbehaviour at Sports Events and in Particular at Football Matches;
 - b. the Anti-Doping Convention.

2.1 Does the definition of sport at national level meet the definition of sport in the Charter?

Yes ☒ No ☐

General Comments:

Although sport is not defined at national level the CSO accepts and applies the definition of the European Sports Charter whenever needed.

Article 3
The Sports Movement

1. The role of the public authorities is primarily complementary to the action of the sports movement. Therefore, close co-operation with non-governmental sports organisations is essential in order to ensure the fulfilment of the aims of this Charter, including where necessary the establishment of machinery for the development and co-ordination of sport.

2. *The development of the voluntary ethos and movement in sport shall be encouraged, particularly through support for the work of voluntary sports organisations.*

3. Voluntary sports organisations have the right to establish autonomous decision-making processes within the law. Both governments and sports organisations shall recognise the need for a mutual respect of their decisions.

4. *The implementation of some of the provisions of this Charter may be entrusted to governmental or non-governmental sports authorities or sports organisations.*

5. *Sports organisations should be encouraged to establish mutually beneficial arrangements with each other and with potential partners, such as the commercial sector, the media, etc, while ensuring that exploitation of sport or sports people is avoided.*

3.1 Is the role of public authorities

- complementary to the sports movement?

☒

- the main leader?

☐

3.2 Is the sports movement based on voluntary/autonomy principles

Yes ☒ No ☐

3.3 What is the average gender proportion among the members of the board of national sports federations?

Women
9,00 %
Men
91,00 %

Article 4
Facilities and Activities

1. *No discrimination on the grounds of sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status, shall be permitted in the access to sports facilities or to sports activities.*

2. *Measures shall be taken to ensure that all citizens have opportunities to take part in sport and, where necessary, additional measures shall be taken aimed at enabling both young gifted people, but also disadvantaged or disabled individuals or groups to be able to exercise such opportunities effectively.*

3. *Since the scale of participation in sport is dependent in part on the extent, the variety and the accessibility of facilities, their overall planning shall be accepted as a matter for public authorities. The range of facilities to be provided shall take account of public, private, commercial and other facilities which are available. Those responsible shall take account of national, regional and local requirements, and incorporate measures designed to ensure good management and their safe and full use.*

4. *Appropriate steps should be taken by the owners of sports facilities to enable disadvantaged persons including those with physical or mental disabilities to have access to such facilities.*

4.1 Do you have any legal/administrative provisions for non-discriminatory access to sports facilities including for people with disabilities?

Yes ☐ No



4.2 Are there any favourable conditions established for young people to use the sport facilities (reduced entrance fees, etc)?

Yes ☒ No

Article 5
Building the Foundation

Appropriate steps shall be taken to develop physical fitness and the acquisition of basic sports skills and to encourage the practice of sport by young people, notably:

- 1. by ensuring that programmes of and, facilities for, sport, recreation and physical education are made available to all pupils and that appropriate time is set aside for this;*
- 2. by ensuring the training of qualified teachers in this area at all schools;*
- 3. by ensuring that appropriate opportunities exist for continuing the practice of sport after compulsory education;*
- 4. by encouraging the development of appropriate links between schools or other educational establishments, school sports clubs and local sports clubs;*
- 5. by facilitating and developing the use of sports facilities by schools and by the local community;*
- 6. by encouraging a climate of opinion in which parents, teachers, coaches and leaders stimulate young people to take regular physical exercise;*
- 7. by providing education in sports ethics for pupils from primary school onwards.*

5.1 Are Physical Education (PE) programmes mandatory part of the all schools curricula?

Yes ☒ No ☐

5.2 Is physical education/sport taught by specialists or non specialists?

- | | | | |
|---------------------------------------|------------------|---|-----------------------------|
| i) Primary (elementary first) school: | Specialists: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| | Non specialists: | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| ii) Secondary (high) school: | Specialists: | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| | Non specialists: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

iii) Other, please specify

It is estimated that 30% of the trainers in developing youth sport (especially football) they are not specialists. They only have an UEFA approved training certificate.

Article 6
Developing Participation

1. *The practice of sport, whether it be for the purpose of leisure and recreation, of health promotion, or of improving performance, shall be promoted for all parts of the population through the provision of appropriate facilities and programmes of all kinds and of qualified instructors, leaders or "animateurs".*

2. *Encouraging the provision of opportunities to participate in sport at work places shall be regarded as an integral part of a balanced sports policy.*

6.1 Are there national 'Sport for All' programmes? Yes ☒ No ☐

6.2 Is there any national policy to increase participation of under represented groups in sport?

Yes ☐ No ☒

Article 7
Improving Performance

The practice of sport at higher levels shall be supported and encouraged in appropriate and specific ways, in co-operation with the relevant sports organisations. The support will cover such areas as talent identification and counselling; the provision of suitable facilities; developing care and support with sports medicine and sports science; encouraging scientific coaching and coach education and other leadership functions; helping clubs to provide appropriate structures and competitive outlets.

7.1 Are there any national programmes for improving performances in your country?

Yes ☒ No ☐

a) Is there a (national) talent identification scheme? Yes ☒ No ☐

b) Is there a national sports medicine/science structure? Yes ☒ No ☐

c) Other?

All the above programmes are monitored by a national committee under the umbrella of the CSO.

Article 8

Supporting Top level and Professional Sport

1. *Methods of providing appropriate direct or indirect support for sportsmen and women who reveal exceptional sporting qualities shall be devised in co-operation with sports organisations, in order to give them opportunities to develop fully their sporting and human capacities, in the full respect of their individual personality and physical and moral integrity. Such support will include aspects related to the identification of talent, to balanced education while in training institutes, and to a smooth integration into society through development of career prospects during and after sporting excellence.*

2. *The organisation and management of professionally organised sport shall be promoted through appropriate competent bodies. Practitioners engaging professionally in sport should be provided with appropriate social status and protection and with ethical safeguards against all forms of exploitation.*

8.1 Does your country make a difference between top and professional athletes?

Yes ☐ No ☒

8.2 Are there any administrative measures aimed at protecting top level athletes during and after sports career?

Yes ☒ No ☐

Article 9

Human Resources

1. *The development of training courses by appropriate bodies, leading to diplomas and qualifications to cover all aspects of sports promotion shall be encouraged. Such courses should be appropriate to the needs of participants in different kinds and levels of sport and recreation and designed for both those working voluntarily or professionally (leaders, coaches, managers, officials, doctors, architects, engineers, etc).*

2. *Those involved in the leadership or supervision of sports activities should have appropriate qualifications paying particular attention to the protection of the safety and health of the people in their charge.*

9.1 Are there any specific programmes for coaches in your country? Yes ☒ No ☐

9.2 What is the percentage of qualified/certified coaches working in your country? 95,00 %

General Comments:

Article 10

Sport and Sustainable Development

Ensuring and improving people's physical, social and mental well-being from one generation to the next requires that sporting activities including those in urban, open country and water areas be adjusted to the planet's limited resources and be carried out in accordance with the principles of sustainable development and balanced management of the environment. These include:

- 1. taking account of nature and environmental values in the physical planning and building of sport facilities;*
- 2. supporting and stimulating sports organisations in their efforts to conserve nature and the environment;*
- 3. increasing people's knowledge and awareness of the relations between sport and sustainable development and their understanding of nature.*

10.1 Are there any environmental requirements to take into account in planning/building sports facilities in your country?

Yes ☒ No ☐

10.2 Are there any nature or environmental requirements to be taken into account for organising sports activities?

Yes ☒ No ☐

Article 11

Information and Research

Suitable structures and means for the collection and dissemination of pertinent information on sport at local, national and international levels shall be developed. Scientific research into all aspects of sport shall be promoted. Arrangements shall be made for diffusing and exchanging such information and the results of such research at the most appropriate level, locally, regionally, nationally or internationally.

