

INTERNATIONAL OLYMPIC ACADEMY

10th INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

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PROCEEDINGS



ANCIENT OLYMPIA



Commemorative seal of the Session

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INTERNATIONAL OLYMPIC ACADEMY

10th INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

SPECIAL SUBJECT:

*THE ROLE OF THE NATIONAL OLYMPIC ACADEMIES
IN THE ORGANISATION OF THE YOUTH OLYMPIC GAMES*

ANCIENT OLYMPIA

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FOREWORD

The 10th International Session for Directors of National Olympic Academies was successfully held in Ancient Olympia from 6th to 13th May 2009. Throughout the course of the Session, 102 representatives (22 women, 80 men) from 85 countries were able to discuss and deliberate upon various topics.

The special subject of the Session was “*The role of the National Olympic Academies in the organisation of the Youth Olympic Games*” and 10 lecturers presented different aspects and their ideas on this challenging issue.

The lectures’ part opened with the presentations of the innovative Master’s degree Programme on Olympic Studies organised by the IOA and the University of Peloponnese, by the IOA President Isidoros Kouvelos, the President of the Administrative Committee of the University of Peloponnese, Prof. Emer. Konstantinos Dimopoulos and the IOA Honorary Dean and Director of the Programme Assoc. Prof. Konstantinos Georgiadis. The official announcement of the Master’s degree Programme had already been organised on March 30th, 2009 in a glorious event in which participated on behalf of the John S. Latsis Public Benefit Foundation the President of the Supervisory Board Henrietta Latsis and the Member Marianna Latsis, on behalf of the Hellenic government the Ministers of Education, Foreign Affairs and Labour and Social Affairs, as well as high-ranking officials of the Greek sports leadership and academicians.

Furthermore, the Head of the IOC Creative Services, Culture and Education Patrick Stalder presented the IOC’s vision and perspective on the Youth Olympic Games, while Pearl Samuel, Head of the Culture and Education Programme of the Singapore YOG Organising Committee presented Singapore’s approach on how the Youth Olympic Games can focus on the Olympic values. Prof. Dr Axel Horn, Leader of the Institute of Sciences of Health and Sports Science at the University of Education in Schwäbisch Gmünd focused on the educational aspects

of the Youth Olympic Games, Patrick Clastres, a specialist on Pierre de Coubertin's writings and ideas tried to draw a parallel between Coubertin's pedagogical thinking and the Youth Olympic Games ambitions and expressed his vision about a new Olympic utopia, while Dr Enrico Prandi, President of the Panathlon International, focused on the ethical aspects of the YOG's mission. From the NOAs' point of view, Henry Tandau, Director of the Tanzania Olympic Academy presented the Olympic Values Education Programme recently launched by the IOC and Dr Gene Sutton, Chair of the Canadian Olympic Committee's Academy Programmes, presented ideas on how the NOAs could contribute to this new challenge. The sudden loss of Gene Sutton in August 2009 filled us with sorrow. Gene had contributed a lot to Olympic education in Canada, was an important official of the Olympic Movement and she was also a dedicated friend of the IOA.

The interesting lectures along with the challenging subject of the Youth Olympic Games gave the floor to a vivid discussion on the character of the Youth Olympic Games and the IOA President Isidoros Kouvelos made some recommendations based on his wish for all this productive dialogue to serve as a platform for improving the conditions laid down by the IOC for the staging of the Youth Olympic Games. Furthermore, 22 National Olympic Academies presented the Olympic Education activities implemented in their own countries.

Nine discussion groups (7 English-speaking and 2 French-speaking) were formed, where their members decided upon the topics by themselves. They wondered on the role the NOAs could play in the organisation, staging and evaluation of the Youth Olympic Games and on the collaboration between the NOAs in respect to the YOG. They also expressed their concerns about the risks that may emerge for the young people, how they can be well prepared and educated for this institution and they made interesting, tangible, and realistic suggestions on the ways the NOAs could support the new Youth Olympic Games challenge.

All the organisation aspects of the Session, in particular those related to the services of the IOA' staff received highly positive comments.

The high scientific level of the lecturers, the good audiovisual material and the distribution of lecture time, the understanding of the texts and the innovative character of the lectures similarly received very positive comments.

The discussions and interventions were also well focused and contributed to the exchange of knowledge, views and ideas and more in depth consideration of individual topics.

Of all the Session's individual activities, the discussion groups were those that obtained the most positive comments. The coordinators used their time in the most effective way, organising discussion and encouraging all participants to join in. The conclusions and objectives were well understood by all, enriching the participants' knowledge through dialogue.

The Session was very successful and the proposals and observations of the lecturers and participants will be taken into consideration for the organisation of the Youth Olympic Games and their consolidation as an ambitious institution.

We wish once again to thank the IOC and the Hellenic Committee, as well as the National Olympic Academies for their contribution to the Session's organisation and success.

Assoc. Prof. Konstantinos GEORGIADIS
IOA Honorary Dean

WELCOME SPEECH
in Athens
by the President of the International Olympic Academy,
Isidoros KOUVELOS

Dear friends,

It is a special pleasure for me to welcome you today in Athens, a stop before your final arrival at the International Olympic Academy, in Ancient Olympia, where you will be attending the 10th International Session for National Olympic Academies. This year's NOA Session will be particularly interesting as it will focus on views and ideas regarding the new institution of the Youth Olympic Games to be held in 2010 in Singapore. I believe that we all recognize the significance of these Games for the cultural education of the young athletes who will be competing in them despite the reservations recently expressed.

I am sure that this Session will be an opportunity for all to express views and analyze a variety of subjects related to the role of National Olympic Academies in the organization of Youth Olympic Games. I also wish to emphasize that we all have the duty to support the work of the International Olympic Academy and National Academies as part of a worldwide effort for promoting Olympism. The Olympic Ideals represent a pedagogical orientation for world youth by shaping the thinking, the intellectual endeavor and the behavior of young people on a global scale. Through the works of this Session, the International Olympic Academy and National Olympic Academies will jointly undertake the task of promoting and enhancing Olympism's educational values within the framework of Youth Olympic Games organisation.

I wish you a pleasant and constructive stay in Athens and Olympia.

**Opening Ceremony
of the 10th International Session
for Directors of National Olympic Academies
ANCIENT OLYMPIA, 7th May 2009**



Commemorative photo at the main stairs.

ADDRESS AND OPENING
of the works of the Session
by the President of the International Olympic Academy,
Isidoros KOUVELOS

It is a special honor for me to address the opening of the 10th International Session for National Olympic Academies and welcome you to Ancient Olympia. Today, approximately fifty years after the establishment of the International Olympic Academy and thirty years after the creation of the first National Olympic Academies, the fundamental objective of the International Olympic Academy and of each National Olympic Academy is still to nurture and propagate the Olympic Ideal. We are all aware of the significant educational work that has been achieved, at international level, all these years and the huge importance of these institutions for the promotion of the ideas of Olympism and Sport within our societies.

Olympism's humanitarian ideas are a safe pedagogical orientation for world youth and all of us have the duty to reinforce the role of the National Olympic Academies and to expand them. We should not forget, dear friends, that the humanitarian ideas of the Olympic Movement will be underpinning the NOAs' cohesion and future course. You may rest assured that the International Olympic Academy will always support your action and continue to encourage the establishment of more and more National Olympic Academies all over the world.

We have selected as the theme for this year's Session, the promotion of National Olympic Academies' role in the organisation of Youth Olympic Games. This choice was made for two reasons. Firstly, we support through our educational activities the decision of the International Olympic Committee to establish and organise a new, important Olympic institution like the Youth Olympic Games

and, secondly, we believe that these Games will contribute to society's cultural and ethical cohesion, through the global sports gathering of world youth.

Furthermore, it is not accidental, as stressed by the organisers of the YOG, that the young people who will be participating in these Games will acquire, in addition to their sports development, cultural and educational knowledge at world level. This is the reason why we will be developing here today not only the sports dimension of these Games, but their educational dimension as well. Dear friends, I wish to believe that at the end of this Session's proceedings we shall all have arrived at important conclusions regarding the attainment of the ambitious objectives of these Youth Olympic Games through the educational process of Olympism and Olympic education.

I wish you a pleasant stay and every success in your work during the Session.



Laying of wreath at the Ioannis Ketseas and Carl Diem monument by the lecturers of the Session, Dr Gene Sutton (CAN) and Henry Tandau (TAN).



Laying of wreath at the Pierre de Coubertin stele by Prof. Marina Bulatova (UKR), the IOA President Isidoros Kouvelos and the President of the Administrative Committee of the University of Peloponnese, Prof. Emer. Konstantinos Dimopoulos.



Guided tour at the archaeological site of Ancient Olympia.



Participants walking down the Palestra in Ancient Olympia.



Participants in front of the Philippeion during the guided visit to the archaeological site in Ancient Olympia.

**Works
of the 10th International Session
for Directors of National Olympic Academies**

Lectures

- The opinions of the lecturers do not necessarily reflect those of the International Olympic Academy.
- Out of respect for multiculturalism and diversity of scientific research, we do not intervene in every lecturer's personal way of presenting his/her bibliography and footnotes.



From the works of the Session in the amphitheatre.



**THE MASTER'S DEGREE PROGRAMME ON OLYMPIC STUDIES
"OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANISATION
AND MANAGEMENT OF OLYMPIC EVENTS" -
THE INTERNATIONAL OLYMPIC ACADEMY**

Isidoros KOUVELOΣ (GRE)

President of the International Olympic Academy



Dear friends, distinguished lecturers,

I have the honor and pleasure of standing before you today during this major event that will mark a new beginning in the International Olympic Academy's progress: the official inauguration of the International Master's degree programme on Olympic Studies - Olympic Education and Management of Olympic Events organised by the Academy and the University of the Peloponnese, with the official and generous sponsorship of the Latsis Foundation. Evaluating this important cooperation project I would say that it represents a breakthrough for the Greek academic environment, as well as for the Academy's international environment, to which I would like to particularly refer.

This Institution that operates under the auspices of the International Olympic Committee, with its administrative headquarters in Athens and its facilities in Ancient Olympia, represents a milestone in the history of the modern Olympic Movement. It is the first and unique educational institution for Olympic education and remains the cultural center of the Olympic Movement. The Olympic Academy is closely linked to the Greek landscape. Its geographical location was chosen to be Olympia, next to the archaeological site. This is a decisive factor for its ideological identity, further enhanced by the fact that this same location was chosen as the resting place for Pierre de Coubertin's heart in a special commemorative stele.

In 1961, one of the most important figures of the Olympic Movement and one of the pioneers of the IOA's establishment, the German Carl Diem, wrote: "The Olympic academy to be established here will be both the continuation of the ancient Academy, an Elis of today, and the realization of Coubertin's plans for an academic institution dedicated to the Olympic idea".

The establishment of the Academy was an unprecedented experiment, driven by the power of an idea. When it first started to operate, in 1961, with tents and people working and having their meals outdoors, no one could ever imagine its development and its influence on the Olympic Movement. It has moved from the tents of its first years to today's state of the art facilities and the capacity to welcome and provide further education to hundreds of young women and men, from all over the world, in sports and Olympism related subjects. The Academy has thus become, through the course of time, an international ambassador of the ancient Greek ideal, the Olympic Idea and Modern Greek culture. It contributes in this way to the worldwide propagation of Olympic ideals, furthering international understanding, peace and the promotion of humanism through sports.

Dear friends, we should not forget that there is no idea more enduring than that of the Olympic philosophy. The educational and cultural dimension of the modern Olympic Movement, as developed by Pierre de Coubertin and his successors, continues to this day, supported by the IOA's institution. The International Master's degree Programme on Olympic Studies, which we are inaugurating today with the University of the Peloponnese in order to jointly promote and enhance the educational values of Olympism will significantly contribute to its further development.

For we all know that to attain this objective athletes and sports officials are not enough; we mostly need the educators who will be teaching the humanitarian values of sports and Olympism to the young generations, with the vision of a better and more peaceful world. It is clear that Olympism is a fundamental life ideology and an inexhaustible source of ethical values. And it is precisely for this reason that Olympic education uses the Olympic idea and Olympism's principles to enshrine the value of sport and cement peace in the world.

The IOA's new operating policy aims at expanding its action at a local, national and international level, taking into consideration social, economic, political and cultural parameters. Within the framework of the enlarged educational

and scientific role that the Academy seeks, the International Master's degree Programme aims at strengthening the development and promotion of research, based on interdisciplinary criteria and avoiding introversion and unilateral action. For this reason, our objective is to ensure the Academy's continuing operation throughout the year in Ancient Olympia thus making it an open university for the training of all Olympic education bodies in Greece and abroad.

The idea of creating an international Master's degree Programme on Olympic Studies, will contribute, "on the part of Greece" to the international recognition of the Academy as well as the University. At the same time, it will underscore the importance of private sponsoring in achieving major objectives of international scope. In the context of today's globalized world, we are reassessing the Academy's role, based on the one hand on the particular features of its location and adjusted, on the other, to modern demands for cooperation at a national and international level, coupled with the development and improvement of the quality of services provided in the areas of teaching, research and administration.

People who deal with the history of the modern Olympic Movement all know that the International Olympic Academy enjoys considerable recognition and unquestionable respect in international scientific and academic circles. All these years, it has done important work and obtained outstanding results in the context of its international cooperation with prominent university establishments and research centers abroad. This will be the first time though that it will be officially "sharing", in a formal and institutionalized way, common educational and cultural objectives with a Greek university.

The results of such cooperation I believe and wish will constitute a valuable source of benevolence, scientific achievement and humanity for all who shall be the recipients of these values through the teaching provided by the Master's Programme.

Ladies and Gentlemen, the goal of the founders of the International Olympic Academy was to move closer to young people through programmes of education, research and propagation of the Olympic ideals. Our duty and vision is to actively follow such a course by educating a growing number of ambassadors of these ideals and ancient Greek civilization, with the view to contributing to the creation of a cleaner global cultural environment.

