



VIEWPOINT

Sports education – a priority for Caribbean sports tourism

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Abstract

Purpose – This paper has the objective of making the case for the development of sports education as a critical element in the growth of sports tourism in the Caribbean.

Design/methodology/approach – This paper reviews some of the key definitions offered in the literature for sports, tourism, sports tourism and sports education. It then discusses the status of sports tourism in the Caribbean, using the CWC 2007 event as the main focus. The paper then proposes a template of a sports education curriculum for adoption in the Caribbean region.

Findings – Both the strengths and weaknesses of the sports tourism infrastructure in the Caribbean are reported in this paper. While the Caribbean possesses viable resources for tourism, as well as a strong foundation in sport, the institutional arrangements and formulae for developing sports tourism are either lacking or weak.

Research limitations/implications – A substantial body of writing and research has focused upon the tourism product of the Caribbean. However, there has been comparatively little attention directed towards the theoretical, policy and operational issues related to Caribbean sports tourism. This research lacuna creates a vacuum of intellectual support and guidance for tourism scholars, tourism and sport administrators.

Practical implications – The author sees a direct route from this paper to the offices of tourism, sport and tertiary education administrators in the Caribbean. The paper proposes a workable model aimed at creating a greater synergy between sport and tourism in the Caribbean.

Originality/value – Tourism departments, directorates of sport, and institutions of tertiary education should derive benefit from the proposal and introduction of this novel construct in sports education and training.

Keywords Sports, Education, Tourism, Caribbean

Paper type Viewpoint

Introduction

A harsh, bright light now shines on the domain of sports tourism in the Caribbean. In 2004, eight territories in the Caribbean were identified as venues for the hosting of Cricket World Cup (CWC) matches to be played in 2007. Territories named were Antigua, Barbados, Grenada, Guyana, Jamaica, St Kitts-Nevis, St Lucia, and Trinidad and Tobago. In each identified territory considerable excitement and general euphoria greeted the announcement of its selection. Newspapers across the region were practically trying to outdo the other for the publication of the most exuberant report of its territory's good fortune. Sports ministers, many visibly relieved after months of rigorous bid preparation, tried to conceal their glee in restrained public utterance and measured optimism. For the mass of cricket lovers across the region it was almost a simple matter of which way to the stadium (under construction).



But in the midst of the hurrahs and the fanfare there were some discordant notes. Here and there one actually heard the term “white elephants” being employed, referring to the dark possibility of the massive stadiums, constructed at no small cost to any territory, being severely under-utilised after the din of CWC 2007 had subsided. Norman “Gus” Thomas (2005), senior correspondent of *Caribbean Net News* reflected “As I understand it, over US\$250 million will be spent to construct nine world class cricket stadiums across the Caribbean, and let me add here that a lot of questions are being asked including, What will happen to these stadiums after World Cup?”. Other voices prophesied severe economic burdens, again post-CWC 2007, inherent in maintaining mega-sport structures. In the case of Guyana the International Monetary Fund (IMF) even expressed its concerns about the ultimate economic soundness of the excessive public spending which the stadium construction project requires. Yet other voices chose a middle road and directed attention to the opportunities and challenges presented by CWC 2007.

Even before the first ball is bowled what is clear is that with its commitment to hosting CWC 2007 the Caribbean has entered the major league of sports and sports tourism, and that commitment is for better or for worse. Sports tourism transcends World Cup Cricket. It is not even limited to the sport of cricket or even to competitive sports. What CWC 2007 has done is to bring into sharp focus the Caribbean’s position regarding the whole spectrum of sports tourism opportunity, and to direct attention to the strengths, weaknesses, assets, resources and shortcomings that are now laid bare to the world as the Caribbean expands in earnest its quest to extract tourism benefits from its sporting opportunities. Nor should it come as a surprise that it is the game of cricket that is providing much of the energy for this introspection. Cricket is the sport that, manifestly, has done the most for the branding of the Caribbean as a sporting region.