11.1 Do you have research in sport included as a part of the national policy?

Yes ☒ No ☐

11.2 Do you allocate money to sport research?

Yes ☒ No ☐

Article 12

Finance

Appropriate support and resources from public funds (at central, regional and local levels) shall be made available for the fulfilment of the aims and purposes of this charter. Mixed public and private financial support for sport should be encouraged, including the generation by the sports sector itself of resources necessary for its further development.

12.1 Is the sport at central/national level financed via?

Direct state budget	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Lottery	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

12.2 Is the sport in your country being financed via?

Regional Funding	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Local funding	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Sponsorship	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Article 13

Domestic and International Co-operation

1. Appropriate structures for the proper co-ordination of the development and promotion of sport, both between the various public administrations and agencies concerned by sports questions, and between the public and voluntary sectors, shall be developed if they do not already exist at central, regional and local levels in order to achieve the aims of this charter. Such co-ordination will take account of other areas of policy making and planning such as education, health, social services, town and country planning, environment, the arts and other leisure services, and ensure that sport is an integral part of socio-cultural development.

2. Co-operation at European and International level is also necessary for the fulfilment of the aims of this charter.

13.1 Does your national sport legislation specify competencies of different authorities in the field of sport?

Yes ☒ No ☐

13.2 Do you have parliamentary (sub) committees for youth and sport?

Yes ☒ No ☐

PLEASE SEND YOUR ANSWERS
BEFORE 31/02/2006
TO

COUNCIL OF EUROPE
SPORT DEPARTMENT
EUROPEAN YOUTH CENTRE
30, RUE PIERRE DE COUBERTIN
F – 67000 STRASBOURG

THE CONTACT PERSON FOR THAT QUESTIONNAIRE IF NEEDED IS: MRS ITA MIRIANASHVILI
PHONE: + 33 3 88 41 23 10
FAX: + 33 3 88 41 24 29
E-MAIL : ITA.MIRIANASHVILI@COE.INT

APPENDIX B
The four questionnaires used for the data collection

1. The questionnaire of the Primary Education teachers

Dear colleague,

I am a Physical Education teacher and I am carrying out this survey in order to fulfill my academic obligations and write my dissertation.

The purpose of this survey is to discover the opinion of the Cypriot Primary school teachers about the European Union, Cyprus' recent integration, the European policy concerning Sport and the impact of the integration on Cypriot sport and Physical Education.

The selection of the sample was random, among the Primary school teachers employed in primary schools in different regions of Cyprus.

Your cooperation will have a significant contribution in the success of this survey; therefore I will appreciate your willingness to participate in it. It must be clarified that the questionnaire is anonymous. The results will be published in a summarized way.

Please answer the questions in a manner that reflects your true opinion. I am kindly requesting you to help the efficiency of the survey by your sincere answers.

Moreover, I encourage you to answer to all the questions. If you wish to make any other comments concerning the nature of the study, use the blank space at the end of the questionnaire.

With questions where several alternatives are given as potential answers, please circle, underline, or mark the response(s) which you agree the most.

Thank you for your cooperation

Antonis Alexopoulos

1. How do you feel about Cyprus' integration in the European Union?

I strongly disagree I disagree I don't know I agree I strongly agree

Please explain your opinion, in a few sentences

.....

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2. In your opinion which social or demographic groups have a higher chance of being winners or losers at Cyprus after the integration in the European Union?

	Losers	Rather Losers	Neither winners nor losers	Rather winners	Winners
Children					
Youth					
Middle age people					
Elderly					
Men					
Women					
Unemployed					
Employees					
Retired people					
Poor people					
Middle class					
Rich people					
People with low education					
People with average education					
People with high education					
Disabled people					
National minorities					
Ethnic minorities					
Other groups(name)					

3. According to your opinion how the individual areas of Cyprus are going to be influenced because of the European Union integration?

	Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively
Industry					
Agriculture					
Trade					
Law					
Politics					
Education					
Health care					
Culture					
Sport					
Tourism					

4. Is Cyprus' recent integration in the European Union advantageous or disadvantageous?

	In the short term (1-5 years)	In the middle term (5-10 years)	In the long term (more than 10 years)
Disadvantageous			
Rather disadvantageous			
Neither disadvantageous nor advantageous			
Rather advantageous			
Advantageous			

Please explain your answer in a few sentences

.....

5. Have you heard about any European bodies relevant with sport and sport development in Europe?

Yes No I don't know

If yes, please mention them.

.....

6. Have you heard about the European Constitution?

Yes No I don't know

If yes, is there a paragraph concerning sport?

Yes No I don't know

If yes, what is included in it?

.....

If no, what would be your recommendations to such a paragraph?

.....

7. Do the 25 member states of the European Union have a common European sport policy?

Yes

No

I don't know

8. How will Cyprus' integration in the European Union affect the different areas of sport at Cyprus?

	Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively
School sport					
University sport					
Sport for All					
Elite Sport					
Olympic movement					
Disability sport					
Professional sport					
Physical Education in school					

9. According to your knowledge to which degree do the public, the civil (voluntary) and business sectors contribute to the financing of sport in Cyprus?

	Not at all	To a small degree	To a medium degree	To a reasonable degree	To an enormous degree	I don't know
Public sector						
Civil sector						
Business sector						

10. Do you believe that European Union will provide financial help for sports at Cyprus?

	Not at all	To a small degree	To a medium degree	To a reasonable degree	To an enormous degree	I don't know
School sport						
University sport						
Sport for All						

Elite sport						
Disability sport						
Sport facilities						
Physical Education in school						

11. Is the Physical Education curriculum harmonized with the Physical Education curricula of the other European Union countries?

Not harmonized	Rather not harmonized	Neither not harmonized nor harmonized	Rather harmonized	Harmonized	I don't know

12. In your opinion, what is needed to be changed in order to make the Physical Education program of Primary Education more compatible with the programs of other EU member-states?

	Change	Not change	I don't know
Curriculum			
Teaching hours/week			
Sport facilities in schools			
Extra-curricular sport activities			
Employment of PE teachers			
Other (name)			

13. How would you judge the conditions for teaching Physical Education in a primary school?

	Not satisfactory	Rather not satisfactory	Neither not satisfactory nor satisfactory	Rather satisfactory	Satisfactory
School's sport facilities					
Sport equipment					
Attitude of students					
Attitude of parents					
Attitude of the teachers who teach PE					
Attitude of other teachers					
Role of the school's administration					
Role of the Ministry of Education					

14. To which extend do you agree with the following statements

a) Primary school teachers are qualified enough for teaching Physical Education in primary schools

I absolutely agree	I agree	I neither agree nor disagree	I disagree	I absolutely disagree	I don't know

b) Primary school teacher are necessary to teach Physical Education in primary schools

I absolutely agree	I agree	I neither agree nor disagree	I disagree	I absolutely disagree	I don't know

c) Physical Education teachers are qualified enough for teaching Physical Education in primary schools

I absolutely agree	I agree	I neither agree nor disagree	I disagree	I absolutely disagree	I don't know

d) Physical Education teachers are necessary to teach Physical Education in primary schools

I absolutely agree	I agree	I neither agree nor disagree	I disagree	I absolutely disagree	I don't know

Please explain your answer in a few sentences

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16. Do you believe that after Cyprus' integration in the EU, Physical Education teachers will be employed in primary schools as with other EU member-states?

	In the short term (1-5 years)	In the middle term (5-10 years)	In the long term (more than 10 years)
Yes			
No			
I don't know			

17. What are the chances for a primary school teacher to attend special courses or seminars concerning Physical Education in Cyprus?