In conclusion, I would like in my capacity as the President of the Academy

to personally extend warm thanks to Mrs Marianna Latsis for her understanding and flexibility in literally embracing and supporting this Master's Programme on Olympic Studies. Without this sponsorship I do not believe we would have attained our objective. Let us all wish that it may succeed!

I will end my speech with a quick flashback to the IOA's work and history by means of a 5-minute film that presents its identity through time.



*Prof. Emer. Konstantinos Dimopoulos during his lecture.
On the right, the IOA President, Isidoros Kouvelos.*



*On the panel (from left to right): Pearl Sammel, Isidoros Kouvelos,
Assoc. Prof. Konstantinos Georgiadis and Prof. Dr Axel Horn.*

THE MASTER'S DEGREE PROGRAMME ON OLYMPIC STUDIES “OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANISATION AND MANAGEMENT OF OLYMPIC EVENTS” – THE UNIVERSITY OF PELOPONNESE



Prof. Emeritus Konstantinos A. DIMOPOULOS (GRE)

*President of the Administrative Committee
of the University of Peloponnese*

We wish to welcome you to this historical and sacred site of Ancient Olympia, where the ethical rules of sport and the Olympic Spirit were born and enshrined. This subject represents the core curriculum of our university's master's degree programme "Olympic Studies, Olympic Education and Management of Olympic Events". The university faculty that will be responsible for the programme's organisation and teaching activities is called "Faculty of Human Movement and Life Quality". The major objective of this faculty, whose subject makes it unique in the world, is to teach and promote the importance and usefulness of human movement and sport and show, in particular that their improvement has a direct impact on people's quality of life.

Movement, at a cellular level especially, defines life, whilst immobility, cellular inactivity, defines death. From a medical viewpoint, the time of death is established by a straight line on the encephalogram (death of brain cells). The same can be observed on the electrocardiogram with respect to myocardium cells.

Human movement can, however, be managed through appropriate hard and persistent training as a result of which man's fine micro-movements lead to remarkable artistic achievements like writing, music, painting, speech, etc.

Muscular, visceral and cellular activity and motion is an essential prerequisite for man to have all his physical and intellectual abilities in a state of readiness. In

order to play their important coordinating role and remain in a state of alertness and readiness, cellular cells must be permanently active, stimulated, receive and transmit micro-messages. Otherwise, they will become indifferent, inactive and necrotic leading to physical and mental collapse. Physical and mental exercise will not only prolong life but – most important – it will also improve its quality. It gives man creativity, competitiveness, optimism and empowerment. In other words, it improves and completes his psychosomatic personality.

This will be one of the main teaching objectives of our Master's degree Programme that will start in the next academic year: to convey and inculcate in the minds of young people the ethical values of sport and the Olympic spirit, fair play, the significance of competition as well as its limits, in combination with human solidarity and sensibility. To compete with respect for the rules and ethical values, in a spirit of fair play, with decency, consistency, method and patience. Know how to win with honesty and lose with dignity as a sportsman. Alongside physical exercise, young people should learn about the usefulness, necessity and relevance of intellectual exercise and development. This means that today's students and tomorrow's citizens should have a broader and deeper culture, solidarity and love for their fellow human beings, as well as respect for diversity. They should also be aware that greediness and blind pursuit of wealth, just as unfair and unequal wealth distribution, are a modern plague and threat to society's cohesion and prosperity. And today's explosive international economic crisis clearly proves how beneficial such teaching could be for mankind.

We are happy for this opportunity to work with you on this project, to benefit from your experience and knowledge and create a university that will be the outcome of international cooperation, with worldwide appeal and impact. Scientists from all over the world, on your recommendations and proposals, will be coming to Greece to become initiated in the Olympic spirit and get to know our country better. These young people will have the opportunity to become acquainted with one another, develop bonds of friendship and build communication bridges between them and their countries of origin in order to maintain in future cultural contacts among their countries. Culture, theatre, music, sports activities, bring people closer together, however different they may be and instil in them the conviction or belief that problems and differences among people can only be solved through dialogue, consensus and understanding. This

Master's degree Programme could not have been initiated without the active and dynamic support of the Ioannis Latsis Foundation, the sincere and wholehearted backing of the President of the International Olympic Academy Mr Isidoros Kouvelos, the President of the Hellenic Olympic Committee Mr Spyros Capralos and Professor Konstantinos Georgiadis, who is in charge of the Programme.

Ladies and Gentlemen, we wish you a pleasant stay in Ancient Olympia and in Greece. We rely on your valuable experience and support for the implementation of this Master's degree Programme, which we wish and hope will soon enjoy worldwide recognition and status thanks to this cooperation thus contributing through Olympic education:

- to the development of individuals with healthy physical, intellectual and mental faculties;
- to the establishment of a climate of harmonious cooperation and friendship between them;
- to the stabilization of peace among peoples.

These are all essential and decisive factors and conditions for the happiness and felicity of individuals and peoples.

THE MASTER'S DEGREE PROGRAMME ON OLYMPIC STUDIES "OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANISATION AND MANAGEMENT OF OLYMPIC EVENTS"

Assoc. Prof. Konstantinos GEORGIADIS (GRE)

IOA Honorary Dean

University of Peloponnese



The philosophy underlying the Master's degree Programme on Olympic Studies represents an innovation for the Olympic Movement at an international level. The educational programme rests on the three pillars of the Olympic Movement: Education, Sports and Culture, which are the foundation of Olympism and Olympic Pedagogy. As they broaden their academic knowledge participants will experience the deeper meaning of Olympism through sporting, cultural and social activities.

The programme's philosophy is fully compatible with the core principles underpinning the Olympic Movement's creation. An idealistic approach to Olympism is followed for the propagation of the Olympic ideal worldwide, which is essential for the promotion and dissemination of the Olympic Movement's humanitarian values. Learning and research on Olympic issues is encouraged by focusing, in particular, on Olympic philosophy, Olympic pedagogy, Olympic education, the organisation and management of Olympic events. The Olympic Movement is a social and educational movement aimed at all people, races, religious groups, men and women without distinction, so that sport can contribute to the development of men's virtues and their individual and social fulfillment.

The course seeks to achieve a number of very important objectives. For the first time an international master's degree in Olympic Studies will be granted in the birthplace of the Olympic Games, Ancient Olympia and in Sparta. A

Greek university is also given the opportunity to cooperate directly with the IOA, a cooperation that will contribute to the development of both institutions. Moreover, the course aims at providing high level specialization in all these subjects to students and Olympic Movement officials and playing a leading role in the areas of Olympic Research and Olympic Education.

Today, there are Olympic education programmes in over 80 countries around the world. The challenge for the International Olympic Academy and for the University of the Peloponnese is therefore to support these efforts by laying down the constant principles and values that will guide the development of curricula. Greece expresses the sentimental side of the Olympic Movement - the myth - that has its own special role to play in educational matters. With the academic support of the University of the Peloponnese, the Master's degree Programme on Olympic Studies could become the regulatory authority for Olympic education issues at a world level.

The IOA is an internationally recognized center for Olympic Studies and has been operating for 49 years now under the auspices of the HOC and the IOC as a neutral and free dialogue forum. Constant search for and attainment of new objectives - in the field of education and research - is essential for the promotion of the Olympic Movement and its enhanced visibility and role at an international level.

Greek and foreign University professors, specialized in Olympic issues will be teaching in the course. There is a large pool of professors from all over the world who are already working with the IOA in the context of its Postgraduate Seminar that has been running since 1993 and who together with the professors of the University of the Peloponnese will constitute the faculty and research staff.

The Olympic Movement needs people who know its history and philosophy to guide its future course. This particular program can provide people with the appropriate training to carry through this mission. The program will be open to graduates of Greek and foreign higher education institutions, officials of National Olympic Academies, National Olympic Committees, the International Olympic Committee and European Union Committees, graduates of university departments for Education, Culture and Sports, as well as graduates of physical education, media and economics departments and other institutions dealing with related subjects.

The programme's duration will be 3 semesters, each corresponding to 30

credits. Courses will be given in two languages, English and French. The number of enrolled students has been set at 30 each year. The curriculum includes 8 compulsory and 2 elective courses on the following subjects:

1st Semester

1. The birth of sports. The history and philosophy of sports in antiquity.
2. Modern Olympic Games (revival, historical evolution of Summer and Winter Olympic Games, social and political aspects of the Olympic Games, Olympic Institutions. Olympic Law).
3. Sport and Ethics – Olympic Philosophy.
4. Olympic Pedagogy: Development and implementation of Olympic education school programmes.

By choice (1 of the following)

1. The role, organisation and operation of Olympic museums and libraries.
2. Financial management of sports organisations.
3. International relations – Humanitarian law.

2nd Semester

1. Olympic Pedagogy: Development and implementation of Olympic education school programmes.
2. Evaluation of Olympic education programmes; research methodology.
3. Organisation and management of the Olympic Games (technology, media, financial management, communication, etc.)
4. Olympic sponsoring and marketing.

By choice (1 of the following)

1. Specialized issues of the Olympic Movement: Media – Technology and the Olympic Games, Doping, Fair play, racism and sports, intercultural education, volunteering, etc.
2. Strategic and operational planning of major sports events.

3rd Semester

1. Preparation and presentation of a Master's thesis.

I wish to point out that the University of the Peloponnese has chosen for its logo the chariot race from the legend of Pelops who is considered to be the legendary founder of the Olympic Games in antiquity. This might be symbolic for the cooperation between the two institutions with the generous sponsorship of the Latsis Foundation. This cooperation for the Master's degree programme on Olympic Studies will revive the ancient gymnasium of "arete" (virtue) in Ancient Olympia and Sparta, two places closely connected with education, feats and wisdom. At the new gymnasium of virtue young people from all over the world will be trained in Olympic education in order to carry the timeless message of the Olympic Idea to their countries.

YOUTH OLYMPIC GAMES*



Patrick STALDER (IOC)
*IOC Head of Creative Services,
Culture and Education*

YOG Vision

“The Youth Olympic Games will inspire young people around the world to participate in sport and adopt and live by the Olympic values”

YOG Mission

“Organise an event to educate, engage and influence young athletes inspiring them to play an active role in their communities”

YOG Definition

The Youth Olympic Games are

- A sporting event for the youth balancing sport, education and culture
- Within the Olympic Movement, a catalyst for sporting, educational and cultural initiatives for young people

YOG Objectives

1. Bring together and celebrate the world's best young athletes
2. Propose a unique and powerful introduction to Olympism

* Patrick Stalder made a Power Point presentation.

3. Innovate in educating and debating Olympic values and societal challenges
4. Share and celebrate the cultures of the world in a festive atmosphere
5. Reach youth communities throughout the world to promote Olympic values
6. Raise sport awareness and participation among the youth
7. Act as a platform for initiatives within the Olympic Movement
8. Organise an event of the highest sports international standards

This leads the IOC and YOG Organizing committees to ...

1. Identify and try to understand youth trends
2. Look for creativity when developing ideas
3. Innovate in the approach
4. Use communication channels that speak to youth
5. Relay the message that YOG is about sport, culture and education
6. Co-construct with YOGOCs the best possible content in line with the spirit of YOG

Participation

- Age between 14 and 18 years old; maximum 2 years difference by IF/sport
- 3,500 Athletes and 1,100 Team Officials (Summer)
- 1,100 athletes and 800 Team Officials (Winter)
- Non-athletes youth participation also encouraged: reporters, ambassadors, organisers, sports presenters ...
- 4 “Universality Places” guaranteed for each NOC (Summer)

Programmes

- Participants to stay for the whole duration of Games and take part in both sports competitions and Culture and Education programmes
- **Sports Competitions programme**

Same sports as Olympic Games with fewer disciplines and events

- **Culture & Education Programme (CEP)**

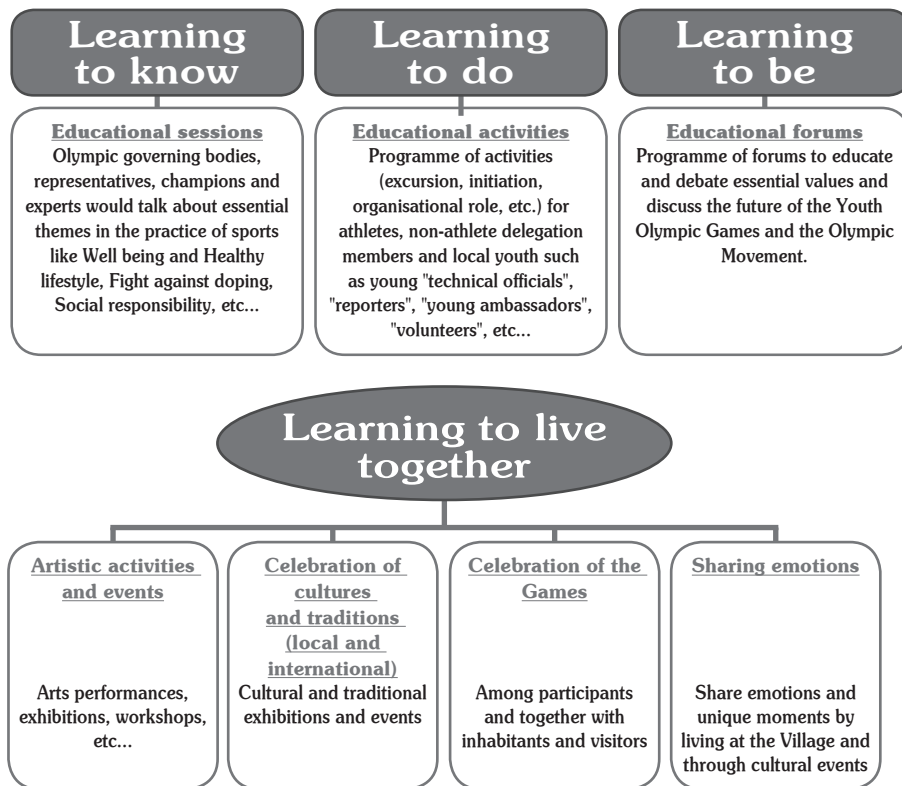
With interactive and innovative workshops and forums, artistic activities and events, celebrations of World cultures and Games

- Idea is to create community of “ambassador sportspersons in society”

Culture & Education Programme (CEP)

Games time approach: “4 pillars” of Education*

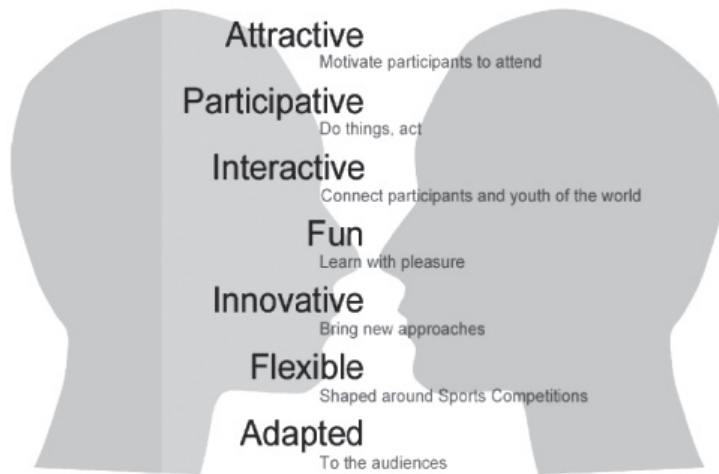
* Based on report of UNESCO - International Commission on Education for the 21st Century



CEP Singapore 2010 - In the heart of the YOV

World Culture Village, Arts & Culture Programme, CEP dialogues/workshops/forums, Media & Broadcast areas

C&E Programme = Learn & Share Spirit!