The essential argument of this paper is that a foundation of sports education is critical to the Caribbean’s new engagement with sports tourism. Sports education is here conceived not in the narrow sense of physical education (important as the latter is to education in the region) but is being presented as education that is “for” sports rather than “about” sports. Sports education would then refer to an organised body of knowledge deemed most suitable and relevant to the managers, administrators and developers of sporting bodies, organisations, associations and facilities in the region. Sports education would be that distilled curriculum that helps to prepare sports leaders, as distinct from leading sportsmen and sportswomen, for the challenges which the full development and exploitation of sports tourism opportunity entail.

One issue that emerges even at this preliminary stage of the investigation is the choice of sports education as against tourism education as the pedagogical foundation for the development of sports tourism. Jean Holder, former Secretary General of the Caribbean Tourism Organisation (CTO) in an address to tourism educators in Grenada hinted at the sharing of responsibility for sports tourism development between sports and tourism entities (Holder, 2003). In fact there has been a discernable trend for tourism interests (either in academia or industry) to lead the charge in defining and demarcating tourism territory and identifying the constituencies of the various brands of tourism that have emerged – “ecotourism”, “agri-tourism”, “ethno-tourism”, “rural tourism”, etc. Assigning key responsibility for sports tourism development to sports education, rather than tourism education, is a selection that will be explained in greater depth in the course of this paper.

This investigation should be of great interest, and even greater value, to the sports, education and tourism establishments in the Caribbean region. Decision makers in higher education should find much food for thought in the curricular recommendations advanced. The sports and tourism establishments should easily recognise the mainstream character of the issues, concerns and proposals presented in this paper. Tourism scholarship should be enhanced by this foray into what, for the Caribbean, is becoming an area of growing intellectual and national importance.

The parameters of sport

The subject of sport has been a popular stomping ground for a host of academic disciplines and an intriguing variety of theoretical approaches and perspectives. A number of sociological approaches seek to interpret sport variously as a form of religion (Sage, 1981, pp. 147-59); as a reflection of authority and power relationships in the society (Edwards, 1981, pp. 383-99); as a mechanism for fostering chauvinism (Tannsjo, 2001, pp. 393-408); as an essentially political phenomenon (Hoberman, 1984); as a heavily gendered enterprise (Mangan and Park, 1987); as a collective representation of communities (Stone, 1981, pp. 214-45). Similarly, numerous definitions of sport have been proposed – “an active pastime or diversion” (*The American Heritage Dictionary of the English Language*, 1992) or “an athletic activity requiring skill or physical prowess and often of a competitive nature” (*Random House Webster’s College Dictionary*, 1999) or as “institutionalized competitive activities that involve vigorous physical exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of internal or external factors” (Coaxley, 1994, p. 21).

Each definition may be problematic depending on the context in which sport is discussed. For example, some forms of sport require little physical exertion, as members of any chess association would attest. Similarly, not all recognised sporting activities need subscribe to Coaxley’s “institutionalised competitive” prescription. Sport fishing may be pursued for the thrill and excitement generated and not in any competitive or institutionalised context. What appears beyond contention, however, is the ubiquitous nature of sporting activity at Caribbean and global levels. For Frank (2003, p. 3) “Sport is more than mere activity affecting only the participants and observers. Sport is much more. Sport is powerful. Sport is everywhere. Sport has seeped into the crevices of culture in places where we did not anticipate it would and to a level we could not have imagined.”

Almost re-phrasing Frank and alluding to the same power and pervasiveness of sport Holder (2003, p. 1) observes; “At the level of society sport, especially during the last decade, has been a social phenomenon of considerable magnitude. It has been described as permeating any number of levels of contemporary society, touching upon and deeply influencing such disparate elements as status, race relations, business life, automotive designs, clothing styles, the concept of the hero, languages and ethical values.”

This paper, therefore, relies upon what is a relatively clear consensus and denotation of sporting activity that embraces both competitive and non-competitive activities characterised by “accepted regularities and forms in which physical effort is related to that of others in some relative measurement of outcomes” (Kelly, 1981, p. 182).