High	Rather high	Neither high nor low	Rather low	Low	I don't know

18. Do you feel that Cyprus' recent integration will have an impact on your professional career?
Yes, in a negative way No Yes, in a positive way

Please explain your answer

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19. According to your opinion, how easy will it be for Cypriot citizens working in sport to find a job in the post integration period?

	In Europe			In Cyprus		
	More difficult	No change	Easier	More difficult	No change	Easier
PE teachers						
Primary school teachers						

20. In your opinion, what are your chances to work in another member-state of the EU with academic degree you have?

Low	Rather low	Neither low nor high	Rather high	High	I don't know

21. How do you feel about the present system of employment of primary school teachers in public schools?

Not satisfactory	Rather not satisfactory	Neither not satisfactory nor satisfactory	Rather satisfactory	Satisfactory

Please explain you answer in a few sentences

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22. How do you feel about the present system of employment of Physical Education teachers in public schools?

Not satisfactory	Rather not satisfactory	Neither not satisfactory nor satisfactory	Rather satisfactory	Satisfactory

Please explain you answer in a few sentences

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23. How would you describe yourself in relation to sport and physical activity?

	Not at all	To a small degree	To an average degree	To a considerable degree	To an enormous degree
Consumer (watching sport, read sport newspapers,etc)					
Active in a sport or physical activity					
Outsider					

24. Please write any comments, remarks or recommendations related to sport, Physical Education and Cyprus' integration to European Union

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Thank you for your cooperation

The respondent is

Male Female

The respondent's age is years old

The respondent's marital status

Married Single Divorced Engaged

The residence of the respondent

Village small town big town capital city

How would you describe your financial condition?

Excellent Very good Average Less than average Poor

Please name the University you have graduated at? (Name, county).....

What is your academic degree?

Bachelor degree Master's degree PhD

You have majored in

Primary Education only Primary Education and other major (name).....

Where is the school you are working at?

Village small town big town capital city

Do you teach Physical Education at the school you are employed?

Yes No

If yes, do you have any kind of diploma concerning Physical education?

Yes No

If you have any diploma, what is its level?

Bachelor in PE Master's degree in PE Special course Seminar(s) other (name).....

2. The questionnaire of the Physical Education teachers

Dear colleague,

I am a Physical Education teacher and I am carrying out this survey in order to fulfill my academic obligations and write my dissertation.

The purpose of this survey is to discover the opinion of the Cypriot Physical Education teachers about the European Union, Cyprus' recent integration, the European policy concerning Sport and the impact of the integration on Cypriot sport and Physical Education.

The selection of the sample was random, among the Physical Education teachers employed in public schools and among Physical Education teachers not employed in public schools.

Your cooperation will have a significant contribution in the success of this survey; therefore I will appreciate your willingness to participate in it. It must be clarified that the questionnaire is anonymous. The results will be published in a summarized way.

Please answer the questions in a manner that reflects your true opinion. I am kindly requesting you to help the efficiency of the survey with your sincere answers.

Moreover, I encourage you to answer to all the questions. If you wish to make any other comments concerning the nature of the study, use the blank space at the end of the questionnaire.

With questions where several alternatives are given as potential answers, please circle, underline, or mark the response(s) which you agree the most.

Thank you for your cooperation

Antonis Alexopoulos

1. How do you feel about Cyprus' integration in the European Union?

I strongly disagree I disagree I don't know I agree I strongly agree

Please explain your opinion, in a few sentences

.....

.....

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2. In your opinion which social or demographic groups have a higher chance of being winners or losers at Cyprus after the integration in the European Union?

	Losers	Rather Losers	Neither winners nor losers	Rather winners	Winners
Children					
Youth					
Middle age people					
Elderly					
Men					
Women					
Unemployed					
Employees					
Retired people					
Poor people					
Middle class					
Rich people					
People with low education					
People with average education					
People with high education					
Disabled people					
National minorities					
Ethnic minorities					
Other groups(name)					

3. According to your opinion how the individual areas of Cyprus are going to be influenced because of the European Union integration?

	Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively
Industry					
Agriculture					
Trade					
Law					
Politics					
Education					
Health care					
Culture					
Sport					
Tourism					

4. Is Cyprus' recent integration in the European Union advantageous or disadvantageous?

	In the short term (1-5 years)	In the middle term (5-10 years)	In the long term (more than 10 years)
Disadvantageous			
Rather disadvantageous			
Neither disadvantageous nor advantageous			
Rather advantageous			
Advantageous			

Please explain your answer in a few sentences

.....

5. Have you heard about any European bodies relevant with sport and sport development in Europe?

Yes No I don't know

If yes, please mention them.

.....

6. Have you heard about the European Constitution?

Yes No I don't know

If yes, is there a paragraph concerning sport in it?

Yes No I don't know

If yes, what is included in it?

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If no, what would be your recommendations to such a paragraph?

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7. Do the 25 member states of the European Union have a common European sport policy?

Yes No I don't know

8. How will Cyprus' integration in the European Union affect the different areas of sport at Cyprus?

	Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively
School sport					
University sport					
Sport for All					
Elite Sport					
Olympic movement					
Disability sport					
Professional sport					
Physical Education in school					

9. According to your knowledge to which degree do the public, the civil (voluntary) and business sectors contribute to the financing of sport in Cyprus?

	Not at all	To a small degree	To a medium degree	To a reasonable degree	To an enormous degree	I don't know
Public sector						
Civil sector						
Business sector						

10. Do you believe that European Union will provide financial help for sports at Cyprus?

	Not at all	To a small degree	To a medium degree	To a reasonable degree	To an enormous degree	I don't know
School sport						
University sport						
Sport for All						
Elite sport						
Disability sport						
Sport facilities						
Physical education in school						

11. Is the Physical Education curriculum harmonized with the Physical Education curricula of the other European Union countries?

Not harmonized	Rather not harmonized	Neither not harmonized nor harmonized	Rather harmonized	Harmonized	I don't know

12. In your opinion, what is needed to be changed in order to make the Physical Education program more compatible with the programs of other EU member-states?

	Change	Not change	I don't know
Curriculum			
Teaching hours/week			
Sport facilities in schools			
Extra-curricular sport activities			
The number of employed P.E. teachers in schools			
The way of employment			
Other (name)			

Please explain your answer in a few sentences

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13. How would you judge the conditions for teaching Physical Education in a public school?

	Not satisfactory	Rather not satisfactory	Neither not satisfactory nor satisfactory	Rather satisfactory	Satisfactory
School's sport facilities					
Sport equipment					
Attitude of students					
Attitude of parents					
Attitude of PE teachers					
Attitude of other teachers					
Role of the school's administration					
Role of the Ministry of Education					
Other (name)					

14. Do you feel that Cyprus' recent integration will have an impact on your professional career?
Yes, in a negative way No Yes, in a positive way

Please explain your answer

.....

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.....

15. Do you believe that after Cyprus' integration in the EU, Physical Education teachers will be employed in primary schools as with other EU member-states?

	In the short term (1-5 years)	In the middle term (5-10 years)	In the long term (more than 10 years)
Yes			
No			
I don't know			

16. According to your opinion, how easy will it be for Cypriot citizens working in sport to find a job in the post integration period?

	In Europe			In Cyprus		
	More difficult	No change	Easier	More difficult	No change	Easier
PE teachers						
Coaches						
Sports managers						
Fitness instructors						
Personal trainers						

17. In your opinion, what are your chances to work in another member-state of the EU with academic degree you have?

Low	Rather low	Neither low nor high	Rather high	High	I don't know

18. How do you feel about the present system of employment of Physical Education teachers in public schools?

Not satisfactory	Rather not satisfactory	Neither not satisfactory nor satisfactory	Rather satisfactory	Satisfactory

Please explain you answer in a few sentences

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19. How would you describe yourself in relation to sport and physical activity?