CEP - Audiences and Challenges

Large audience and diverse community (age, language)

- Athletes
- Non-Athlete participants
- Local youth
- Youth communities worldwide
- Coaches, Parents
- Educators

CEP Themes

- History of Olympic Movement
- Olympism and Olympic Values
- Sports context (e.g. media relations, career management)

- Doping prevention & other risks in sports
- Well being and healthy lifestyle
- Careers in sport
- Social responsibility (Community assistance, Environmental protection, Humanitarian issues)
- Digital Media Initiation and new developments

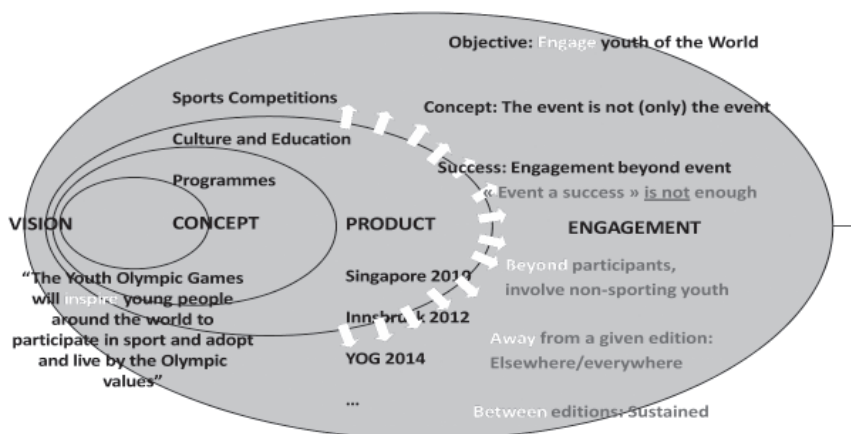
CEP - Games time approach: Principles

1. Conceived around sports competitions programme
2. "A la carte" system to allow for flexibility
3. Comprised of Culture and Education activities
4. Participants: Stay for duration of Games and involves athletes but also non-athletes (ex: young reporters)
5. Involves "Athlete Role Models" (Champions and Olympians)

The cultural program

Learning to live together in a festive and friendly atmosphere

Engaging on YOG



Going digital

- **IOC**
 - Olympic.org revamp into web 2.0
 - Launch in 2009 with dedicated YOG space
 - YOG engagement communication campaign under development
- **Singapore 2010**
 - Singapore 2010.sg already engaging youth
 - Youth oriented micro-site soon to be launched to create social community around event, including blogging space for athletes as they qualify...

FROM COUBERTIN TO SINGAPORE 2010. FOR A NEW OLYMPIC UTOPIA



Patrick CLASTRES (FRA)
*Senior Researcher, Centre of History
and Political Sciences, Paris*

I have been asked today to draw a parallel between the pedagogical thinking and the Olympic project conceived by Pierre de Coubertin more than one century ago, on the one hand, and the educational ambitions of the Youth Olympic Games (YOG) to be held in Singapore in 2010, on the other.

Before moving further, I wish to explain the purpose of my approach. For reasons of intellectual honesty and respect for my work, I have not come here in order to praise Pierre de Coubertin, the Olympic Games or the IOC, nor am I here to condemn all three. During a decade of research work devoted to the intellectual and sports progress of the reviver of the Olympic Games, I have only tried to understand his action and ideas by identifying the successive phases he went through. I believe that this is the best way to highlight the differences between the past and the present.

In this way we can be instead of conscience manipulators educators, i.e. adults who help young people find their own humanity and develop an independent spirit.

No confusion between history and memory, or anachronism

The attempt to bring closer together two historic periods as diverse as the beginning of the 20th and the 1st decade of the 21st century is rather an unusual

task for the historian who has to avoid two pitfalls: confusion between history and memory, as well as anachronism.

To mention just one example of anachronism, when Pierre de Coubertin refers to «youth» what he had in mind, at least until 1914, was the cultured youth attending the French lycées and Anglo-Saxon *colleges* and, more generally, the European and American *junior high schools* and *universities*. In other words, he does not include in his reasoning the boys from Western popular classes and the male youth of colonized countries, nor does he accept women's participation. For quite some time, he only addressed the members of a special elite. In our democratic and globalized world such a project would be neither sustainable nor acceptable.

History can be socially useful only if it can be distinguished from the memory of actors and heirs. This does not in any way mean that the memory exercise is not a duty for Pierre de Coubertin's natural and spiritual heirs. In a totally legitimate way, and I want to insist on this term of legitimacy, Pierre de Coubertin's memory is kept alive by the members of the Navacelle de Coubertin family who make sure that their ancestor's honour is protected, by the national and international Pierre de Coubertin committees that have this statutory duty, by National Olympic Academies (NOAs) and the International Olympic Academy (IOA) who find inspiration in his teachings. Please allow me here to pay tribute to Mr. Geoffroy de Navacelle who has always backed my scientific project and has fully understood that it was important not to hide any of his great-great uncle's weaknesses, ploys and wrong choices. To hide or distort nothing means avoiding systematic suspicion about one's ancestor and this is a first victory for an heir.

Pierre de Coubertin: a conservative on the look-out for sports modernity

Pierre de Coubertin no longer belongs to our century. Has he ever truly belonged one may ask? His life ended abruptly in Geneva, in 1937, forgotten by all. Indeed, since the end of the Great War he had been openly criticized for his authoritarian methods and disowned by the leadership of international sports federations to the point of being forced to hand in his resignation during the Prague Congress

in 1925. Ruined by the war that had destroyed his in-laws' estate, unsound financial investments and his extravagant spending on the Olympic campaign, he ended his life poverty-stricken. His compatriots barely acknowledged him during the Paris Olympic Games in 1924. It is true that Pierre de Coubertin did not remain inactive after 1918, since he created the World Pedagogical Union (Union pédagogique universelle) and the International Office of Sport Pedagogy (Bureau international de la pédagogie sportive). These bodies, however, were no more than empty shells that allowed him to live the life of a fashionable lecturer without ever carrying through any concrete project. He just managed to publish his *Histoire universelle* (Universal History) in the mid-1920s, a historical compilation of very unequal quality, but ambitious in its attempt to find an equilibrium between the history of the different continents.

At the end of the Great War, Pierre de Coubertin already seemed to belong to a bygone past that of European aristocracies and sport with an educational and ethical purpose. He was outstripped by International Sports Federations that did not really tolerate the IOC's trusteeship, by the democracies that saw in sport an instrument of diplomatic power and even more so by totalitarian regimes that used the Olympic Games and Olympism to indoctrinate the masses and by the athletes themselves who were steering the course of specialization and therefore of professionalism.

This is why we cannot present Pierre de Coubertin as a visionary. In a world of very rapid technological and economic changes, marked by the ascent of the bourgeoisie and the middle classes and signs of a possible social victory of workers and the people, Pierre de Coubertin was trying to preserve what was essential for an aristocrat like him, which was a humanist, elitist and moral vision of man. Therefore, I would describe him rather as a conservative on the look-out for the educational modernity that sport represented in the 1880s. This ability to assimilate modernity and divert it in order to allow the emergence of a new chivalry, "athletic chivalry", was typical of declining European aristocracies at the end of the 20th century.

The main part of his work was therefore finished before 1914. We could even say that his pedagogical thinking stopped at the time of the Paris Olympic Congress in June 1894. This was when he laid the core foundations of his project: sport as an education for the elite, the Olympic Games for international peace

through sport. He then became deeply involved in the process of Olympic revival and the obstacles he encountered forced him to find pragmatic solutions. These obstacles included the nationalism expressed by the Greeks and the Americans in Athens, in 1896, the French Republic's opposition to his project of an Olympiad in Paris in 1900, the commercial exploitation of the Saint-Louis Games in 1904, the diversity of sports regulations used by the English to their advantage in London, in 1908, the rise of shamateurism at the time of the Stockholm Games in 1912, the nationalist outbidding tactics in view of the Berlin Games in 1916.

As a reaction to all these difficulties, he was led to theorize Olympism, mainly in the review he had created in 1901, the *Olympic Review*, which he used as worldwide propaganda. Between 1901 and 1914, he thought of means for bringing people into the stadiums, dealing with cheating and betting, safeguarding fair play and popularizing the message of Olympic peace. This was why he proposed in 1906 to introduce the "athlete's oath" to combat shamateurism, imagined the modern pentathlon against specialization and invented the Olympic ritual, including the Olympic flag on the eve of the war. His declarations to world youth after 1918 are just confessions of helplessness and failure: money and political manipulation had corrupted his Games that no longer resembled him. Disillusioned, ruined, abandoned, he would allow himself to be trapped by the schemes of the Reich and Carl Diem to the point of giving his support to the Föhrer.

Sport for All according to Coubertin, not before 1910

Since 1902, Pierre de Coubertin would steadily revise his ideas of elite sport and accept in the end the principle of "Sport for All". For such a democratic concession, however, he would need at least ten years of doctrinal adjustments. But although he would give in to the democratic surge, he never abandoned his ideal of patronage.

For the students of the lycée of more than 14 years who did not already practise sports, but also for the offspring of the lower classes who now had to attend higher primary school or technical colleges, he invented physical education, an intermediate activity between popular games and sports, which he called "utilitarian gymnastics" (Paris, éd. Alcan, 1905). The objective was to transform these

new young people, physically weak, or suspected of being less civilized, if not into sportsmen at least into resourceful individuals, able to adjust to the modernity of the end of the century, to these “changes of place, profession, situation, habits and ideas imposed by the fecund instability of modern societies”. The programme of this “new physical education formula”, which he launched in the premises of the Geographic Society, already in 1902, included: rescuing (running, jumping, climbing, throwing, swimming), defence (English and French boxing, foil and sword, cane and sabre, wrestling, shooting) and locomotion with the help of animals (walking and riding) and mechanical means (bicycle, boat, automobile, skating), manual work, hygiene. This was because Pierre de Coubertin could not imagine yet that the people could have access to the sports practised by the elite. “Popular sport” in Coubertin’s mind was not real sport, but ersatz sport, a combination of various sports movements whose main purpose was to develop “muscle memory” and improve physical performance at the time of the second industrialization. It may well be that this gymnastics and sports utilitarianism was intended to better prepare the conscripts for any combat and provide the army with more athletic non-commissioned officers. It is true that there were people in England at the time that were denouncing the incompetence of officers who had known the rugby fields of *public schools* and *colleges*; Rudyard Kipling was one of them, who described sportsmen as “cretins sullied by mud” and “idiots in flannels” (*Times*, 2 January 1902). Utilitarian gymnastics and so-called “popular” sport were inserted between the primary school’s gymnastics alphabet and the sports that we would call “liberal”, intended for more virile lycée students.

In 1910, Pierre de Coubertin decided to take the «Sport for All» step. In the “La croisade des partageux” - The distributionists crusade - (*L’Education physique*, 1910, n° 5), he declares that “young people who have nothing” can no longer remain “the underprivileged of sports”: “the time has come for you to taste muscular joy”. However, a number of conditions had still to be met to allow the sons of the people to have access to real sports. So, Pierre de Coubertin asks for the revival of the “ancient gymnasium” (*Olympic Review*, December 1912), the only institution that could promote a “wise” physical and intellectual “eclecticism”, including a cultural program with lectures, drama performances and choir singing, with the view to furthering “ongoing progress, discipline and good friendship”.

Moreover, Pierre de Coubertin was opposed to the idea of sports precociousness, just as he distrusted the effects of the sports show on the masses. Finally, he was afraid of the use of Olympic victories by states for political ends. So, it would not be that easy to invite Pierre de Coubertin to bring legitimacy to the establishment, in 2007, of the Youth Olympic Games and their first staging in Singapore in 2010. He was at least inventive, though, and it is this ability of cultural inventiveness that the IOC should keep in mind.

The present risk that young people might fall out of love for the Olympic Games and Olympism

In the various statements of President Jacques Rogge, IOC members and many sports officials regarding the establishment of the Youth Olympic Games, we can identify three levels of reasoning.

The first level of reasoning is part of Olympic propaganda, a propaganda that is not the IOC's exclusivity but which we find in all institutions. This is why we back these official arguments with dynamic questions:

- The YOG will prepare a generation of young athletes with an ethical approach to sport: won't this be the case for present generations?
- The YOG will teach young people sport's importance for their health and social inclusion: how can we disseminate this message to the remaining world youth?
- The YOG will inform young people of the risks associated with sport, such as doping, excessive training and inactivity: is this compatible with the competitive dimension of the YOG's present events?
- The YOG will make people share an intense moment of solidarity and humanism: this is certainly true for young participants and surely an unforgettable moment for them, but can it be exported to world youth?