The arena of sport

The consensus regarding what constitutes sporting activity enables us to identify in the Caribbean a range of such activities deserving of attention from the standpoint of sports

tourism. Many of those already serve as the basis for sports tourism activity in the Caribbean region. The more popular of these activities would be: athletics, basketball, bodybuilding, boxing, cricket, cycling, diving, fishing, golf, hockey, horseback riding, horse racing, martial arts, motor racing, netball, regattas, rifle shooting, rugby, sailing, soccer, squash, surfing, tennis, volleyball, windsurfing. Reflecting glowingly upon the prospects that attach to this expansive menu of sport activities Holder (2003, p. 3) comments: “It goes without saying then, that sport presents the Caribbean with an excellent opportunity for developing one of the fastest growing niche markets in the tourism sector, and that the Caribbean, with its near perfect year round weather, suits itself to almost every kind of land and water sport under the sun. It is an opportunity which must be grasped with both hands.” In other words, developing sports tourism in the Caribbean is a matter of riding comparative advantage.

These sporting activities that feature most prominently in the Caribbean are played at a variety of different levels – school, club, community, region, zone, ward, territory or geographic region. Naturally, some sports enjoy greater popularity in some territories than in others. Likewise some sports are played more at some levels than at others. Cricket and soccer appear to be the two sporting activities that are played at almost every level in most Caribbean territories. Also within the past decade every Caribbean territory has hosted some intra-regional or international sporting activity. Those activities are organised by a variety of sport governing bodies – sports associations, national sports commissions, departments or ministries of sport, sports federations, sports councils. At the regional level sporting activities would be overseen and coordinated by a regional sport parenting body – the West Indies Cricket Board and the Central American and Caribbean Bodybuilding and Fitness Federation are two examples of regional governing bodies.

Sports tourism

The links between tourism and sport have generated tremendous interest among the ranks of academics, sports practitioners, administrators, spectators, tourism entrepreneurs and travellers. The phenomenon has inspired a raft of academic studies, conferences, workshops and official policy documents. A World Tourism Organisation study concludes that sport contributes just under 2 per cent to the gross domestic product of industrialised nations (WTO, 2001) while tourism contributes between 4 and 6 per cent (WTO, 2001).

In the context of this paper sports tourism will be viewed as more than what Ritchie and Adair (2004) define sports tourism to be – “travel to participate in a passive (e.g. sports events and sports museums) sport holiday or an active sport holiday (e.g. scuba diving, cycling, golf)”. An alternative definition of sports tourism as “a three-dimensional concept involving travel away from home to play sport, watch sport or to visit a sport attraction (e.g. hall of fame, stadium) and includes both competitive (i.e. tournaments, championships) and non-competitive activities (i.e. recreational hiking, biking)” (Graham *et al.*, 2001) also fails to capture many of the activities occurring outside the active/passive dichotomy described by Ritchie and Adair.

Sports tourism also encompasses travel for such activity as can be regarded as sports-supportive. For example, travel for the planning, organising, or officiating at a sports event. Some mega events, of necessity, are preceded by a huge volume of travel for the planning meetings and administration associated with those events. Sports tourism will therefore be understood simply as travel generated by a sporting event or activity.

Jean Holder is clear as to the economic impact generated by sports. "The economic benefits of such movements of people are considerable, involving transportation, construction, renovation of facilities, creation of employment, cultural exchanges, specific services and a range of commercial activity involving sports cruises, tours, attractions, use of resorts, etc." (Holder, 2003, p. 2). McMahon-Beattie and Yeoman underline this economic dimension in their study of the management of leisure operations. They assert "The economic impact of major sports events is of critical importance when it comes to justifying the investments made" (McMahon-Beattie and Yeoman, 2004, p. 188). In similar vein Graham *et al.* (2001) concur that the expected economic returns have prompted many cities to enter the arena of sports tourism. But in order to maximise those benefits there needs to be a close and ongoing collaboration between the sports and tourism organisations. "By working together organisations can reduce marketing costs yet increase their fan attendance and supporter base while boosting tourism during the off or shoulder season" (Ritchie, 2004).

While the economic impact of sports tourism has been its key recommendation other spin-off benefits also accrue. Masterman (2004, p. 183) describes "less quantifiable benefits, those that are regeneration, legacy, cultural, social, environmental and tourism in nature, which may be of more significant value over the long term". He notes that major sports events "can offer programmes that are seen to be culturally and socially beneficial" (Masterman, 2004, p. 183). One of those benefits is discussed as the creation of "high profiles for host cities, particularly if they are televised and are claimed to be good for attracting tourists long after the event has been staged" (Masterman, 2004, p. 188). There would also be, on a purely political level, the prestige that accrues to national governments that have been directly involved in or critically supportive of the hosting of an important sports event. Again Masterman (2004, p. 187) alludes to "the improved profile of government at national and international levels as a result of staging a successful major international sports event".