	Not at all	To a small degree	To an average degree	To a considerable degree	To an enormous degree
Consumer (watching sport, read sport newspapers,etc)					
Active in a traditional sport					
Active in a sporting activity					
Outsider					

19. Please write any comments, remarks or recommendations related to sport, Physical Education and Cyprus' integration to European Union

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Thank you for your cooperation

The respondent is

Male Female

The respondent's age is years old

The respondent's marital status

Married Single Divorced Engaged

The residence of the respondent

Village small town big town capital city

How would you describe your financial condition?

Excellent Very good Average Less than average Poor

Please name the University you have graduated at? (Name, county).....

What is your academic degree?

Bachelor degree Master's degree PhD

You have majored in

Physical Education only Physical education and other major (name).....

The respondent is

Employed in a public school Employed in a private school Not employed in a school

If you are employed in a school, where is the school you are working at?

Village small town big town capital city

If you are not employed in a school, where do you work?

a)..... b)..... c).....

3. The questionnaire of the Cypriot football players

Dear athlete,

I am a Physical Education teacher and I am carrying out this survey in order to fulfill my academic obligations and write my dissertation.

The purpose of this survey is to discover the opinion of soccer athletes about the European Union, Cyprus' recent integration, the European policy concerning Sport and the impact of the integration on Cypriot sport and Physical Education.

The selection of the sample was random, among soccer players playing in different teams and different divisions of several regions of Cyprus.

Your cooperation will have a significant contribution in the success of this survey; therefore I will appreciate your willingness to participate in it. It must be clarified that the questionnaire is anonymous. The results will be published in a summarized way.

Please answer the questions in a manner that reflects your true opinion. The efficiency of the survey depends on your sincere answers.

Moreover, I encourage you to answer to all the questions. If you wish to make any other comments concerning the nature of the study, use the blank space at the end of the questionnaire.

With questions where several alternatives are given as potential answers, please circle, underline, or mark the response(s) which you agree the most.

Thank you for your cooperation

Antonis Alexopoulos

The respondent's age is years old

The residence of the respondent

Village small town big town capital city

The respondent's marital status

Married Single Divorced Engaged

The respondent's level of education

3 years of Elementary school Elementary school Secondary school College University
Other.....

How would you describe your financial condition?

Excellent Very good Average Less than average Poor

Are you a professional soccer player?

Yes No

If no, please name your occupation

Please indicate the age you were when you had started your sporting career

Why did you select soccer as your sport?

	Not at all	To a small degree	To a medium degree	To a reasonable degree	To an enormous degree
Enjoy the game					
Being part of team					
Favorite physical activity					
Way of social interaction					
Financial reasons					
To be famous					
Other reason (name)					

Were you a member of any National Soccer Team?

No, never	Under 16 years old	Under 21 years old	Men's

1. How do you feel about Cyprus' integration in the European Union?

I strongly disagree I disagree I don't know I agree I strongly agree

Please explain your opinion, in a few sentences

.....

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.....

.....

2. In your opinion which social or demographic groups have a higher chance of being winners or losers at Cyprus after the integration in the European Union?

	Losers	Rather Losers	Neither winners nor losers	Rather winners	Winners
Children					
Youth					
Middle age people					
Elderly					
Men					
Women					
Unemployed					
Employees					
Retired people					
Poor people					
Middle class					
Rich people					
People with low education					
People with average education					
People with high education					
Disabled people					
National minorities					
Ethnic minorities					
Other groups(name)					

3. According to your opinion how the individual areas of Cyprus are going to be influenced because of the European Union integration?

	Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively
Industry					
Agriculture					
Trade					
Law					
Politics					
Education					
Health care					
Culture					
Sport					
Tourism					

4. Is Cyprus' recent integration in the European Union advantageous or disadvantageous?

	In the short term (1-5 years)	In the middle term (5-10 years)	In the long term (more than 10 years)
Disadvantageous			
Rather disadvantageous			
Neither disadvantageous nor advantageous			
Rather advantageous			
Advantageous			

Please explain your answer in a few sentences

.....

5. Are you familiar with any European bodies relevant with sport and sport development in Europe?

Yes No I don't know

If yes, please mention them.

.....

6. How will the integration in the European Union affect the preserving of national identity through sport?

Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively	I don't know

Please explain your answer in a few sentences

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.....

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.....

7. Do you believe that National sports help in preserving the national identity of the Cypriots?

I absolutely agree	I agree	I neither agree or disagree	I disagree	I absolutely disagree	I don't know

8. Have you heard of Bosman's case?

Yes No I don't know

If yes, what was its outcome?

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9. How will Cyprus' integration in the European Union affect the different areas of sport at Cyprus?

	Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively
School sport					
University sport					
Sport for All					
Elite Sport					
Olympic movement					
Disability sport					
Professional sport					
Soccer					

10. According to your knowledge to which degree do the public, the civil (voluntary) and business sectors contribute to the financing of sport in Cyprus?

	Not at all	To a small degree	To a medium degree	To a reasonable degree	To an enormous degree	I don't know
Public sector						
Civil sector						
Business sector						

11. Do you believe that European Union will provide financial help for sports at Cyprus?

	Not at all	To a small degree	To a medium degree	To a reasonable degree	To an enormous degree	I don't know
School sport						
University sport						
Sport for All						
Elite sport						
Disability sport						
Sport facilities						
Soccer						

12. What do you believe about the future of Cypriot soccer in the period after the integration in the European Union?

In Cyprus			In comparison with other EU countries		
Change positively	No change	Change negatively	Change positively	No change	Change negatively

Please explain your answer in a few sentences

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13. What do you think about the income deriving from soccer?

Better than in EU countries	Rather better than in EU countries	Same as in EU countries	Rather worse than In EU countries	Worse than in EU countries

14. Do you feel that Cyprus' recent integration in the European Union will have an impact on your professional career?

Yes, positively

No

Yes, negatively

Please explain your answer in a few sentences

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15. How would you describe the following possible opportunities which may occur because of the integration in the European Union?

	Absolutely agree	Agree	Neither agree nor disagree	Disagree	Absolutely disagree
Opportunities for European soccer coaches to work with Cypriot teams					
Opportunities for European soccer players to play in Cypriot teams					
Opportunities for Cypriot soccer coaches to work with teams in other European countries					
Opportunities for Cypriot soccer players to play in teams of other European countries					
Opportunities for yourself to play in European teams					

Please explain your answer in a few sentences

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16. Would you want to work as a coach after you finish your career as a soccer player?

Yes, in Cyprus	Yes, in a European country	I don't know yet	Definitely not

17. How would you describe your relationship with sport, other than playing soccer?

	Not at all	To a small degree	To an average degree	To a considerable degree	To an enormous degree
Watching soccer on TV					
Attending soccer matches when is possible					
Watching other sports on TV					
Attending other sport's matches					
Read sports magazines/newspapers					
Getting informed about sport political issues					
Participate in a sport other than soccer					

18. Do you support a soccer team in Cyprus?

Yes No

If yes, which? (name)

Do you support a soccer team in Europe?

Yes No

If yes, which? (name)

18. Please write any comments, remarks or recommendations related to sports, soccer, Cyprus' integration in the European Union and sports in Europe.

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Thank you for your cooperation

4. The questionnaire of the university sport students

Dear student,

I am a PhD student at Semmelweis University at Budapest, Hungary and I am carrying out this survey in order to fulfill my academic obligations and write my dissertation.

The purpose of this survey is to discover the students' opinion about the European Union, Cyprus' recent integration and the European policy concerning Sport as they are viewed by you, the young university students.