The second level corresponds to the will of taking into consideration cultural and sports changes that impact world youth:

- The YOG will allow us to adjust to the tastes of today's generation in the sporting field.
- The YOG will reduce the exponentially rising numbers of obese people in developed countries

- And offer an answer to the many young athletes who leave sports today between the ages of 14 and 18.

The third level of this reasoning is implicit in the last two items. In the medium term, the object is simply to save the Olympic Games and the IOC that are threatened with extinction as a result of the dwindling interest of youth in developed countries for the Olympic show. Such absence of interest may lead to the withdrawal of the 12 TOP sponsors and demolish the IOC's strategy of ensuring financial independence by reaching alliances with the largest corporations worldwide in order to free itself from the control of the states. Not only as a result of the present economic and financial crisis, but also because it places the Olympic cause on the same level as regimes that do not respect human rights, from Berlin 1936 to Beijing 2008, the IOC is losing the support of intellectually emancipated young people.

Based on what I see in France, I fully share the IOC's recognition of the fact that young people are losing interest in sports practised within a federal setting, on the one hand and in the Olympic Games show, on the other.

The absence of educational ambition of the YOG

On the other hand, I believe that the IOC is on the wrong track as regards the YOG because they are too similar to the Olympic Games. What I criticize in fact is the absence of sporting innovation and educational ambition in the YOG's program as designed by the IOC.

We can certainly commend the artistic projects and the cultural events planned by the Singapore organizers and the high quality of their facilities. The educational program, however, is not sufficiently ambitious, particularly when it simply consists in presenting the champions' edifying life and setting forth, in a naive way, the values of Olympism. There is a risk that we shall just be filling the Danaids' barrel, i.e. pouring out beautiful stories without providing any food for thought. For my part, I cannot think of a better education than replacing the history of Olympism with the broader history of the march towards world peace; i.e. to teach mankind's major achievements, but also the history of the numerous

failures of pacifism and Olympism. Pierre de Coubertin considered the athlete as a cultivated person who had to have a good knowledge of universal history, literature and arts. Will our young athletes be entitled to high level education in parallel to their preparation for competing in the YOG?

Speaking about the sports program of the YOG, with a few exceptions (street basketball 3x3, beach wrestling), the idea is to copy adult events and select young athletes on the basis of their sports performances only. This means that we run the risk of having the same baby champions whose adult lives will have been physically and psychologically destroyed, as those produced by the cold war and Third World countries struggling for space on the world sports stage. All piano virtuosos did not become Mozarts!

Couldn't the NOAs play a major role here for the recruiting of athletes based on high sports level, as well as school performance and respect for sports ethics and great humanist principles? For my part, since music is a universal language, I would demand from every participant in the YOG good musical skills in instrument playing or choir singing allowing them to perform on the stage with fellow athletes from other parts of the world!

For an new Olympic Utopia

You understand by now that I am pleading for a new Olympic utopia, drawing lessons from the failures of the past, meaning the ideological and economic use of the Olympic Games. To avoid death, the Olympic Games must adapt to young people's call for fraternity and freedom for world youth and the YOG could indeed become the ideal place and time to start working. For my part, I propose a thorough restructuring of the organisation of competitions during the YOG, a cultural revolution in a way, underpinned by two major principles: a mixing of genders and inventiveness. And I would make the following five proposals:

- Proposal n°1: the YOG will be organized on a transnational basis with teams of athletes coming from different nations.
- Proposal n°2: the YOG will include events where mixed teams with an equal number of boys and girls will be competing (collective sports, relay events in athletics and swimming, adding of performances).

- Proposal n°3: the YOG will include events in which mixed teams with an equal number of able-bodied and disabled athletes will be competing.
- Proposal n°4: the performance criteria that will apply at the YOG will be athletic (measurable in seconds, meters and kilos) and aesthetic criteria (innovative movements, beauty of motion).
- Proposal n°5: half of the sports disciplines of the YOG will be borrowed from the adult Olympic Games and the other half will be new disciplines.

What brings us all here is the same hope for a better world and the same idea that sport can contribute to building a better and peaceful world. I for my part do not believe, with the risk of shocking you, that sport has any intrinsic value since it can be used, as history has shown, for war and totalitarian manipulation. No, sport does not have any intrinsic value and neither do money or work. On the other hand, it provides an extraordinary setting for passing on values, on one condition though, that sports educators and sports leaders are equal to the task and set the example. As people responsible for National Olympic Academies, I know that this is what you are fighting for. Be assured that this is also the purpose of my approach as an historian and citizen of the world.

I thank you for your attention and am from now on at your disposal to answer any question, debate and move ahead with you.

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THE MISSION OF THE YOUTH OLYMPIC GAMES IN SOCIETY'S ETHICAL EVOLUTION

Dr Enrico PRANDI (ITA)

President of Panathlon International



Ethics and Sport

The title of this paper, “The mission of the Youth Olympic Games” clearly defines the context within which this event will be held, which is the ethical evolution of society. It introduces the concept of societal change, while helping us to understand how ethics influence decision-making and even more so the behaviour patterns that characterize our societies. It would therefore be useful to define the concept of ethics and, in particular, the ethical model with which we associate sport.

ETHICS derives from the Greek word Ethos (“custom” or behaviour” or even “attitude”).

Ethics is a branch of philosophy or rather a discipline that focuses on values, as it strives to consider and evaluate all the actions that compose an individual’s behaviour.

Ethics is not a vitamin for the soul but an effective instrument for self-development, combined with a certain amount of inner fortitude, in order to better share certain things.

Talking about ethics does not mean that you belong to another era, on the contrary, this might well be the course that will allow us to solve many problems not because we make the simple and commendable effort of attaching an ideal to sports activities, but because those who resort to “cheating” cause those who

do not cheat to react, irritate the public who do not wish to recognize performances when they learn that they have been cheated and that the event was rigged, leading to the withdrawal of sponsors and patrons who refuse to promote an image that they know will soon become tarnished.

The object of this sporting spirit is to develop a new attitude that is more linked to a person's mind and heart than to his body. The purpose is to give to a society that now has more leisure time and a longer life expectancy the possibility to practise the physical activity it absolutely needs, from a biological point of view, for its survival.

And maybe such physical activity could become part of this spirit, i.e. a spirit of intelligence, humour and love for sport.

Ethics has become an existential issue with regard to the magnitude of the action that needs to be taken for man's future in a society that must, before anything else, ensure its survival and development, through the quality of its relationship with others.

A lot of progress has been made but there is still a long way to go.

Every individual has his/hers value scale that can be influenced by the environment. These last 30 years, the rules of individual and collective morality have evolved significantly unfortunately though in the sense of greater laxity.

The loss of life's meaning is at the root of the malaise that erodes society's fundamental principles. Having lost its direction and point of reference, a society without recognized morality is somehow mutilated.

What needs to be done? Where to begin? By teaching ethics at school? Can we teach it, though?

We need to make sure that we will not be teaching ethics as a dogma or doctrine. We also have to avoid a prescriptive style of teaching. If we do provide teaching, this should encourage personal reflection, so that if the student has to deal with an ethical problem some day, he should be capable of managing and responding to it personally.

We could simply rely on individual conscience to ensure that morality will be respected! Yes, provided that ethics will bring something more, a broader sharing of "best practises".

Emile Durkheim, a great French sociologist of the 20th century, affirmed that the purpose of education is not to give students a constantly increasing amount

of knowledge but “to build in them an inner and deep state of mind, a kind of polarity of the soul that could guide them towards a specific direction not only during their youth but throughout their lives”.

It would be correct to say that for life learning you do not only need knowledge but also the ability to transform, in the mind, the knowledge acquired.

To raise the issue of ethics is to deal with the issue of meaning.

We are living in a period that tragically suffers from an absence of meaning. And such absence of meaning is just as dramatic, in a way, as the absence of oxygen. It is time for us to understand that human societies will not be able to keep alive those for whom they are responsible if they avoid the issue of meaning.

We can no longer simply limit ourselves to the question of “how”: how to organize our lives, how to produce, how to distribute, how to manage, how to consume? The question that we have lost the habit of asking and which confronts us today is “why”, mankind’s oldest question.

We have to reactivate the compass of our societies, the internal compass of our times: and this also applies to sport, maybe more than to anything else.

This is our mission, if we do not carry it through, we will lose.

Let us keep in mind that sport is not a closed activity but an activity in constant interaction with the social environment from which it naturally emanates and with which it develops complex relations.

Because sport is a physical and educational exercise and the School wants it.

Because sport is both a show and a source of strong emotions and television and the media fight for it.

Because sport involves the body and the mind and therefore doctors and psychologists appropriate it.

Because sport fills our free time and invents new forms every day, sports equipment, supplies and materials industries want a stake in it and public authorities never fail to assess the importance of controlling it.

As a result, sports ethics is not always confined to the field of play.

Youth and PI's Declaration on Ethics in Youth Sports

Modern societies tend to exclude young people who may become a minority in an aging world. Politics may, as a result, disregard their problems, what

economists call “generational selfishness”. Young people may thus lose all hope and resort to drugs or delinquency.

Sport means hope and young individuals who practise it are nurtured with these principles.

Many young people hesitate when it comes to enforcing discipline. Sport can help them in this as well.

Moreover, the benefits that can be drawn from sports practise include civic awareness and the values of loyalty and availability toward others.

Furthermore, a society that is becoming more multiethnic and multicultural every day encourages inclusion and all integration policies.

Governments should take these factors more into account and sports officials should understand the educational responsibility that sport has today.

For some time now, PI’s attention is focusing on the ethics of youth sports using the “Charter of Children’s Rights in Sport” (1995) as its first reference and “Panathlon’s Declaration on ethics in youth sports” (2004) as its second reference.

The Charter and the Declaration sets out in concrete terms the commitment of Panathlon International (PI) to encourage in the sports sector the pursuit of positive values and the prevention of negative trends and aberrations. The sports sector includes the whole network of people who support the athlete, i.e. coaches, parents, sports authorities, competition officials, doctors, researchers, sponsors, the media, etc.

PI’s activities and publications have undoubtedly succeeded in drawing the attention of competition officials, experts and athletes to the fact that sports do not automatically generate positive effects and that there are alarming signs showing an increase of negative changes in adult (professional) sport that are contaminating youth sport more and more. We witness, in particular, the excessive influence of commercialization, egocentricity and efforts to achieve power and esteem.

Moreover, athletes have to win at ‘any’ price, by any means (legal and illegal, by cheating and by taking drugs) because it is the final outcome that determines sports practise with sport becoming more and more a test bed for technological innovation.

The fear of seeing youth sport being contaminated by the excesses of adult sport has increased since the IOC’s decision to create the Youth Olympic Games.

Is there a structure, in whatever form, a set of rules and procedures guaranteeing young people's rights, health and development? Some people think that the attempt to combat the effects of these excesses is a lost battle. PI, however, refuses to accept such defeatism and asks all those who, in recent years, have reacted to sports excesses, to identify their causes and reflect and work with PI in order to find possible solutions (ALL.1)

Following the decision of the Presidency Committee, PI has set up a group of international experts in order to promote and ensure the implementation of the Declaration. The group had its first meeting on 25 February 2006 in Louvain, Belgium. A PI Congress was organized in Antwerp, on 23 November 2007 and one of its main objectives was to inform the members of Panathlon International about the latest developments and establish a road map for the Declaration's implementation. In its final resolutions, PI outlined four concrete phases that would have to be completed in the near future.

During the first phase, the debate on the Declaration's content will continue, with the view to developing a philosophical base for all the elements of the Declaration and convert them into practical guidelines.

Starting from the principle that the top leadership of International Sports Federations should contribute to this implementation process PI decided to hold a conference on 5 - 7 November 2008 in order to recommend to this target group realistic courses for the management of ethical aspects. The conference was organised in close cooperation with GAISF and under the IOC patronage.

The third phase will involve the establishment of an 'Observatory of young people's sports activities' for monitoring and evaluating implementation at grassroots level.

Finally, action will be taken to involve the media in the process of enhancing the ethical and cultural values of sport.

A schedule for implementing activities: an approach based on compliance and integrity (Maesschalk, 2004; 2004-2005)

These two approaches are not two separate courses of action but should be considered as the two extremes of a continuum that should always be combined in practise and considered as being complementary (Gilman 1999).

We are in favour of this double approach because we can thus avoid a simple strategy for controlling implementation that could provoke a defensive

reaction in the world of sport and a reluctance to comply with the Declaration. Moreover, this approach takes seriously into account the ethical dilemmas facing the members of a sports organization in their individual areas of responsibility and influence. We have considered the pros and cons of promoting an integrity policy in another article: J. Maesschalk, Y. Vanden Auweele & M. Maes, “Vers une politique de promotion explicite de l’intégrité dans le sport” (Moving towards a clear policy for the promotion of integrity in sport).

The approach that consists in complying with ethical rules emphasizes the importance of external controls of the behaviour of all the members of a sports federation, i.e. athletes, parents, coaches, etc.; it prefers detailed and formal procedures and rules, with the view to developing a framework within which “individual ethical choice is restricted to the decision to abide by the rules (the ethical task to be fulfilled) or infringe them by omission or deliberately (action contrary to ethics)” (Fox 2001, 110). The typical instruments of this approach include legislation, strict codes of ethical conduct and other rules, control mechanisms and supervisory institutions with authority.

The approach based on integrity focuses on internal control - self-control – applied by each member. The internal control mechanism has two components (cf. Hejka-Ekins, 1994). One component is the member’s capacity for moral judgement that can be strengthened in two ways: by learning and understanding the necessary values and rules and by developing the necessary abilities for taking the ethical decisions that will be applied to these values (in particular, when they contrast with one another) in everyday practise. The other component of internal control is provided by the moral element: the intrinsic will to act on the basis of judgments formulated through an ethical decision-making process. The aim of integrity management is to stimulate moral character and improve the abilities required for ethical decision-making through interactive training sessions, working groups, ambitious value codes, individual education and other similar resources.