There should therefore be neither confusion nor ambiguity regarding the sports tourism agenda for the Caribbean. The sports resources exist which the Caribbean could use as a base, in conjunction with its tourism resources, to construct a vibrant tourism industry. Jean Holder is again lucid and expansive regarding the benefits for the Caribbean. In his discussion of those benefits he itemises them (Holder, 2003, p. 5) in the following way:

- it is a powerful tool for destination promotion as the Jamaica Reggae Boyz or the Jamaica Bob-sled team have demonstrated;
- it generates new industry and is a stimulus for infrastructural development;
- it creates increased employment;
- it increases government revenue from regulatory fees and taxation;
- it increases the sport and recreation facilities for the local communities leading to improved social interaction;
- it elevates the level of national pride and the morale of citizens when success attends the efforts of local teams;
- it brings economic benefits as hobbyists and spectators arrive and spend money across the society; and
- it brings together the various elements of the society, public and private sector, to work for the common good of the society.

Already the Caribbean impacts the international sports tourism through the following high-profile events: Antigua Sailing Week, Aruba Hi-Winds Pro-Am Windsurfing Championships, The Annual November Motor Racing Championships in Guyana, Jamaica's Johnnie Walker World Golf Championship, The Cockspur Gold Cup Horse Racing event in Barbados, The Rolex Cup Regatta in St Thomas, The Tour de la Martinique, The Central American and Caribbean Bodybuilding and Fitness Championships, Test Cricket in the Caribbean.

The paper will now examine the strategic necessity of instituting sports education as an imperative for developing sports tourism in the Caribbean. The development of sports tourism is being increasingly regarded in the Caribbean as part of an overall strategy of developing those resources in which the Caribbean possesses a comparative advantage. Faced with competition from other (and cheaper) warm-weather destinations the Caribbean is anxious to diversify its traditional sun, sand and sea product image and to market itself as the ideal location for a range of different tourism experiences – culture and sports featuring among those alternatives. Sports tourism is being viewed as one medium through which the Caribbean could project “the Caribbean experience” upon the world stage.

Sports education

Education as applied to sports is in large measure dominated by the field of physical education. In 1999, the Third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS III) was held in Punta del Este, Uruguay. This conference ended with a clear and unambiguous summons to governments worldwide to increase the support for physical education for young people. Elsewhere, especially in North America and Europe, the phenomenal growth in the popularity of sports has had the effect of informing curriculum design at all levels of the educational system in favour of the inclusion or expansion of physical education programmes. Athletic prowess has even emerged in some quarters as a legitimate criterion for admission to institutions of higher learning.

Although it is not difficult to discern a broad consensus regarding the value of physical education its position on the curricula of schools and other institutions of learning has often had to be defended and justified or has often been the subject of acrimonious debate (Drewe, 2001). In many instances the vagaries of the education budget have often signalled the demise of physical education programmes, often deemed more expendable than traditional curricular offerings. The matter of the justification for sports education is of course critical to this paper which is seeking to advance the case for a wider incorporation of sports education into the tertiary curriculum in the Caribbean. This paper argues that the dynamics of developing a sound sports tourism industry in the Caribbean require the establishment region-wide of sports education curricula that possess content, objectives and target groups that are altogether distinct from those applicable to physical education.

In discussing the synergies between society and sport Frank (2003, p. 7) asserts “Sport, as it has been influenced by the educational systems in the society, is also capable of influencing education and the society in general.” Given the Caribbean's agenda of developing its sports tourism resources (Holder, 2003) sports education is being proposed as an essential tool for creating the kind of technical, administrative and managerial capital required to advance the development of sports tourism.