The selection of the sample was random, among the students studying in Hungary and other Greek or Cypriot institutions and you were selected in them.

Your cooperation will have a significant contribution in the success of this survey; therefore I will appreciate your willingness to participate in it. It must be cleared out that the questionnaire is anonymous. The results will be published in a summarized way.

Please answer the questions in a manner that reflects your true opinion. The efficiency of the survey depends on your sincere answers.

Moreover, I encourage you to answer to all the questions. If you wish to make any other comments concerning the nature of the study, use the blank space at the end of the questionnaire.

With questions where several alternatives are given as potential answers, please circle or underline the response(s) with which you agree the most.

Thank you for your participation

Antonis Alexopoulos

The respondent is

Male Female

The respondent's age is years old

Please name the name of the University you are studying at?

The respondent is majoring in

Physical Education Human Kinesiology Medicine Economics Education Other.....

The respondent is studying in

Foreign language (other than Greek)
Greek language

The respondent's grade

1st year 2nd year 3rd year 4th year more than 4th year

The residence of the respondent's parents

Village small town big town capital city

Father's level of education

3 years of Elementary school Elementary school Secondary school College University
Other.....

Mother's level of education

3 years of Elementary school Elementary school Secondary school College University
Other.....

Father's occupation.....

Or registered unemployed unregistered unemployed retired not relevant

Mother's occupation.....

Or registered unemployed unregistered unemployed retired housewife not relevant

How would you describe your family's financial condition?

Excellent Very good Average Less than average Poor

1. How do you feel about Cyprus' integration in the European Union?

I strongly disagree I disagree I don't know I agree I strongly agree

Please explain your opinion, in a few sentences

.....

.....

.....

.....

2. In your opinion which social or demographic groups have a higher chance of being winners or losers at Cyprus after the integration in the European Union?

	Losers	Rather Losers	Neither winners nor losers	Rather winners	Winners
Children					
Youth					
Middle age people					
Elderly					
Men					
Women					
Unemployed					
Employees					
Retired people					
Poor people					
Middle class					
Rich people					
People with low education					
People with average education					
People with high education					
Disabled people					
National minorities					
Ethnic minorities					
Other groups(name)					

3. According to your opinion how the individual areas of Cyprus are going to be influenced because of the European Union integration?

	Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively
Industry					
Agriculture					
Trade					
Law					

Politics					
Education					
Health care					
Culture					
Sport					
Tourism					

4. Is Cyprus' recent integration in the European Union advantageous or disadvantageous?

	In the short term (1-5 years)	In the middle term (5-10 years)	In the long term (more than 10 years)
Disadvantageous			
Rather disadvantageous			
Neither disadvantageous nor advantageous			
Rather advantageous			
Advantageous			

Please explain your answer in a few sentences

.....
.....
.....
.....

5. Please list the bodies of the European Union.

.....
.....
.....
.....

6. Please list the four (4) fundamental liberties existing among the member states of the European Union.

1.
2.
3.
4.

7. Has Cyprus ratified the European Constitution?

Yes No I don't know

8. Do you know any European bodies relevant with sport and sport development in Europe?

Yes No I don't know

If yes, please mention them.

.....

.....

.....

9. Have you heard of the proposed European Constitution?

If yes, where?

I have never heard of it	Television	Radio	Internet	Newspaper/magazine	Friends	University	Other

10. According to your view is there a European Sport Model?

Yes

No

I don't know

11. Do the 25 member states of the European Union have a common national sport and policy?

Yes

No

I don't know

12. How will Cyprus' integration in the European Union affect the different areas of sport at Cyprus?

	Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively
School sport					
University sport					
Sport for All					
Elite Sport					
Olympic movement					
Disability sport					
Professional sport					

13. According to your knowledge to which degree do the public, the civil (voluntary) and business sectors contribute to the financing of sport in Cyprus?

	Not at all	To a small degree	To a medium degree	To a reasonable degree	To an enormous degree	I don't know
Public sector						
Civil sector						
Business sector						

14. Do you believe that European Union will provide help for sports at Cyprus?

	Not at all	To a small degree	To a medium degree	To a reasonable degree	To an enormous degree	I don't know
School sport						
University sport						
Sport for All						
Elite sport						
Disability sport						
Sport facilities						

15. If you were in a decision making position concerning sport, e.g. a sport minister, what would be your decision concerning the contribution of the public, the civil and the business sectors to the financing of sport?

15/a

PUBLIC SECTOR	You would decrease it	You would not change it	You would increase it	No opinion
School sport				
University sport				
Sport for all				
Elite sport				
Disability sport				

15/b

CIVIL SECTOR	You would decrease it	You would not change it	You would increase it	No opinion
School sport				
University sport				
Sport for all				
Elite sport				
Disability sport				

15/c

BUSINESS SECTOR	You would decrease it	You would not change it	You would increase it	No opinion
School sport				
University sport				
Sport for all				
Elite sport				
Disability sport				

16. Do you feel that Cyprus' recent integration will have an impact on your professional career?
 Yes, in a negative way No Yes, in a positive way

Please explain your answer

.....

.....

.....

.....

17. According to your opinion, which will be the degree of ease to find a job of Cypriot citizens working in sport in the post integration period?

	In Europe			In Cyprus		
	More difficult	No change	Easier	More difficult	No change	Easier
PE teachers						
Coaches						
Sports managers						
Fitness instructors						
Personal trainers						
Physiotherapists						
Kinesiology experts						

18. How would you describe yourself in relation to sport and physical activity?

	Not at all	To a small degree	To an average degree	To a considerable degree	To an enormous degree
Consumer (watching sport, read sport newspapers, etc)					
Active in a sport or physical activity					
Outsider					

15. Please write any comments, remarks or recommendations related to sport, physical activity and Cyprus' integration to European Union

.....

.....

.....

.....

.....

.....

Thank you for your participation

APPENDIX C

The coded variables sheet

A	a	students
A	a	athletes
A	a	PE teachers

Group

Students (1) teachers (2) PE teachers (3) football players (4)

Gender

The respondent is

Male (1) Female (2)

Age

The respondent's age is years old

Maritals

The respondent's marital status

Married (1) Single (2) Divorced (3) Engaged (4)

Residenc

The residence of the respondent

Village (1) small town (2) big town (3) capital city (4)

Econstat

How would you describe your financial condition?

Excellent (1) Very good (2) Average (3) Less than average (4) Poor (5)

Degree

What is your academic degree?

Bachelor degree (1) Master's degree (2) PhD (3)

Placeemp

If you are employed in a school, where is the school you are working at?

Nicosia (1) Limassol (2) Larnaca (3) Paphos (4) Famagusta (5)

Emplocat

Urban (1) rural (2)

Peteachi

Do you teach Physical Education at the school you are employed?

Yes (1) No (2)

Pequalif

If yes, do you have any kind of diploma concerning Physical education?

Yes (1) No (2)

Degreepe

If you have any diploma, what is its level?

Bachelor in PE (1) Master's degree in PE (2) Special course (3) Seminar(s) (4) other (name)..... (5)

Emplstat**The respondent is**

Employed in school (1) Not employed in a school (2)

Countrst

Please state your country of studies.

Hungary (1) Cyprus (2) Greece (3)

Fieldstu

The respondent is studying

Physical Education (1) Primary Education (2) sports management (3)

Langstud

The respondent is studying in

Foreign language (other than Greek) (1) Greek language (2)

Yearstud

The respondent's grade

1 st year	2 nd year	3 rd year	4 th year	more than 4 th year
(1)	(2)	(3)	(4)	(5)

Pareresi

The residence of the respondent's parents

Village (1) small town (2) big town (3) capital city (4)

Fatheduc

Father's level of education

3 years of Elementary school (1) Elementary school (2) Secondary school (3) College (4)

University (5) Other.....(6)

Moteduc

Mother's level of education

3 years of Elementary school (1) Elementary school (2) Secondary school (3) College (4)

University (5) Other.....(6)

Soccedu

The respondent's level of education

3 years of Elementary school (1) Elementary school (2) Secondary school (3) College (4)

University (5) Other.....(6)

Socprost

Are you a professional soccer player?