The Declaration was very well received by the sports world but there is still a lot that needs to be done until its principles are applied at grassroots level. The implementation of Panathlon’s Declaration will be facilitated if we promote a clear integrity policy with two complementary approaches at all the levels of sports management and practise, a policy based on integrity that takes into consideration pressing ethical dilemmas, conflicts of interest and the aberrations of the world of sports.

**The resolution of PI's International Congress in Antwerp (Nov. 2007)
- The formal commitment of the World Conference in Ghent (Nov. 2008) – (all.2-3)**

Although the simple fact that so many organisations have already signed the declaration indicates that it is very welcome, we need to be aware that this does not automatically mean that the Declaration will be implemented in sports practise. Unquestionably, the success achieved by Panathlon International at all levels (international, districts, clubs, individual members) implies a moral obligation to encourage, facilitate and monitor implementation initiatives.

To behave in accordance with the Declaration's values and norms *means to behave with integrity*. We prefer this terminology as it means something more than to simply avoid or punish a behaviour that questions sports values. Integrity implies following these norms in a consistent way and carefully dealing with the ethical dilemmas, which arise in sport as in any other sector of social life for that matter. We believe that the elements of the Declaration can best be implemented in practise through a clear policy of integrity in all the sectors and at all levels of sport. Why do we need a 'clear' policy to promote integrity in sport?

Four answers may be given:

First of all, a policy of integrity can *prevent any damage to the integrity* of sport in general and the integrity of its main actors *in a mature and controlled* way without having to increase rules and procedures excessively. *Secondly*, a policy designed in this way *can support* all actors and improve their ability to resolve the ethical dilemmas that arise in their situation and operation. *Thirdly*, because integrity is an *essential condition* for making decisions, in a fair and competent manner, in all the areas of sport (training, physical and mental support, management, sponsoring, media, etc.). Integrity is the backbone of the trust that all actors and the public at large feel for sport. Dennis Thompson put it this way: because all other themes in sport are more important than the theme of integrity, the theme of integrity is more important than any other theme. *Finally*, the *label* of 'a clear policy of integrity' is necessary for including this issue on the agenda and compelling officials to make decisions in the sports sector.

You will find below some criticisms regarding a clear policy for promoting integrity in sport and the answer to such criticisms.

1. *In our organisation there are no (or only few) integrity problems!*

Answer: We can say this only if there is a detection and monitoring system in place in the organisation. There are certainly ethical dilemmas, conflicts of interest and abuses in all organisations.

2. *A clear policy for promoting integrity will further the development of a climate of scandal and mistrust!*

Answer: This is first of all a short-sighted vision and certainly an underestimation or even an insult for actors at all levels of sport. By initiating a debate and proposing measures, it would be possible to have both transparency and responsibility in sport. Furthermore, exaggeration and dramatization could be avoided in sport, with incidents kept within their true proportions.

3. *All actors touched by this policy would feel under attack.*

Answer: This legitimate criticism could be avoided by stressing the stimulating and supportive dimension of an integrity promotion policy in sport.

Two strategies for promoting integrity in sport:

<i>A controlled strategy</i>	<i>A stimulation, support strategy</i>
Its <i>object</i> is to prevent and punish any unethical behaviour.	Its <i>object</i> is to stimulate any ethical conduct.
It puts the <i>emphasis</i> on external control, formal rules and procedures that specify what coaches, parents, managers, athletes etc. should do or avoid.	It puts the <i>emphasis</i> on external control, on the improving the ability to judge, on providing support to coaches, parents, athletes, managers etc. In their handling of ethical dilemmas.
The available <i>instruments</i> are: - Legislation/rules/procedures imposed by government, the IOC, international federations. - Codes of conduct for all actors in the sector of sport. - Strict procedures. We need to be aware of <i>possible excesses</i> such as excessive rigidity and administration.	The <i>instruments</i> to be used are: - Workshops to train organisation members to manage the ethical dilemmas arising at their level. - Support at organisation or individual level. <i>Possible excesses</i> include arbitrary acts and the possibility of abuses.

A few instruments for a policy of integrity:

1. Codes of ethics

The advantage is that codes of ethics constitute points of reference, they provide a certain amount of clarity, encourage the members of an organisation to take on their responsibilities and increase accountability. Codes of ethics can be mandatory, optional or indicative, general and short or specific and lengthy; specific to one or several federations. In all cases, however, they must be compatible with other instruments such as specific training, audits, or structural measures.

2. Training

Special training is required for dealing with ethical dilemmas: this means learning a step by step plan for making decisions in situations with ethical implications. Such training should be interactive, extend beyond the legal level and preferably be integrated in an existing training curriculum.

3. Auditing personnel management

This might involve looking into the integrity aspect at the time of selection or recruitment. What is the background of this coach or manager? Does he/she have a questionable past in other sports organisations?

Integrity can also be included as an aspect to be considered at the time of the evaluation of an individual's performance.

In all cases, integrity should be considered as another competence.

4. Structural measures

Within the club or federation. A policy of incompatibility and separation of functions is a measure that can prevent problems: e.g. parents who are also coaches; parents who have a management function in the club; the club's management that intervenes with the coach's decisions, etc. All collaborators have to be made aware of the importance of such policy.

Outside contacts. A flexible policy regarding contacts with other clubs and the press: avoid any suspicion of services in return and systematic reporting of any contacting and propositions.

Procedures for all activities that could be vulnerable.

Effective arrangements regarding cash management, etc.

5. Safety net for those denouncing any integrity violations, i.e. an arrangement for "whistle-blowers".

The purpose of such an arrangement should be to settle problems before they turn

into a scandal and provide protection against reprisals for the whistle-blower and, in particular, structural channels for problem reporting such as trusted persons (mediators), regular internal audits, the existence of an integrity department, etc.

Process for introducing an integrity policy: example: *introduction of a code of conduct*.

Preparation covers, first of all, an analysis of documents and interviews (what codes and procedures are already in place? are there any gaps?), as well as workshops with the people who will be enforcing the code.

These workshops should check whether dealing with the dilemmas that might arise could be included as a specific directive in the code. The introduction of a code could be facilitated if its object is presented to other important players in the same sector: e.g. present the coaches' code to parents and managers.

For *implementing* the code, we suggest that it should be used in the workshops for officials and co-workers, mentioned during selection and evaluation interviews, signed before recruiting staff and communicated to all participants: parents, coaches, managers. To guarantee compliance with the code, we suggest that it should be backed by a specific procedure for filing complaints and punishing infringements. Implementation should be monitored and the code evaluated and if necessary adapted.

There is no doubt that there are ethical dilemmas, conflicts of interest and abuses in the sports sector. We believe that compliance with Panathlon's Declaration on ethics in youth sport can best be achieved in practise through a clear policy for promoting integrity in all the sectors and levels of sports.

We prefer the term 'integrity policy' because it implies something more than just preventing or punishing a behaviour that jeopardizes sports values. Integrity means to apply rules in a positive way and carefully deal with ethical dilemmas that arise in sport as in any other sector of social life.

In conclusion, it is possible to formulate three general recommendations for implementing such a policy:

1. A policy of integrity is more than controlling and preventing integrity breaches. It is, above all, a stimulating approach, a strengthening of the ability to deal with ethical dilemmas.
2. A policy of integrity should do away with empty words. Its instruments should have a real impact.

3. The commitment of the organisations' leadership is crucial. It is imperative to obtain 'top management's' clear support for a policy of integrity. Officials should set the example. Finally, internal open and constructive communication should be encouraged.

The mission of the Youth Olympic Games

The core mission of the International Olympic Committee is to propagate the message of Olympism to young people in the whole world. This is achieved through the interest generated by the Olympic Games, various events especially aimed at youth, like the two Olympic festivals that exist today (EYOF and AYOF), through its publications and campaigns like *The Best of us*, exhibitions and symposia.

The cultural institutions that help the IOC to promote knowledge and education in Olympic values also play an important role. The International Olympic Academy and Panathlon International belong to these institutions.

Within this framework, the IOC decided to establish the Youth Olympic Games, an event that joins the other existing events, but of much greater significance as it involves all NOCs. The format that has been chosen for this event is the tested format of the EYOFs and AYOFs, with emphasis on educational aspects.

"Excellence", "Friendship" and "Solidarity" is the slogan of this event. We should therefore expect to see the world's most talented young people, 14 to 18 years old, competing in the programme's events. They also represent a unique potential from an educational viewpoint. Their training as athletes, students and citizens of the world has given them experience and values that they can share with other young people of their age and transmit to their children tomorrow.

The IOC's statistics confirm that most participants in the Olympic festivals later meet as competitors in the Olympic Games and that a large number of these athletes will follow a professional career in sports, once their sports career is over.

This means that a growing number of coaches, journalists and sports officials will go through such an experience. However, the figures will still be rather small.

In addition to these figures, the data concerning the people who work for the preparation and organisation of these events are also very important.

Many schoolchildren and students in host countries even if this is limited to the areas directly involved in the staging of the competitions will come in contact with different aspects of sports and Olympic culture.

They will be interested in educational and recreational activities that will help them to learn the concepts that are so important for athletes: friendship, respect for one's self and others, tolerance and cooperation.

Panathlon has first-hand experience of the climate that prevails at these events because of the work done by its Clubs during the EYOF 2005 held in Lignano, Italy with the participation of several towns along the Friuli coast, the Bay of Venice and the upper Adriatic Sea. During the six months which preceded the event, they organised activities in schools at all levels in order to promote the festival and spread the message of Olympism by means of round tables, conferences, competitive exams, projections, etc. in close cooperation with the regional INOC of Friuli Venezia Giulia and provincial school boards.

When there is so much involvement in a region, it is obvious that the Festival becomes a multiplier for the dissemination of Olympic culture.

As we know, it was the following reasons that motivated the IOC to follow this course: the drop in the number of young people practising sport, rising sedentarism among young populations, the reduction of sports audiences.

Next to the competition schedule, educational and cultural programmes were made available to participants - athletes and non-athletes - so that in a festive environment these lucky young people could learn the values of Olympism and become ambassadors of sports and peace for the youth of their homeland.

A lot of important work was done by the IOC that invited many cultural organisations to participate in the project including the IOA and PI. They all expressed concern about a decision that had taken most people by surprise. Some precautions and suggestions were therefore adopted. In any event, the IOC's initiative appears, at a cultural level, as a challenge worth responding to, which Panathlon, however, intends to seriously verify.

The apparent contradiction between PI's progress so far and the support it wishes to give to the IOC in order to ensure the success of the YOG is obvious to all. Indeed, through its *Declaration on the Ethics of Youth Sport*, and its proposal to IFs regarding integrity policies, PI wishes to protect the physical and moral health of young people who take part in organised competition sports.

The establishment and the attention given to this global event involving young people, boys and girls, between the ages of 14 and 18 might seem, on the other hand, like an encouragement to precociousness.

In fact, PI has chosen to cooperate with the IOC in order to make sure that its action aimed at sports associations, federations, school establishments, local administrators would not be in vain. It also wants to make the most of all the opportunities offered by a project like the educational programme that is part of the YOG.

In view of the current situation and scenarios, the way in which these programmes are proposed and implemented is important.

The PI does not think that it is enough to develop programmes for athletes and non athletes during their stay at the Olympic Village. The festive atmosphere and the tension associated with sports competitions are not the most suitable setting for dealing with certain subjects in a thorough way. The fact remains though that living together and participating in the event, which makes this a highly positive experience, are more important than many speeches and programmes.

Although the involvement of youth in Singapore next year or in Innsbruck, Austria in 2012 is important, it would be even more important to design educational programmes in all countries taking part in these Games. This is a commitment that NOCs should make, with the useful support of organisations like the NOAs and PI's National Districts.

Each country could develop training courses focusing on Olympic culture, the significance of the YOG and the opportunities that the Games could bring.

We are thinking of competitive exams, at the end of an educational programme, for the selection of young people in various fields of art, journalism and handicrafts. If national delegations could include, in addition to athletes and "officials", a small number of young people who would assume the role of reporters and ambassadors of their culture during the YOG, the impact of the event would be enhanced. Athletes are the ambassadors of sport in their communities, armed with the prestige of their role and the culture which the experience brings. The function of witness that these few young people could have among non athletes would be no less important.

This would require an additional effort on the part of the YOG organisers, but we think that a solution could easily be found in economic terms.

The work done by the NOCs and organisations like PI at a national level, with the prospect of a prize so difficult to obtain and yet so rewarding with respect to commitment, could bring considerable benefits. There would not be the language mediation, which participants in the YOG will necessarily have. Original initiatives could be developed, best adapted to each country's culture, with emphasis on youth that would contribute, when exported, to a blending of cultures with the view to eliminating the differences that today's culture still maintains.

Regarding the risks of precociousness, what needs to be done is to have "protocols", "integrity plans" to be developed according to each country's sports culture by defusing the medal list bomb and promoting the wish to improve the world by rejecting exasperation in favour of positive values. PI will continue to fight for this.

It will be a difficult battle, this is why we see it as a challenge, but we are convinced that if organisations like ours (IOA, PI) and others were to pool their efforts for the same objective, that of making sport a genuine instrument for the education and fulfilment of human beings and an instrument of peace and unity among people, this challenge could be won.

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Panathlon Declaration on Ethics in Youth Sport

This declaration represents our commitment to go beyond discussion and to establish clear rules of conduct in the pursuit of the positive values in youth sport.

We declare that:

1. We will promote the positive values in youth sport more actively with sustained effort and good planning.

- In training and competition we will aim for four major objectives in a balanced way: the development of motor (technical, tactical) competence, a healthy and safe competitive style, a positive self-concept, and good social skills. In this we will be guided by the needs of children.
- We believe that striving to excel and to win and to experience both success and pleasure, and failure and frustration, are all part and parcel of competitive sport. We will give children the opportunity to cultivate and to integrate (within the structure, the rules and the limits of the game) this in their performance and will help them to manage their emotions.