Thomas Kinder's thoughts, although directed towards the category of athletics administration, is apposite at this point. Kinder (1998, p. 8) notes "The complexities of the role of athletics administrator are such that experts now feel that graduate-level work should be one of the pre-requisites for the position." Kinder's observation regarding the role of academia in helping to mould the preparation of sports administrators is part of a larger and more complex discussion introduced by Ritchie and Adair relating to the integration of three elements – interdisciplinary academic research, sport tourism policy and the education of future sport tourism professionals. They observe that "Better integration between the two policy arenas and industry are critical if the development of sport tourism is to be more effective and efficient, and benefits for both industry sectors are maximised" (Ritchie and Adair, 2004, p. 14). Before the sports education formula is defined there should be a brief examination of the current status of sports education in the Caribbean.

Current status

The delivery of sports education in the Caribbean is very closely allied with the provision of physical education. Schools across the region offer physical education with varying degrees of seriousness and commitment depending upon the availability of human and financial resources and physical facilities. At primary and secondary levels there tends to be a strong emphasis on the motor aspects of physical education, with heavy incorporation of such physical activities as games, sports, play and callisthenics, often to the exclusion of any kind of "academic" content. With the addition of physical education to the list of subjects offered by the Caribbean Examinations Council (CXC) there is now some pressure to address this weakness in the physical education curriculum of those errant educational establishments.

The CXC syllabus for physical education was distributed to schools in the region in 2003 and the first examinations in the subject are expected to be held in May/June of 2005. According to the Pro-Registrar of the CXC, Dr Stafford Griffith, the examining body was given "a mandate" (www.cxc.org/phys_ed_syllabus.htm) by the Caricom (Caribbean Community and Common Market) Ministers responsible for sports. Mr Edwin Murray, Panel Convenor for the CXC syllabus in physical education, asserts that the syllabus includes "areas such as dealing with sports injuries, organising and managing teams, and the roles of managers, officials and players in sports" (www.cxc.org/phys_ed_syllabus.htm). This CXC innovation must be viewed as an initiative that lays an important foundation and basis for a more wide-ranging commitment and orientation to sports education in the Caribbean region.

Shell Cricket Academy

An institution which merits some comment in the context of this paper is the Shell Cricket Academy at the St George's University in Grenada. According to the brochure of the academy it is "an annual, intensive three-month course for 24 of the Region's finest young cricketers" (Shell Cricket Academy, n.d.). The programme has four key components:

- (1) cricketing skills (batting, fielding, bowling, wicket-keeping);
- (2) fitness;

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- (3) personal development (including literacy, handling the media and money management); and Sports education
– a priority
- (4) mental skills.

The relevance of this institution to the discussion is that the Shell Cricket Academy represents a serious effort at “academicising” in a structured way the approach to the playing of a popular sport in the Caribbean. This assessment remains valid in spite of the fairly modest objectives of the course – measured largely in terms of improved performance on the field; the perceived limitations of the course content (one visiting Australian delegation thought the academy should be closed) and of the narrow focus on the single game of cricket. The Shell Cricket Academy model, therefore, has abundant limitations in terms of the scope and purview of this paper. We are still left at the (albeit important) level of player performance, and still not addressing fundamental challenges of growing skills and competencies to advance and drive a new sector in the Caribbean economy.

Seminars and workshops

One also observes in the Caribbean a plethora of one-off or annual, sustained or *ad hoc* courses, seminars, workshops and conferences on various aspects of sports administration organised by individual sports associations, national sports commissions, ministries of sport or Olympic associations in individual territories. These are generally aimed at improving various aspects of sports organisation and management in the region. While each has immense value in its own right as addressing specific weaknesses and shortcomings in the sports establishment, the effect is usually the introduction of incremental enhancements here and there; piecemeal therapies for particular organisational ills that nevertheless contribute to the overall health of sports organisations. Prospects for more wide-ranging, systemic advance must await the more comprehensive outcomes of a sports education curriculum.

The UWI (St Augustine) model

The sports management degree programme offered by the University of the West Indies at its St Augustine campus in Trinidad is an important innovation in tertiary education in the Caribbean and heralds movement in a direction that should excite the attention and interest of the rest of the region. The BSc programme is clearly aimed at producing excellence at the level of sports management, ensuring that those managers receive a thorough academic grounding in a range of social science disciplines. Academically solid as that curriculum is, from a sports tourism development standpoint there could be some perceived weaknesses, unless those lacunae are covered by electives. This integration of sports offerings and tourism offerings will be made clearer in the proposal which ensues.