Yes (1) No (2)

Contract

If yes, have you signed a contract?

Yes (1) No (2)

League

Please state the league you playing in.

1: A league 2: D league

staspage

Please indicate the age you were when you had started your sporting career

V1

How do you feel about Cyprus' integration in the European Union?

I strongly disagree I disagree I don't know I agree I strongly agree
1 2 3 4 5

In your opinion which social or demographic groups have a higher chance of being winners or losers at Cyprus after the integration in the European Union?

		Losers 1	Rather Losers 2	Neither winners nor losers 3	Rather winners 4	Winners 5
V201	Children					
V202	Youth					
V203	Middle age people					
V204	Elderly					
V205	Men					
V206	Women					
V207	Unemployed					
V208	Employees					
V209	Retired people					
V210	Poor people					
V211	Middle class					
V212	Rich people					
V213	People with low education					
V214	People with average education					
V215	People with high education					
V216	Disabled people					
V217	National minorities					
V218	Ethnic minorities					
V219	Other groups(name)					

According to your opinion how the individual areas of Cyprus are going to be influenced because of the European Union integration?

		Negatively 1	Rather negatively 2	Neither negatively nor positively 3	Rather positively 4	Positively 5
V301	Industry					
V302	Agriculture					
V303	Trade					
V304	Law					
V305	Politics					
V306	Education					
V307	Health care					
V308	Culture					
V309	Sport					
V310	Tourism					

Is Cyprus' recent integration in the European Union advantageous or disadvantageous?

	V401	V402	V403
	In the short term (1-5 years)	In the middle term (5-10 years)	In the long term (more than 10 years)
Disadvantageous (1)			
Rather disadvantageous (2)			
Neither disadvantageous nor advantageous (3)			
Rather advantageous (4)			
Advantageous (5)			

V5

Are you aware of any bodies within the European Union dealing with sport policy and sport development?

Yes (1) No (2)

V6

Has Cyprus ratified the European Constitution?

Yes (1) No (2)

If yes, where?

V601	V602	V603	V604	V605	V606	V607
Television	Radio	Internet	Newspaper/m agazine	Friends	Other	University

V61

If yes, is there a paragraph with reference to sports?

Yes (1) No (2) I don't know (3)

V7

Do the 25 member states of the European Union have a common national sport and policy?

Yes (1)

No (2)

I don't know (3)

How will Cyprus' integration in the European Union affect the different areas of sport at Cyprus?

		Negatively 1	Rather negatively 2	Neither negatively nor positively 3	Rather positively 4	Positively 5
V801	School sport					
V802	University sport					
V803	Sport for All					
V804	Elite Sport					
V805	Olympic movement					
V806	Disability sport					
V807	Professional sport					
V808	School sport					
V809	Football					

According to your knowledge to which degree do the public, the civil (voluntary) and business sectors contribute to the financing of sport in Cyprus?

		Not at all 1	To a small degree 2	To a medium degree 3	To a reasonable degree 4	To an enormous degree 5	I don't know 6
V901	Public sector						
V902	Civil sector						
V903	Business sector						

Do you believe that European Union will provide help for sports at Cyprus?

		Not at all 1	To a small degree 2	To a medium degree 3	To a reasonable degree 4	To an enormous degree 5	I don't know 6
V1001	School sport						
V1002	University sport						
V1003	Sport for All						
V1004	Elite sport						
V1005	Disability sport						
V1006	Sport facilities						
V1007	School sport						
V1008	Football						

V11

Is the Physical Education curriculum harmonized with the Physical Education curricula of the other European Union countries?

Not harmonized	Rather not harmonized	Neither not harmonized nor harmonized	Rather harmonized	Harmonized	I don't know
1	2	3	4	5	6

In your opinion, what is needed to be changed in order to make the Physical Education program of Primary Education more compatible with the programs of other EU member-states?

		Change	Not change	I don't know
		1	2	3
V1201	Curriculum			
V1202	Teaching hours/week			
V1203	Sport facilities in schools			
V1204	Extra-curricular sport activities			
V1205	Employment of PE teachers			
V1206	Other (name)			
V1207	The way of employment			
V1208	Other (name)			

How would you judge the conditions for teaching Physical Education in a primary school?

		Not satisfactory	Rather not satisfactory	Neither not satisfactory nor satisfactory	Rather satisfactory	Satisfactory
		1	2	3	4	5
V1301	School's sport facilities					
V1302	Sport equipment					
V1303	Attitude of students					
V1304	Attitude of parents					
V1305	Attitude of the teachers who teach PE					
V1306	Attitude of other teachers					
V1307	Role of the school's administration					
V1308	Role of the Ministry of Education					
V1309	Other (name)					

V1401

To which extend do you agree with the following statements

a) Primary school teachers are qualified enough for teaching Physical Education in primary schools

I absolutely agree	I agree	I neither agree nor disagree	I disagree	I absolutely disagree	I don't know
1	2	3	4	5	6

V1402

To which extend do you agree with the following statements

b) Primary school teacher are necessary to teach Physical Education in primary

I absolutely agree	I agree	I neither agree nor disagree	I disagree	I absolutely disagree	I don't know
1	2	3	4	5	6

V1403

To which extend do you agree with the following statements

c) Physical Education teachers are qualified enough for teaching Physical Education in primary schools

I absolutely agree	I agree	I neither agree nor disagree	I disagree	I absolutely disagree	I don't know
1	2	3	4	5	6

V1404

To which extent do you agree with the following statements

d) Physical Education teachers are necessary to teach Physical Education in primary schools

I absolutely agree	I agree	I neither agree nor disagree	I disagree	I absolutely disagree	I don't know
1	2	3	4	5	6

V15

Do you believe that after Cyprus' integration in the EU, Physical Education teachers will be employed in primary schools as with other EU member-states?

In the short term (1-5 years)	In the middle term (5-10 years)	In the long term (more than 10 years)	Will not get employed	Don't know
1	2	3	4	5

V16

What are the chances for a primary school teacher to attend special courses or seminars concerning Physical Education in Cyprus?

High	Rather high	Neither high nor low	Rather low	Low	I don't know
1	2	3	4	5	6

V17

Do you feel that Cyprus' recent integration will have an impact on your professional career?

Yes, in a negative way No Yes, in a positive way
1 2 3

According to your opinion, how easy will it be for Cypriot citizens working in sport to find a job in the post integration period?

In Europe

		More difficult	No change	Easier
		1	2	3
V1801	PE teachers			
V1802	Primary school teachers			
V2001	Coaches			
V2002	Sports managers			
V2003	Fitness instructors			
V2004	Personal trainers			
V2005	Physiotherapists			
V2006	Kinesiology experts			

According to your opinion, how easy will it be for Cypriot citizens working in sport to find a job in the post integration period?

In Cyprus

		More difficult	No change	Easier
		1	2	3
V1901	PE teachers			
V1902	Primary school teachers			
V2101	Coaches			
V2102	Sports managers			
V2103	Fitness instructors			
V2104	Personal trainers			
V2105	Physiotherapists			
V2106	Kinesiology experts			

V19

In your opinion, what are your chances to work in another member-state of the EU with academic degree you have?

Low	Rather low	Neither low nor high	Rather high	High	I don't know
1	2	3	4	5	6

V20

How do you feel about the present system of employment of primary school teachers in public schools?