- We will give special attention to the guidance and education of children according to those models which value ethical and humanistic principles in general and fair-play in sport in particular.
- We will ensure that children are included in the decision making about their sport.

2. We will continue our effort to eliminate all forms of discrimination in youth sport.

This coheres with the fundamental ethical principle of equality, which requires social justice, and equal distribution of resources. Late developers, the disabled and less talented children will be offered similar chances to practise sport and be given the same professional attention available to early developers, able-bodied, and more talented children without discrimination by gender, race or culture.

3. We recognise and adopt the fact that sports also can produce negative effects and that preventive and curative measures are needed to protect children.

- We will maximise the children's psychological and physical health through our efforts to prevent cheating, doping, abuse and exploitation, and to help children to overcome the possible negative effects of these.
- We accept that the importance of children's social environment and of the motivational climate is still underestimated. We will therefore develop, adopt and implement a code of conduct with clearly defined responsibilities for all stakeholders in the network around youth sport: sport governing bodies, sport leaders, parents, educators, trainers, sport managers, administrators, medical doctors, physical therapists, dieticians, psychologists, top athletes, children themselves, etc.
- We strongly recommend that the establishment of bodies on appropriate levels to govern this code should be seriously considered.
- We encourage registration and accreditation systems for trainers and coaches.

4. We welcome the support of sponsors and media but believe that this support should be in accordance with the major objectives of youth sport.

- We welcome sponsorship from organisations and companies only when this does not conflict with the pedagogical process, the ethical basis of sport and the major objectives of youth sport.
- We believe that the function of the media is not only to be reactive, i.e. holding the mirror up to the problems of our society, but also to be proactive, i.e. stimulating, educational and innovative.

5. We therefore formally endorse 'The Panathlon Charter on the Rights of the Child in Sport'. All children have the right

- to practise sports
- to enjoy themselves and to play
- to live in a healthy environment
- to be treated with dignity
- to be trained and coached by competent people
- to take part in training that is adapted to their age, individual rhythm and competence
- to match themselves against children of the same level in a suitable competition
- to practise sport in safe conditions
- to rest
- to have the opportunity to become a champion, or not to be a champion

All this can only be achieved when governments, sports federations, sports agencies, sports goods industries, media, business, sport scientists, sport managers, trainers, parents and children endorse this declaration.

GHENT, 24 September 2004

**Final resolutions of the Panathlon International Congress
Antwerp 22 - 23 November 2007**

1. Panathlon International wishes to acknowledge existing good practise and to recognise the majority of workers who do a wonderful job in youth sport.
2. Panathlon International also acknowledges negative trends and aberrations in youth sport; but resists defeatism and urges those who in recent years have been confronted with the excesses of sport, to identify the underlying mechanisms and to think and work together on viable solutions.
3. Panathlon International is concerned with the Youth Olympic Games. Panathlon International does not want to miss the opportunity for the facilitation of positive outcomes but fears at the same time that this event may unwittingly become a potential catalyst that aggravates existing problems. Panathlon International offers the IOC its services to maximise the potential for positive effects and to reduce or prevent the potential risks.
4. Panathlon International wants to stress the important position and role of sport managers. Their responsibility includes not only administrative tasks but also cultural, moral, educational and social issues. A specific continuing education for managers including these issues is recommended.
5. Panathlon International is well aware that the problems in youth sport are so broad and fundamental that local action alone will no longer have sufficient effect. The International level must be addressed to guarantee the effectiveness of any action.
6. Panathlon International dares to hope that the sport world is now open to a broad debate, towards which the recommendations in our Declaration on Ethics in Youth Sport are basic steps.
7. Panathlon International intends to be active in the implementation of these recommendations.

The *first action* is to inform both Panathlon Members and all stakeholders in the sport sector, and to ask them to endorse the declaration.

The *second action* is to stimulate, facilitate and monitor, with sustained effort and good planning, the implementation of the various elements within the organi-

sations that endorsed the declaration. Because the managers should take the lead in this, Panathlon International wishes to give priority to the establishment of an active “integrity” policy in each International and National Sport Organisation.

The *third action* is to create a *Panathlon Observatory on Youth Sports Activities* aimed at spreading and implementing our recommendations, to notify all initiatives supporting the Rights of the Child in Sport, to inform all educational approaches aimed at preventing excesses in youth sport, such as intensive training, doping, violence, abuse, etc., and to collect and promote publications, articles, conferences in all schools of any level, Universities, websites of associations, sports centres, working in favour of our recommendations.

The *fourth action* is to involve the mass media in giving priority to the cultural, ethical and fair play values of sport. All initiatives taken by Panathlon International and those of other similar organisations in this sector should be spread and discussed.

8. Panathlon International would like to see an open and unprejudiced discussion on the impact of new and future developments in medical technologies in sport. We must consider how to relate to core ethical issues – such as for instance fairness, autonomy, distributive justice and gender equity – in a future scenario in which a large part of the population might be genetically enhanced.

Formal Commitment to implement the Panathlon Declaration on Ethics in Youth Sport

Rationale

We applaud the fact that the Declaration is received extremely well both by the sport sector and the public authorities. We are also aware that there is still a long way to go before the principles are put in practise on all levels of our federation or organisation. This is a challenging task because of the complex and conflicting interests involved. However the Youth Olympic Games offer a unique opportunity to facilitate implementation efforts. YOG could indeed act as a catalyst accelerating implementation initiatives by each federation or organisation endorsing Corporate Responsibility.

We adopt as a suitable pathway for implementation activities an integrity strategy, which includes a good mix of a supportive and a compliance approach to tackle the ethical dilemmas, which the members of our sport federation or organisation are confronted with.

An ethical dilemma is a situation where values are at stake and where a choice has to be made from several alternatives, while good reasons can be given for each of these alternatives. Intuitions and rules are considered not sufficient to find a solution.

A supportive approach aims to stimulate moral character and improve ethical decision-making skills through e.g. interactive (ethical dilemma) training sessions, workshops, ambitious codes of values, individual coaching, and similar means.

The *compliance* approach to ethics management emphasizes the importance of external controls on the behavior of all members of a sport federation or organisation, i.e. athletes, parents, trainers etc. It prefers formal and detailed rules and procedures. Typical instruments of this approach include legislation, strict behavioral ethics codes and other rules, control mechanisms, and control institutions with power.

Formal Commitment

World Conference on the Implementation of the Panathlon Declaration

In the pursuit of positive values and in dealing with the potential risks of youth sport we hereby formally express our commitment to go beyond the *endorsement* of the Panathlon Declaration and *to submit for discussion and approval* in our federation or organisation the *implementation* of the following priority recommendations:

1. Our federation or organisation will draw up a coherent integrity policy plan based on the Panathlon Declaration including a good mix of supportive and controlling elements. Our federation or organisation considers the long list of good practises and suggestions published in the proceedings of the November 2008 conference in Ghent as an interesting pool of ideas for the

elaboration of such a policy and will be open to all relevant suggestions made by external sport governing bodies and youth sports evaluation centres.

2. Our integrity policy plan will target all levels and stakeholders of our federation or organisation, i.e. children, parents, educators, trainers, sport managers, administrators, medical doctors, physical therapists, dieticians, psychologists, volunteers, officials, spectators, media, financial partners and all other important stakeholders. We will specifically ensure that parents and children are included in the decision-making regarding their involvement in sport.

3. Our federation or organisation is willing to discuss and share its ideas concerning current children and youth related issues with sport governing bodies, educators in schools, academics and top sport managers of other federations or organisations and will respond positively to the initiatives of Panathlon International, i.e. use their website www.panathlon.net to communicate and share good practises and attend their follow-up expert meetings.

4. Our federation or organisation will take the opportunity of the Youth Olympic Games and all other international youth competitions to promote its integrity policy plan and to facilitate the implementation of the principles of the Panathlon Declaration.

5. Our federation or organisation will publish its integrity plan and promote the implementation of the Panathlon Declaration on Ethics in Youth Sport.

Ghent November 7th 2008

HOW THE YOUTH OLYMPIC GAMES CAN ENRICH AND EMPOWER YOUNG ATHLETES



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“Olympism seeks to create a way of life based on the joy found in effort, the educational value of a good example and respect for universal fundamental ethical principles”.

- Pierre de Coubertin¹

The Youth Olympic Games is indeed a unique opportunity to enrich and empower young athletes. As an inaugural event balancing sport, education and culture, just how we achieve this is an exciting challenge and one that requires some co-construction with stakeholders such as you. I would thus like to share our approach and plans on making Olympism a way of life for the athletes via the Culture and Education Programme. Your input after would be most welcomed.

2. We do appreciate that the young athletes, arriving from all over the world, will come from diverse backgrounds, speak different languages, and be focused on their competitions. We do believe however, that we cannot miss this opportunity to enable the athletes to learn from Olympian role models, contribute to the community and the environment, and celebrate with other young people from diverse cultures. This process, we assert, will help complement the high-

1. Source: http://www.brainyquote.com/quotes/authors/p/pierre_de_coubertin.html

level competitions, and reinforce the fundamental values of excellence, friendship and respect.

3. Our approach is therefore based on:

- a) a shared vision of promoting the Olympic values across the Games – through sport, culture and education, as well as across all our operations.
- b) a focus on values and the learner: rather than simply downloading information to the athlete (retention of which is questionable), we are designing programmes that will inspire the athlete to embrace the values of Excellence, Friendship and Respect, and commit to playing an active role in their community
- c) integrating the educational values throughout the Games, leveraging on learning moments throughout the athlete's stay, permeating through various activities
- d) reinforcing the values through role models
- e) providing real opportunities for athletes to reflect on their learning and express what they have learnt in action

4. In essence, the strategy here is holistic and engaging, encouraging active participation, interaction and learning. The following 5 themes will enhance relevance and provide the necessary context for such learning and participation:

- Olympism and the History of the Olympic Games
- Skills Development
- Well-being and Healthy Living
- Social Responsibility
- Digital Media

Olympism and the History of the Olympic Games

5. Over 2,000 years ago, right here in Olympia, “young people were taught arts, philosophy and music; at the same time they exercised their body in pursuit of the ideal of “kalokagathia” (benevolence), virtue and beauty. In a similar way they cultivated the spirit of fair competition and sportsmanship, while seeking to achieve harmony in everything”². We hope to revive this ideal at the Youth Olympic Games in Singapore. Our partner in this effort is The Olympic Museum, as we work on an exhibition to be housed in the Youth Olympic Village. Situated

2. Source: http://www.ioa.org.gr/the_legacy.htm

where the athletes live, it will be a hard-to-miss experience, complete with interactive exhibits and thought-provoking activities.

6. Athletes will also get to experience first-hand the ideals of sportsmanship and cooperation when they participate in fun, outdoor adventure-type activities at an Island Activity, scheduled to take place on an island off Singapore.

Skills Development

7. Here, we are referring not to the technical, athletic skills development which is well-taken by the respective coaches. Rather, we will equip the young athletes with the necessary know-how on developing their careers. Though dialogue sessions with Olympian role models, and workshops with experts, young athletes will learn about the variety and range of options available to them. They will be enabled in the knowledge that excellence can take on many different forms, and that it is achievable both on and off the field of play.

Well-being and Healthy Living

8. Leading a healthy and well-balanced lifestyle is a fundamental success factor. Through a series of discovery activities and workshops, athletes will learn how to overcome challenges specific to their lifestyle – for example, dealing with travel issues like acclimatisation, stress management, and eating right to achieve optimal performance. They will also gain insights on the various risks in sport and how to deal with them. The World Anti-Doping Agency (WADA) for example, will present its brand of interactive learning on the importance of doping free sport.

Social Responsibility

9. As Pierre de Coubertin once said, The Olympic Movement gives the world an ideal which reckons with the reality of life, and includes a possibility to guide this reality toward the great Olympic Idea”.³ We will challenge our young athletes to reckon with some of today’s pressing global realities like environmental change, sustainable development and community relations. They will contribute by taking on Community Projects, and learn about other world cultures as they participate in the World Culture Village situated within the Youth Olympic Village.

3. <http://ezinearticles.com/?Interesting-Facts-About-Olympic-Nations---France&id=1152067>

The World Culture Village will be an especially unique opportunity for the young athletes to also interact with each other and with Singapore students.

10. Global perspectives will also be offered, as athletes discover realities beyond their own, as presented by International Organisations like the United Nations Children's Fund (UNICEF) and the United Nations Environment Programme (UNEP) and be inspired by what they can do as individual global citizens.

Digital Media

11. As many of the young athletes are likely to be digital natives⁴, the Youth Olympic Games will offer several opportunities for enrichment. During Games time at the Village, athletes will get hands-on digital media workshops. These will enable athletes to improve their understanding of the medium and to get creative as well. Pre-Games time, a Virtual World and a Youth micro-site on the Singapore Youth Olympic Games website will also enable athletes to connect up before they even arrive in Singapore.

A Celebration of Diverse Cultures and Humanity

12. Connecting and fostering harmony across cultures will be a cornerstone of the Youth Olympic Village. We will provide conducive environments and opportunities for the athletes to make new friends and be enriched by the experience. A series of Evening Festivals featuring global music and engaging performances will celebrate our shared humanity, while giving the athletes the opportunity to relax and re-charge. Strategically-placed art installations commemorating the Olympic values of Excellence, Friendship and Respect will likewise provide opportunities for reflection.

Integrating Sport, Culture and Education

13. The idea is to comprehensively integrate the culture and education programmes with the athletes sport competition schedule. Activities will be duly customised to enable athletes to participate before and during their competition

4. A digital native is a person who has grown up with digital technology such as computers, the Internet, mobile phones and MP3. See http://en.wikipedia.org/wiki/Digital_native

period. Once they've completed their competition, they can enjoy activities that require a little more of their time, like the Island Activity, Community Projects and the Evening Festivals mentioned earlier.