Sports education – rationale

The institutionalisation of sports education as an imperative for the development of sports tourism in the Caribbean is premised on the notion that sports tourism must ultimately be based upon and driven by sporting resources and the entities responsible for those resources – organisations, associations, institutions, commissions, ministries, federations, leagues, etc. These must be equipped with such capacity as should enable

them to promote, administer, organise and market sporting activity and manage sporting facilities with such a degree of efficiency and professionalism as to enhance the development of sport and to maximise both the opportunity for and benefits from sports tourism. The aim of sports education would then be to strengthen the administrative and management capacities of individuals involved in the administration and/or organisation of sports and sports events or the management of sports facilities. The more specific aims would be:

- enhancement of leadership skills between sports administrators and sports facility managers;
- development of sports planning capabilities;
- strengthening of skills in the area of sports marketing;
- development of basic accounting knowledge;
- development of knowledge in basic sports nutrition;
- enhancement of knowledge in group dynamics and organisational psychology;
- development of skills in sports project preparation and writing;
- development of IT literacy; and
- development of capabilities in the recording and memorialising of sports events and achievements.

Stakeholders

The active participation of the stakeholder community is critical to the success of this initiative. While the composition of the stakeholder community may vary from territory to territory, reflecting particular national priorities and realities, the following core should be easily found across the Caribbean:

- institutes of tertiary education;
- ministries responsible for sport;
- ministries responsible for education;
- national sports commissions and other sport governing bodies;
- chambers of commerce;
- tourism establishments – boards, authorities, ministries, departments;
- agencies having responsibility for security; and
- private sector commissions.

The role of the stakeholder community would be to monitor and nurture the introduction and institutionalisation of sports education.

Target groups

The rationale for the introduction of sports education dictates that its beneficiaries be very carefully identified. The following are the core categories:

- officers and officials in ministries responsible for sport or national sport commissions or sport directorates in the region;
- prospective or current executive members of sports associations or federations;

- sports educators at the secondary level;
- sports administrators in educational or military establishments;
- persons discharging responsibility for sports in private or public sector institutions;
- persons responsible for the management of sports facilities – grounds, parks, centres, courts, fields, sports halls, gyms and other exercise spaces;
- personnel responsible for product development or marketing in tourism establishments; and
- persons in the sports media establishment.

This cadre of individuals embraces all those persons who, by their occupation, hobby or active social involvement, are in a position to impact sports development, influence outcomes in sports planning and administration, inform the management of sports facilities, and ultimately affect sports tourism activity.

Curriculum content

The sports education curriculum should reflect a balance between academic learning and practical exposure obtained through a programme of internship. This paper proposes a curriculum with a modular structure (13 modules) which, including the period of internship, could be delivered over a period of two years (Table I).

Internship

A total internship period of 140 hours over two years should be considered mandatory. The purpose of the internship is to expose all candidates to a practical context of sports management or administration in which the principles, skills and insights taught in the classroom can be applied. The following positions should be among those considered suitable for internship purposes:

- an administrative position in an active sports organisation;
- a sports administrative position in any educational, military, para-military, public or private sector entity or institution;
- an administrative position in a ministry responsible for sport or a national sports commission;
- an administrative position in a National Olympic Association;
- a position that carries responsibility for sports or sports tourism development in any public or private sector entity;
- a position that carries responsibility for the reporting of sports events; and
- a position that carries responsibility for the management of any indoor or outdoor sports facility.

Once the appropriate internship modality has been agreed between the candidate and the programme managers, the internship assessment form will be given to the relevant organisation. Satisfactory performance in the internship will count towards the candidates' final standing.