Not satisfactory	Rather not satisfactory	Neither not satisfactory nor satisfactory	Rather satisfactory	Satisfactory
1	2	3	4	5

V21

How do you feel about the present system of employment of Physical Education teachers in public schools?

Not satisfactory	Rather not satisfactory	Neither not satisfactory nor satisfactory	Rather satisfactory	Satisfactory
1	2	3	4	5

How would you describe yourself in relation to sport and physical activity?

		Not at all	To a small degree	To an average degree	To a considerable degree	To an enormous degree
		1	2	3	4	5
V2201	Consumer (watching sport, read sport newspapers, etc)					
V2202	Active in a sport or physical activity					
V2203	Outsider					

V23

Has Cyprus ratified the European Constitution?

Yes 1 No 2 I don't know 3

V24

According to your view is there a European Sport Model?

Yes 1 No 2 I don't know 2

If you were in a decision making position concerning sport, e.g. a sport minister, what would be your decision concerning the contribution of the public, the civil and the business sectors to the financing of sport?

	PUBLIC SECTOR	You would decrease it 1	You would not change it 2	You would increase it 3	No opinion 4
V2501	School sport				
V2502	University sport				
V2503	Sport for all				
V2504	Elite sport				
V2505	Disability sport				

If you were in a decision making position concerning sport, e.g. a sport minister, what would be your decision concerning the contribution of the public, the civil and the business sectors to the financing of sport?

	CIVIL SECTOR	You would decrease it 1	You would not change it 2	You would increase it 3	No opinion 4
V2601	School sport				
V2602	University sport				
V2603	Sport for all				
V2604	Elite sport				
V2605	Disability sport				

If you were in a decision making position concerning sport, e.g. a sport minister, what would be your decision concerning the contribution of the public, the civil and the business sectors to the financing of sport?

	BUSINESS SECTOR	You would decrease it 1	You would not change it 2	You would increase it 3	No opinion 4
V2701	School sport				
V2702	University sport				
V2703	Sport for all				
V2704	Elite sport				
V2705	Disability sport				

V28

How will the integration in the European Union affect the preserving of national identity through sport?:

Negatively	Rather negatively	Neither negatively nor positively	Rather positively	Positively	I don't know
1	2	3	4	5	6

Do you believe that National sports help in preserving the national identity of the Cypriots?

I absolutely agree	I agree	I neither agree or disagree	I disagree	I absolutely disagree	I don't know
1	2	3	4	5	6

V30

Have you heard of Bosman's case?
Yes (1) No (2)

V3101

What do you believe about the future of Cypriot soccer in the period after the integration in the European Union, in Cyprus?

Change positively	No change	Change negatively
1	2	3

V3102

What do you believe about the future of Cypriot soccer in the period after the integration in the European Union, in comparison with other EU countries?

Change positively	No change	Change negatively
1	2	3

What do you believe about the income from football in comparison with other European countries?

		Better from other EU countries (1)	rather better than other countries of EU (2)	Same as other EU countries (3)	Rather worse than other EU countries (4)	Worse than other EU countries (5)
V3201	Players salaries					
V3202	Coach salaries					
V3203	Salaries trainers					
V3204	Managers salaries					
V3205	salaries of team executives					
V3206	Income from spectators					
V3207	Income from supporters' donation					
V3208	Funding from CSO					
V3209	Funding from CFF					
V3210	Funding from sponsors					
V3211	Other (name)					

How would you describe the following possible opportunities which may occur because of the integration in the European Union?

		Very Easy (1)	Easy (2)	Neither easy nor difficult (3)	Difficult (4)	Very Difficult (5)
V3301	Opportunities for European soccer coaches to work with Cypriot teams					
V3302	Opportunities for European soccer players to play in Cypriot teams					
V3303	Opportunities for Cypriot soccer coaches to work with teams in other European countries					
V3304	Opportunities for Cypriot soccer players to play in teams of other European countries					
V3305	Opportunities for yourself to play in European teams					

V34

After finishing your career as a football player would you like to remain active in the field of sports?

Yes (1) No (2)

V3401

If yes, in what property;

Coach (1) Manager (2) official (3) shareholder (4) supporter (5) Other (name) (6)

V3402

If no, how would you spend the rest of you life?

Studies (1) Private business (2) Government job (3) Private life (4)

Other (name) (5)

How would you describe your relationship with sport, other than playing soccer?

		Not at all 1	To a small degree 2	To an average degree 3	To a considerable degree 4	To an enormous degree 5
V3501	Watching soccer on TV					
V3502	Attending soccer matches when is possible					
V3503	Watching other sports on TV					
V3504	Attending other sport's matches					
V3505	Read sports magazines/ne wspapers					
V3506	Getting informed about sport political issues					
V3507	Participate in a sport other than soccer					

APPENDIX D

Results related with Cypriot sport actors' opinion about the impact of the EU integration on their professional career

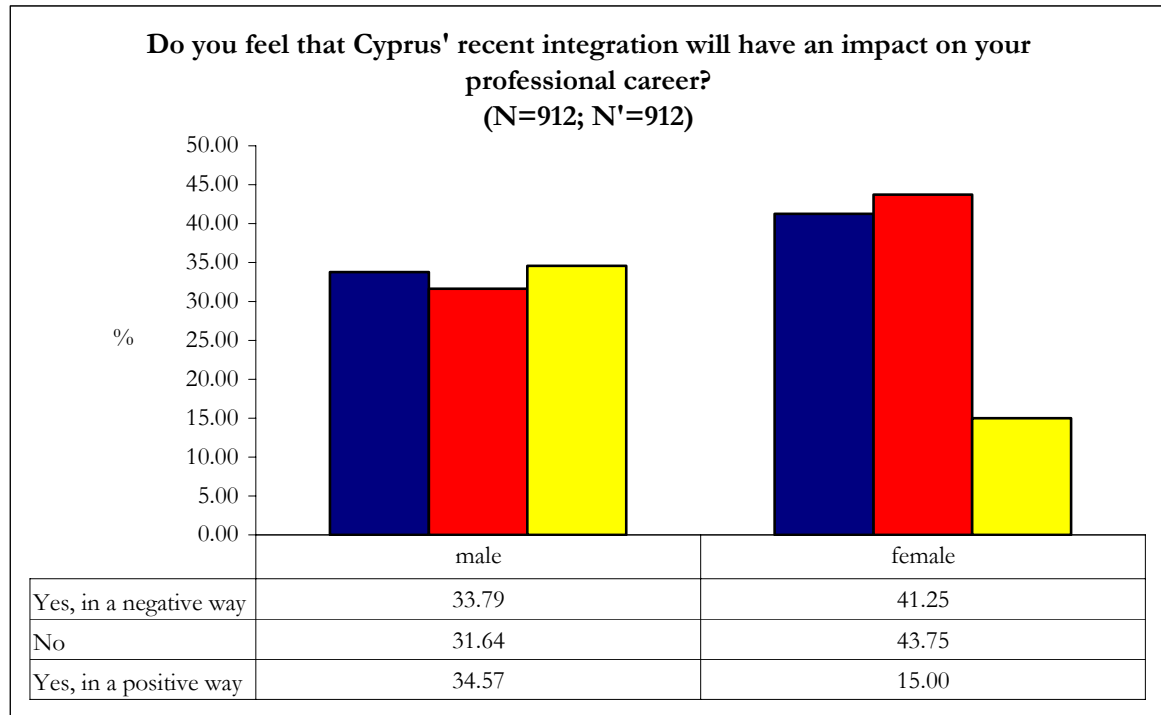


Figure 44 The opinion about the personal career expectation after the EU integration according to gender.