Non-mandatory

14. In keeping with the Olympic value of respect, we will not be mandating participation in the culture and education programme. Rather, we are designing culture and education programmes that will be compelling in themselves, that will catalyse that spirit of self-discovery within the athletes. At the same time, we appreciate that individuals appreciate recognition and will also include relevant recognition mechanisms for the various activities. These may take the form of simple yet meaningful and useful gifts (for e.g. friendship pins, T-shirts, etc).

Conclusion

15. The Youth Olympic Games is the first of its kind. Its success hinges on engaging the whole-hearted participation of the athletes (supported by their coaches) in the integrated sports, culture and education programme.

16. To quote the then 16-year-old All Round Gold Medallist in women's gymnastics at the 1984 Olympic Games in Los Angeles, Mary Lou Retton: "There can be distractions, but if you're isolated from the heart of the Games, the Olympics become just another competition".

17. Let us work together on making the inaugural Youth Olympic Games not just another competition, but one in which the athletes leave inspired to live out the Olympic values of Excellence, Friendship and Respect.

THE PEDAGOGICAL WAYS THROUGH WHICH THE YOUTH OLYMPIC GAMES ACHIEVE THEIR AMBITIOUS OBJECTIVES



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In a first step my explanations include a summary overview on the YOG as it could be found in official pronouncements 500 days before the beginning of the first YOG. This is indispensable because the here given aims mark the framework for the following considerations for the educational implementation in the second step.

1. About the YOG

In its decision of July 5th 2007 the IOC decided to organise the YOG for the first time in Singapore from August 24th till August 26th 2010 including adolescents aged 14 to 18 years. In Singapore the YOG will be held on twelve competition days; the following YOG will take place every four years.

Alternately to the YO Summer Games, the IOC will also organise the first YO Winter Games in 2012, a ten days lasting event which will be held in Innsbruck; the following YO Winter Games will also take place every four years.

It is important for the IOC that all 205 National Olympic Committees take part if possible.

With a total attendance of 3,594 athletes and 1,100 officials in the 2010 Singapore Games and about 1,000 athletes and 500 officials in the 2012 Innsbruck Games, each NOC receives a guarantee for at least four participants.

There shall be seven different sports in the YO Winter Games, the YO Summer Games on the other hand include 201 competitions in 26 individual and team sports.

For individual sports, each NOC can send a maximum of 70 competitors; in team sports such as football, handball, volleyball and field hockey every continent should be represented by at least one team with a maximum of two teams per country.

The competitions in each sport are based on the sporting disciplines of the international associations; however there are innovative formats or amendments of sports which have to be understood as to be tailored on the particular needs of the young generation. For example Basketball is led as an individual sport and will be played in accordance with the rules of the FIBA 33 version. Another example would be modern pentathlon; the competition is held with four disciplines under renunciation of riding.

Archery, riding, fencing and swimming will be held in mixed-teams and in different competitions such as relay. It remains to be seen whether these changes are enough to consider the changes in youth sports culture adequately instead of just taking over the old model. The international sports associations will be primarily responsible for an alternative, possibly innovative competition programme. But how will the youth-specific element in the YOG be redeemed? And what about the decision of the IOC in the first draft that the young people will be included in decisions about the athletic programme as well as the educational and cultural programmes?

Due to the fact that there are enormous differences in physical performance throughout the fourteen to eighteen year old youth, every competition has a fixed age group of its own.

Age-groups:

15-16 year olds (24 competitions)

16-17 year olds (11 competitions)

17-18 year olds (63 competitions)

It is noticeable here that competitions for the 14-year-olds are missing. This is unfortunate. If the YOG takes place for the 14 to 18 year olds, competitions for the youngest participants should be offered too. Moreover, the unequal distribution of the number of competitions for each age group is getting obvious.

The strong weighting in the 17 to 18 year olds (63 competitions) may be understood as an introduction of the older participants in the Olympic Games. A formal justification of this distribution by the IOC eludes my knowledge.

2. The Vision

By implementing the YOG, the IOC is willing to establish a sports event for young athletes that is closely connected to the idea of Olympic education and which builds the core of a broad youth campaign (see [www. DOSB](http://www.DOSB)). So the YOG shall reflect the Olympic idea without simply copying the Olympic Games with all its accompanying problems. The positive approaches, the opportunities and possibilities of Olympism will be highlighted with a simultaneous avoidance of hazards.

The vision intended by implementing the YOG is that the IOC perceives responsibility and commitment to the youth of today and tomorrow not only in words but in deeds. In order to get the Olympic-spirit noticeable, the YOG-programme is founded on two pillars: In addition to the sporting event – and this is really new – the focus of the YOG-activities will be on educational and cultural contents.

In this manner the YOG are consistently in the tradition of Pierre de Coubertin: With the emphasis on the sporting competitions the aspect of the agon - which was important to P. de Coubertin- is caught up with: Young people who have much invested and are specialists and experts in their discipline, will meet to figure out who is the best. Despite critical reservations about an even earlier specialization of young athletes and a further key appointment in their young careers, the expertise of athletes is important, since everyone is participating with “heart and soul” involving all of their physical and psychological skills. The idea of the Olympic competition is precisely not that of a petty non-binding meeting with talk, but it is the idea of measuring strengths in which “everything is at stake.” And that is exactly why the Olympic sport – in the language of Pierre de Coubertin – is “character building”, because only when there is a lot at stake, agon and ethics, competition and character building as well as sports and education get connected. Competing with power, emotion and the will to win -

and yet remain fair! Therefore it is right and welcome that the IOC also invites young and specialized athletes to the YOG.

The second pillar of the YOG, however, is equally important: the cultural and educational programme through which the Olympic education will be moved in the centre of the YOG.

If one assumes that the Olympic games are distinguished just by the fact that they are not only used to identify the best, the world champion, but that there is a particular ethical stance connected with the Olympism, this pillar of the cultural and educational programme of the YOG complies with the Olympic idea and shall be interpreted as a pronouncement of the Olympic profile.

Although the introduction of the YOG, which are based on the two pillars, in principle, is very positive – as I consider the whole Olympic Games as a very positive and vital movement and therefore as a great opportunity for all mankind – some critical questions remain unanswered:

For example, one could ask why the introduction with these two pillars is necessary. Basically they bring nothing new. The “youth of the world” also meets at the Olympic Games (even though they are slightly older than fourteen to eighteen years old - sociologically (by standards of the western society at least) speaking - the major part of the athletes belongs to youth anyway. So can the current Olympic Games not be seen as games for the “Youth of the World” any longer? If so, would it not be better to correct and reform the current Olympic Games?

Do today’s Olympic participants and champions not represent role models for the many other adolescents any more? If so, I ask again: would it not be better to do research on the causes (e.g. drugs, restriction of the media image on only a few sports, etc.) in order to change the situation? Do the current Olympic Games impart the Olympic values inadequately or not at all anymore? Then we have to ask for the reasons and solutions again: How can the current Olympic values be represented, exemplified and mediated in a better way. Maybe this would also be a chance to encounter the concern of the IOC on the sustaining interest of adolescents in the Olympic Games.

3. Objectives of the YOG

By implementing the YOG the IOC pursues the super ordinate objective of confirming the adolescents in their competitive exercises on the basis of ethical values.

Again, both aspects - each by itself and even more: both together – can be considered as being essential. The IOC is trying to counteract the still widespread tendency in western societies to superficial “fun” pay homage by proclaiming the Olympic motto of “citius - altius - fortius” which requires practicing and training. Of course this applies to the sporting performances at first. The strive after self perfection in the spirit of Olympism is even valid with regard to the whole human being unifying the ideal of an harmonious and versatile educated member of its society (cf. Grupe, 1992; 1997; Möller, 1998). The IOC holds firmly to the conviction that the “self-shaping”, i.e. the individual design of a successful, life (cf. Schmid, 1999) is not at zero cost, but that for this effort, consistency, discipline, practise, training, etc. are essential. As a protection against narrowing of life - such as the reduction of the athlete to a muscle machine or the increase of athletic performance and the winning at any cost - the IOC believes in keeping ethical values to identify the Olympic sports. In extension of the above triad of the Olympic motto, one can describe them with “pulchrius and humanius” after H. Aigner (1998) aptly. The first part stands for the individual aspect of a successful, self-determined life, the last part stands for decent, fair and equitable social order as well as for mutual tolerance and basic respect for each other, which are indispensable prerequisites for a peaceful coexistence. In accordance to K. Klafki the combination of these two aspects constitute the idea of education: “The unity of the idea of individual self-determination and the humanization and democratization of socio-political conditions.” (Klafki, 1996, p.46).

Using the idea of “education” is no coincidence at this point. The leaders of the YOG even speak of a “cultural and educational programme” and attach them a special place in the context of the YOG. Education in the sense of the IOC is hereby understood as the “(self-) reflection capability” which especially plays an essential role in relation to the doping problem. So the participants of the YOG shall have a good look at this topic. The responsible and reasonable approach to the own body and the body of the other - a “body culture” (cf. Horn, 2007 and 2009) - can, indeed must, in general, and for athletes in

particular, be understood as a matter of education. It is also undisputed that the question of the successful anti-doping fight and the credibility of an Olympic sport are closely linked. And it is finally right that the IOC uses the findings of the prevention work and focuses on educational aspects instead of simply deterring through inspections and sanctions.

If one would stop here now, however, the YOG would give away a number of further and central educational aspects. In my opinion and in terms of the educational impact on the participants of YOG and the public perception of the Olympic idea, the IOC would be well advised to focus on a broader spectrum of educational aspects.

“Bildung” is a special term of the German language, for which there is no equivalent in English. In some ways “Bildung” refers to the “result” of education, not in the static sense of ownership but in the sense of “self-contained enabling to do something”, which is needed to be proved in daily re-enforcement of decisions and processes.

Following W. Klafki, who significantly influences the discussion of the concept for decades, “Bildung” initially describes the relationship of three basic abilities:

- The ability to self-determination
- The ability to co-determination and
- The ability to show solidarity

If one takes a closer look at “Bildung” there are two more aspects to be regarded:

- On the one hand: an historically determined world-wide awareness of the central problems of the present to win and the willingness to develop their coping to cooperate
- On the other hand: the free development of personality with regard to all the basic dimensions of human interests and abilities such as cognitive abilities, craftsmanship and technological productivity, aesthetic perception, and design ability, ethical and political decision-making and ability to act, etc. (cf. Klafki, 1996).

What does this mean for the YOG?

Of course one cannot “make” or “order” “Education”. “Education” can only be done by every particular itself in an active discussion with tasks and problems.

The “educational opportunities” in general and in particular in the YOG are to represent, to provoke, to allow situations in which the participants can form.

The “culture and educational programme” of the YOG should therefore pick up more than just the aspects of (self-) reflection and develop them for and together with the teenagers. Such aspects could be approximately:

- Dealing with one’s own culture, understand their key pillars
- Being able to illustrate areas of one’s own culture
- Exchange on ethical, political, aesthetic issues
- Communication and dialogue
- Insight views into specific problems of other social systems
- Being able to manage one’s own life
- Leading a life enriched by athletic experiences
- Have a positive influence and shape the communities in which one lives in
- Take over responsibility for oneself and others
- Self-determination and self-participation in internationally mixed game and sports competitions
- Confrontation with the Olympic ideal
- Confrontation with opportunities of and threats to the Olympic Games

4. Fundamental principles of the YOG

To achieve the suggested goals, the IOC is built on several fundamental principles:

- excellence

i.e. excellent, outstanding athletic performances, which can only be achieved by intensive training.

- universality

The Olympic movement has managed to be open to all nations. All people, regardless of social background, race, religion, political system, etc. can participate in the Olympic Games.

The regulations and the Olympic spirit of fair play is an internationally renowned foundation on which athletic competitions take place in universal resonance.

Of course one can criticize that the ethos of the Olympic Sports has a European (English) origin, and if it comes to sports, disciplines, host mode, etc., that the Olympic Games are mainly shaped by western societies while other

cultures are not equally considered. Nevertheless, there is no other comparable global movement like that of Olympism, which appears so universal and unites so many different cultures, religions, political systems, etc.

That the IOC - even more than before – starts to promote the objective of a peaceful coexistence on the proven foundation of universality in the youngest, is very welcome.

- friendship

which could be understood as the Olympic principle of mutual get to know each other, mutual affection and high esteem. Examples of friendship in and through sports - even among athletes who are rivals at the highest performance level and compete for success - can be found in sports history over and over again. They often provide for high emotional impact - and therefore should, especially be brought in the Olympic spirit that man always needs to be more important than success.

- respect

which is allocated to one of the most important Olympic principles; the contribution of the Olympic Games to worldwide peace.

Everyone has the fundamental right to be respected, accepted and to be treated in a decent manner. Respect is especially needed when it comes to accept diversity. Respect - regardless of appearance, colour and ethnicity - should be natural in a networked world - already. Mutual respect may be difficult when it comes to different religious or political beliefs. Precisely at this point, Olympism offers the possibility of meeting each other without any discrimination. The common foundation of formal agreements (rules) and informal arrangements (Fair Play) in a sporting contest represents a great opportunity. Especially the YOG allow a first meeting and a first - volatile - communication, which could lead to deeper communication, understanding and tolerance of other viewpoints in a second step.

- sustainability

What the Olympic Games already are and what the YOG shall prospectively be: an event that returns in regular rotation every four years. If one takes into account the change of winter and summer games, the “spirit” of Olympic sports is called back in the memory of mankind even every two years once more. Furthermore, the orientation of all major associations on the Olympic Games underlines the meaning of Olympism as the basis of all sports competitions.

In this respect, the Olympic sport already appears “sustainable”, i.e. always recurring and always present. It would be desirable if the YOG would act as a catalyst for a qualitative transformation of the advanced athletic training inspired by the education of Olympic values (see Altenberger, 2008).

5. Pedagogical Implementation

5.1 Sporting Competitions

It corresponds to the Olympic idea to compete in sporting competitions. So it is consequent to invite young people from the NOC national cadres to compete against each other in their profession. But it is disputable whether it is useful to bring in line the YOG-programme with the official Olympic-programme. A smaller number of competitions in less than 12 days could be even more: namely, more time and space for other activities within the meaning of the Olympic Education. In any case there should be several prizes for young people who represent the spirit of “Fair Play” during or even before the YOG. However, a ranking of the best young nations should not be intended. This would put the meaning of the results over the meaning of the Olympics coming together and would therefore act as a possible incentive for manipulations. And of course there is nothing more contra productive for the Olympic movement than doped up athletes at the YOG.