<i>Year 1</i>	
The global sports environment	A survey of the global geography of sports and a discussion of the international sports system, its major activists and the forces that drive international sport. The organization of sport at Olympic, regional and local levels is also examined
Managing sports	A discussion of the key issues and challenges related to and arising from the managing of sports and sports organizations in the local context. Module examines sports as managed in educational as well as traditional sporting contexts
Basic accounting	An examination of the basic principles and standard practices of accounting applicable to the management of sports facilities and the administration of sports organizations
Sports planning	A discussion of the principles and strategies applicable to the planning of sports events in the local context. Module explores the human resources, organizational and financial challenges entailed in sports planning and examines socio-cultural factors influencing participation in sport
The business of sport	An examination of the ways in which sport can be used as a means of generating revenues for individuals, public or private entities. Particular case studies to be examined
Sports administration	A discussion of the principles of organizational behaviour and group dynamics as those apply to the administration of sports organizations and the planning of major sports events
Sports marketing	An examination of the principles of marketing and the strategies most applicable to the promotion and marketing of sports events locally and internationally
<i>Year 2</i>	
Sports history	An exploration of the techniques available for the recording, celebrating and memorialising of outstanding sports performance and achievement for future generations
Sports tourism development	A discussion of the strategies that can be employed to strengthen links between tourism and sport and to maximize the tourism benefits from sport
Sports and nutrition	An examination of the role that nutrition plays in sports performance and a discussion of the issue of performance enhancers in sport
Management of sports facilities 1	A study of the factors involved in the procurement, maintenance and management of indoor sports facilities
Management of sports facilities 2	A study of the factors involved in the procurement, maintenance and management of outdoor sports facilities
Sports and the media	A discussion of the relationship between sports and the media highlighting the ways in which media resources can influence the development of sports

Table I.

Programme delivery

Delivery of this sports education curriculum would be most effective at the tertiary level in the region, or by tertiary level training institutions. Its adoption by the Caribbean Tourism Human Resource Council as one of the learning areas of the Caribbean Tourism Learning System would contribute greatly to the standardization of the sports education curriculum in institutions across the Caribbean. The Caribbean Tourism Learning System is an accredited region-wide system of tourism learning at the tertiary stage that currently offers five specialisations:

- (1) resort management;
- (2) tourism;
- (3) hospitality management;
- (4) culinary arts; and
- (5) food and beverage management.

The advocacy of this paper is that even outside the formal adoption of sports education by the Caribbean Tourism Human Resource Council (advantageous as that would be) territories should, in the service of their sports tourism sectors, begin to advance their own sports education agenda. While each territory will determine the qualifications most suitable for eligibility on the part of its own nationals (or candidates within its geographic boundaries) the traditional admissions criteria normally applicable to tertiary level institutions in the region would be a useful frame of reference.

This prescription varies the recommendation of Kinder (1998) who posits graduate-level training as most appropriate for athletics administrators. However, Kinder's suggestion that such training include business education, social and developmental education, business advertisement and mass media administration is in line with the recommendations contained in this proposal.

The policy dimension

Everard Gordon of the *Trinidad Guardian Newspaper* once observed that sport management in the Caribbean was a generally neglected and under-rated sector in sports in this part of the world. Gordon's observation sheds light on the malaise that the sports education intervention seeks to address in the Caribbean.

Beyond the mere redress of a shortcoming the entire philosophy of sports education implies an important policy shift. Sports education is a strategic intervention that seeks to direct, influence and shape outcomes arising from the fusion of two sectors – sport and tourism. But for success there must be stimulus at the overarching policy level. Ritchie and Adair (2004, p. 14) note that “the development of sports commissions and organisations to attract sporting events has taken place in many western countries, but a lack of coordination still exists between sport and tourism bodies at national, regional and local levels”. This paper argues that at the very highest levels of national or sports governance there needs to be the deliberate enshrinement of sports education as a tool that would enable the Caribbean to optimise the use of its sports resources and market those “to effect economic advantage and to enhance the status of the Sport itself” (Masterman, 2004, p. 187). Sports education, as proposed in this paper, synthesises bodies of knowledge applicable to both sports and tourism, integrating those domains in an academic/developmental construct that is in the service of the sports tourism goals of the Caribbean. Sports education then emerges as a significant contributor to what Holder (2003, p. 5) terms the “enormous synergy between tourism and sport.”

Conclusion

Essential to the theme of this paper is that for the Caribbean, efforts to develop sports tourism and maximise benefits from the industry face jeopardy in the absence of a policy-driven commitment to sports education. Nor is time on the side of the Caribbean. The imminence of CWC 2007 has already begun to provide challenges and reveal

experiential deficits that will drive the Caribbean to invent blueprints and deploy creative strategies as it prepares its societies for the eyes of the world in 2007.

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