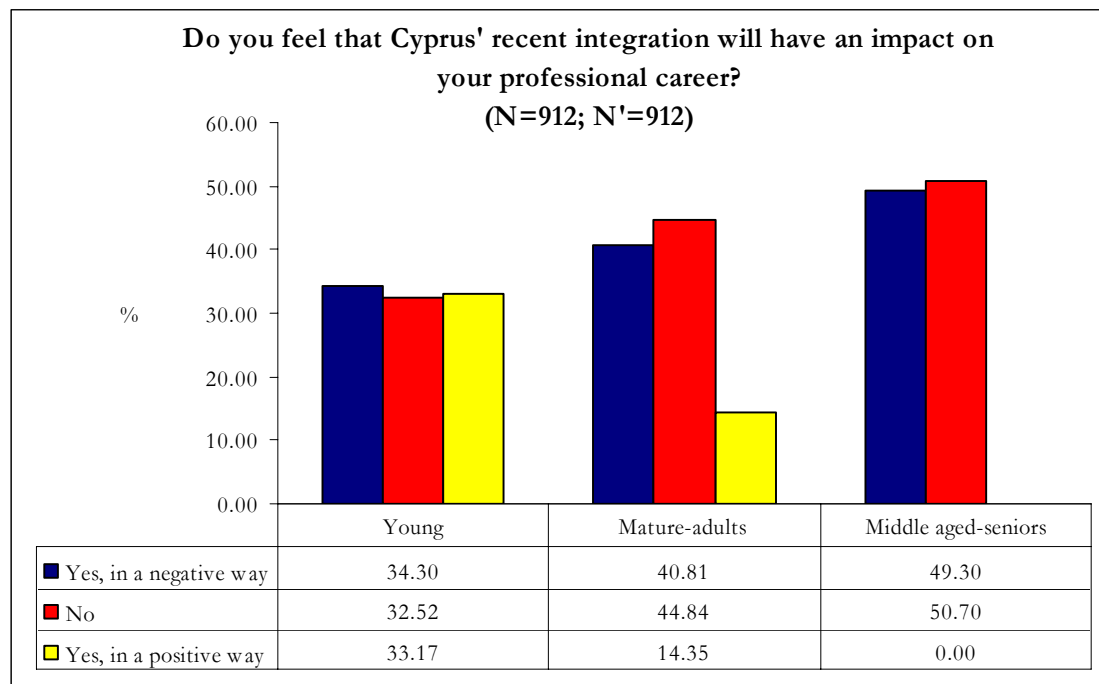


Figure 45 The opinion about the personal career expectation after the EU integration according to age.

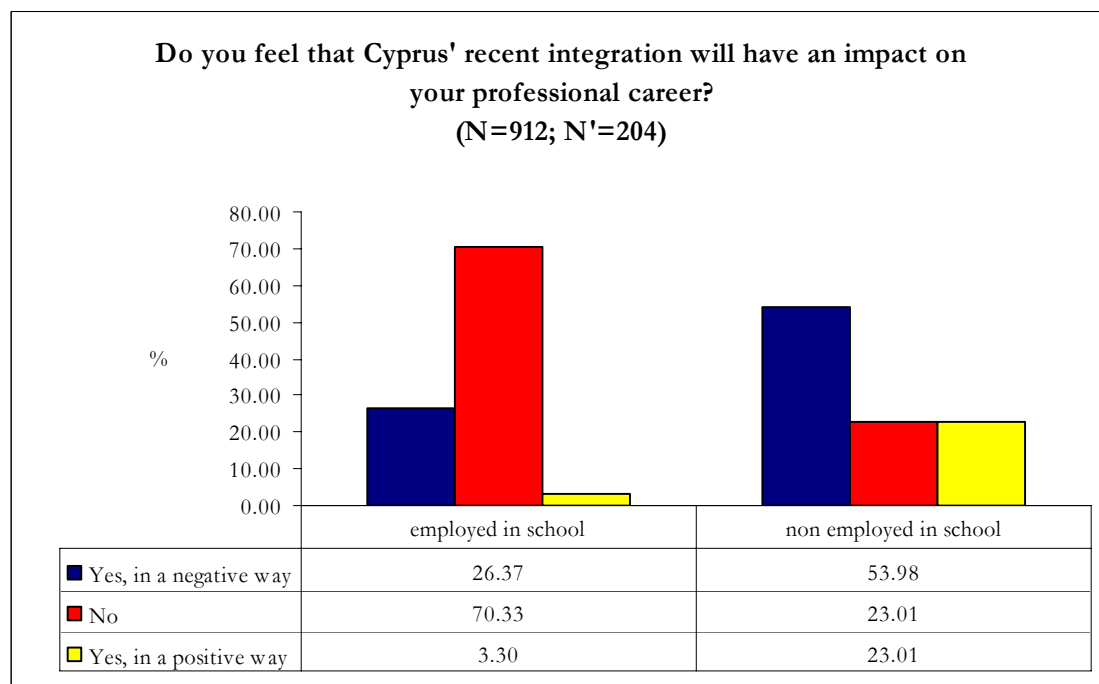


Figure 46 The opinion about the personal career expectation after the EU integration according to employment and non-employment in schools.

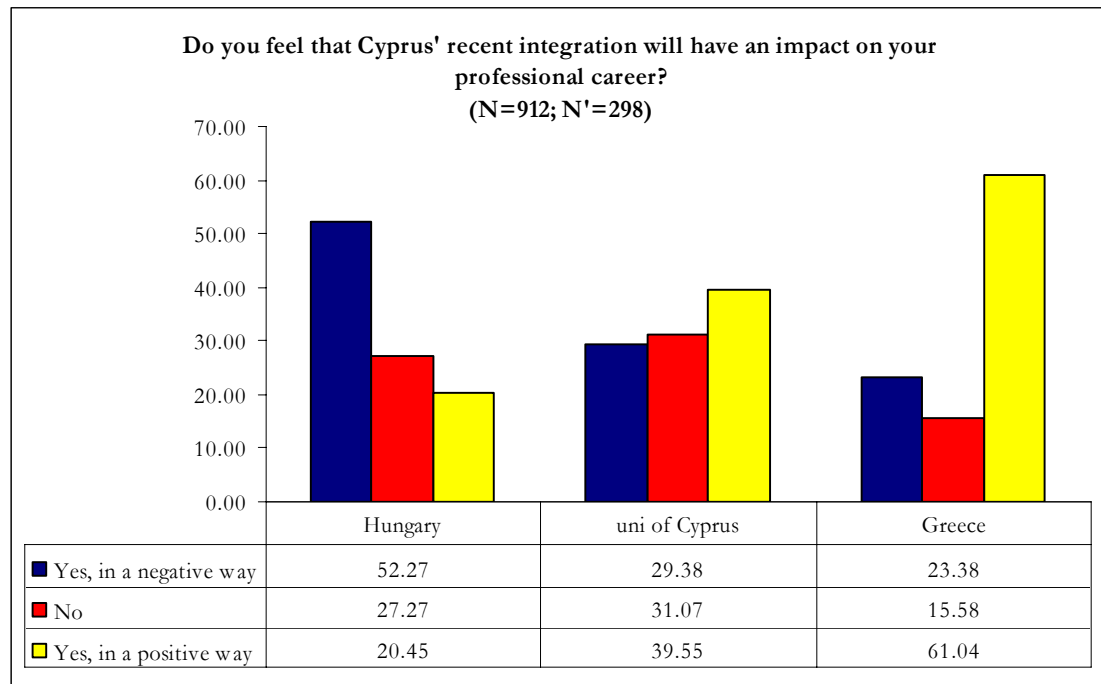


Figure 47 The opinion about the personal career expectation after the EU integration according to the country of studies.