Furthermore, it requires clear guidelines for media reporting of the young athletes’ origin countries. There have to be clear provisions which regulate the advertising of certain products or companies in the YOG. It would seem highly inappropriate to use young athletes as an advertising medium!

Contrary to the preference for sensational reporting and star hype the media must obligate itself to factual reporting; on the other hand, it should focus on the Olympic education and the many events of the cultural and educational programme.

5.1 Cultural and Educational Programme

To create a cultural and educational programme with emphasis on successful teaching, one has to initiate informative events in a first respect. On the other hand, opportunities for an active and self-determined pursuit with the offered activities should be realised. From a pedagogical point of view the issue here

seems much more: How can the communication opportunities be created or “provoked”, without appearing compulsively?

This can be informative as well as workshops, courses, with specific tasks to go through and have to be solved, working in small groups, discussion groups of participants with each other or with experts, various ways of presentation of results in larger groups, etc.

Some important topics relating to youth and social issues could be:

- History of the Olympic Movement
- The Olympic values (both, in the way they can be theoretically represented and in the way young people may experience them)
- The Olympic values as a new global ethic?
- Training on dealing with media and media representatives (among YOG - and beyond)
- Career Management
- The risk of doping and doping prevention
- Healthy lifestyle - what is it?
- What are the athletes’ social responsibilities?
- Sports as an opportunity for health and social integration?
- Success in School and sporting careers
- Dealing with new media, etc.

From the IOC initiated accompanying measures such as the Olympic Education Programme which stores didactic teaching materials or FRIENDS@YOG which should lead to partnerships between 350 schools in Singapore and 205 schools of the NOC are welcome in this context. In addition, further information and advice sessions for coaches, sports clubs and schools to the event and the specific concerns of the YOG are necessary, due to the fact their reputation (at least in Germany) is not yet widespread.

Taking the two pillars of the YOG seriously, one inevitably asks the question of the criteria of selecting the participants. Would it only be athletic performance criteria to awake realistic medal expectations? Or is there a need for further criteria?

Here the following should be considered:

In order to provoke the dealing with the issues deemed important to Olympism, Olympic Games, fair play, etc., the YOG should be accompanied by preceding

and subsequent events. Our own previous engagement in the central themes of the YOG should be equally authoritative for all participants as well as the participation in preparatory seminars. Corresponding materials should be prepared for the participants. Targeted YOG communication initiatives, such as Youth website or digital applications, are to be welcomed, because this is the media of today's adolescent. The proof of own intensive engagement and/or securing a final result by a summarized work (essays) should be compulsory. Moreover, it would be desirable that the participants get a differentiated analysis by the NOC. They should reflect and pass their experiences and adventures to the general public.

In addition, each participant should be required not only to compete in his specialist event but also - at least after he has completed his competition - to take part in informal sporting competitions in a multicultural composition. This means for example: The participants in the Basketball tournament will be following the tournament at swimming and athletics competitions in volleyball and football matches, etc. in an international composition of the teams. Therefore, daily fixed times and competition places should be available.

Furthermore it would be affordable if the official competitions would be limited to last only two thirds of the YOG which means 7 or 8 days instead of 12 days so that the multicultural encounter - where the attendance is actually more important than the victories - is given enough space. A competition for the best all-rounder also is conceivable in this respect.

To continue the communication with participants from other nations not only the willingness but also the ability to communicate (language, interview techniques) is needed. Again, this should be done both in the selection of participants as well as with events in the preparatory phase to the YOG.

Another way to create a cultural exchange could be that the participating nations introduce themselves and their cultures. Any form of aesthetic representation is possible.

The accompanying carers should therefore not only be selected according to their capabilities in the support of the athletic competitions, but also according to their abilities and their willingness to support in the last-mentioned context. Therefore even the accompanying carers should be involved in a targeted pedagogical-psychological preparation for the YOG, which may be given by NOAs.

Certainly the participants show widespread varying conditions for such

representations / topics / workshops. Again one should keep in mind that the Olympic spirit is not available in theory in the first place but in personal experiences. International Understanding, getting to know each other, mutual respect, however, does not happen by chance or occur naturally; they are much more a matter of educational efforts. Therefore sporting events in international mixed teams with rules to be discussed and arranged in the first step are so important - and should be treated equally to the official competition programme!

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THE ROLE OF NOA'S IN RELATION TO NOC'S AND THE YOUTH OLYMPIC GAMES

Dr Gene SUTTON (CAN)

Chair, NOC's Academy Programmes



Introduction

The purpose of this paper is to examine what role National Olympic Committees (NOCs) and National Olympic Academies (NOAs) might play at the Youth Olympic Games. A review of the mandate and structure for the Youth Olympic Games (YOG) and the sport, educational and cultural programmes of these Games is included. A comparison of the goals, strategic direction and challenges for the YOG and NOCs and NOAs is outlined. A discussion on challenges and new opportunities for the YOG is presented. And finally, several recommendations are suggested for an expanded role for NOAs in relation to NOCs and the Youth Olympic Games.

My initial reaction when invited to deliver a lecture with the theme of "The Role of NOAs in relation to NOCs and the Youth Olympic Games" was that, currently, both the NOAs and NOCs are playing limited roles related to the Youth Olympic Games. This observation leads one to consider possible roles that NOCs and NOAs could play in this new initiative. To address these questions, it is necessary to examine the mandate of the YOG and the proposed sport, education and cultural programmes to determine if there is rationale for a relationship and, if so, to recommend what potential roles the NOCs and NOAs could play.

Re-Engaging the World's Youth in the Olympic Movement

The Youth Olympic Games

An examination of the proposed program of the Youth Olympic Games demonstrates that the inclusion of the YOG to the Olympic calendar provides a unique and exciting opportunity to meet the IOC's mission as outlined in the Olympic Charter. "The Mission of the IOC is to promote Olympism throughout the world and to lead the Olympic Movement." Olympism is further defined as "a philosophy of life, exalting and combining in a balanced whole the qualities of the body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life, based on the joy of effort, the educational value of good example and respect for individual ethical principles."

In the words of IOC President Jacques Rogge, "Creating the Youth Olympic Games shows the commitment of the IOC to the youth of today and tomorrow is about action, not just words, by offering them an event of their own in the spirit of the Olympic Games. The YOG will be innovative games made to measure for young people with sports events carefully chosen to protect the health of the young athletes, but also games meant to inspire them with the incorporation of all the Olympic symbols (torch relay, anthem, flag)."

The IOC has mandated that each National Olympic Committee manage the delegation of their territory for the YOG, identical to their role in the Olympic Games. The IOC will ensure the principal of universality at the YOG with the guarantee that the 3,500 athletes and officials from all 205 NOCs will participate in the sport, cultural and education programmes at the Games. Also similar to the Olympic Games, the International Sport Federations (ISF) will be in charge of technical aspects of the sport including age categories and the qualification criteria.

The major difference between the Olympic Games and the YOG will be the inclusion of education and cultural activities as part of the complete experience. Although there is a strong connection between the YOG and the Olympic Games there are some differences in the rationale for hosting the YOG. The IOC has recognized the declining engagement of youth in the Olympic Movement as well as a decrease in physical activity and sport participation for youth around the world. The YOG are therefore structured to address the needs of today's youth and to engage the next generation of Olympic fans.

To this end, the 2010 Youth Olympic Games will feature an extensive Cultural and Educational Programme (CEP) that will utilize a fun and festive environment to engage young athletes in Olympism and its related values. The workshops will be hosted by well-known Olympic champions, international experts and world-class personalities from sport, education and culture. The CEP will also raise awareness of such important issues as the benefits of a healthy lifestyle and the fight against doping while examining the roles for YOG athletes as sport ambassadors in their communities. At the Singapore 2010 YOG, the cultural programme will include a Cultural Urban Street Festival with music, film and art shared by youth onsite and online. The responsibility for the activities lies with the Organizing Committee of the YOG. Several NOCs, including the Canadian Olympic Committee, have been consulted by the Singapore YOGOC for input on the content of existing NOC cultural and education programmes. This effort to utilize internal and external resources demonstrates breaking down barriers as well as a commitment to a spirit of international cooperation.

Common Ends

A comparison of the strategic direction for the YOG, NOCs and NOAs illustrates many similarities. Both the vision of the YOG to inspire young people around the world to participate in sport and to adopt Olympic values and the mission of the YOG to educate, engage and influence youth to play an active role in their communities provide strong rationale for the three organisations to work collaboratively to achieve common strategic goals.

The objectives of the YOG include bringing the youth of the world together to share and celebrate diverse cultures, reaching communities around the world and raising the awareness of sport and participation. Many NOCs are committed to engaging young people in the Olympic Movement and to addressing the decline in physical activity in their youth populations. The age of YOG participants will attract and motivate the youth of the world, who can connect with the athletes. Linking the activities of the YOG to current, successful NOC and NOA education programmes has the potential to inspire all youth to participate in sport. Examples of these programmes include the Canadian Olympic Committee's Adopt-An-Athlete program, Estonia's NNOA School Olympic Games, Australia's Pierre de Coubertin Awards system and the Olympic Day Run organised in many

countries. New NOC school programmes can be organised to mirror the sport, cultural and education activities of the Youth Olympic Games.

The combined, balanced experience of sport, education and culture programmes of the YOG will provide a delivery model that NOCs and NOAs may adopt. Many NOCs and NOAs operate separately to achieve similar goals. NOCs often focus exclusively on athletic competition while the NOAs concentrate on education activities. NOCs typically provide transportation, training and uniforms for their athletes. Some NOCs provide educational programmes for their elite athletes with the main focus set on drug education and media training. Most Olympic athletes are provided with little advance information or tools to maximize their Games experience.

Olympians are often asked to speak about and share their Olympic experiences after the Games, but seldom is there any connection before the Games. Frequently, there is no connection between NOC sport and NOA education programmes; sometimes, there is a complete disconnect and a struggle between the NOCs and NOAs to access limited funding. The joint use of financial and human resources could assist in achieving shared goals and should provide motivation for a joint venture between NOCs and NOAs that follows the YOG model.

One similarity between the YOG and the NOCs NOAs is the commitment to partnerships. The YOG will collaborate on a common goal of providing the optimum sport, education and cultural experience for youth by working with the ISFs, the NOCs, the Athletes' Commission, the IOC Cultural and Education Commission, WADA, Fair Play and UNESCO to develop and deliver this balanced approach. The four pillars of education expounded by UNESCO – learning to know, learning to do, learning to be and learning to live together – provide a powerful template for the YOG to create a world-wide community of sport ambassadors. All of these groups are ideal partners for NOCs and NOAs to collaborate with in the development and delivery of education and cultural programmes in each country. Many NOAs and NOCs have already established working partnerships with these and similar organisations.

Challenges to Overcome

In addition to sharing common objectives, YOGOC and NOAs also share challenges. This includes adding a meaningful education component to a traditional sport

only event. The challenge is in creating engaging learning activities that are both interesting and inspiring. Interactive and technology pedagogical methods must be employed to reach today's youth. The NOCs can assist by ensuring that their athletes are prepared to fully participate in the YOG workshops and forums and to seek out resources to bring home. The YOG is an excellent opportunity to introduce participants to the IOC Olympic Values Education Project (OVEP) and to educate athletes on how they can play a leadership role by utilizing the standard tool kit to deliver the OVEP program in their home communities. The NOAs can also play a significant role by submitting successful educational activities to YOGOC.

A second challenge is making the values of the Olympic Movement relevant in a performance-charged system and a performance-focused environment. The dualism within both the IOC and NOCs regarding the two mandates of podium excellence and commitment to living the Olympic values identifies a need for balance between the podium and those values. YOG will need to determine its role in defining Olympism as it relates to global youth. NOCs and NOAs have a similar task in defining Olympism as it relates to a nation's youth. The task of determining how to utilize sport and the traditions of the Olympic Games to teach values should be a combined effort/project of the YOGOCs, NOCs and NOAs.

There are other challenges to address. Funding is a major concern. Many NOCs may struggle to provide the financial support to send teams to the YOG – not to mention pre and post Games programming. Sponsorship is difficult to secure at this turbulent economic time. A further challenge is the timing of the 2010 YOG for Northern Hemisphere nations. Many of these countries will be investing their educational time in Olympic Winter Games initiatives. A further concern is that their schools will not be in session during the YOG and this eliminates the links to active school programming.

Communication on the CEP (Cultural and Educational Programme) at the inaugural YOG is limited and, therefore, NOCs and NOAs lack clarity about the roles they can play in the YOG.

New Opportunities

The inclusion of cultural and educational activities in the programmes of the YOG provides an opportunity for all participating athletes to understand the concept of Olympism and to experience Olympic education. The traditional

sport programme at the Olympic Games has missed the opportunity to utilize the Athlete's Village setting to include education and cultural activities. Many Olympic athletes have indicated that their appreciation of the true meaning of Olympism occurred at a time and place outside of the Olympic Games. At the World Sport Forum in Busan, Korea, in September 2008, Olympian Dongwhan Kim shared with delegates that it was not until years after his Olympic experience he discovered what Olympism and the Olympic values were. Kim is the current vice-president of the Korean Olympic Academy and stated that it was his involvement with Olympic education that led him to discover and become committed to the Olympic values, long after his Olympic Games experience.

The YOG will aspire to maximize the Games experience to include a full understanding of Olympism commencing with requiring all athletes to live in the Athlete's Village for the duration of the Games. Although there will be a focus on achievement and excellence, no records will be kept. Athletes will have the opportunity to learn about other sports and befriend peers from other sports and countries. The YOG has chosen to make the cultural and education programmes attractive rather than compulsory. Youth non-athletes will participate in some of the education and cultural activities, demonstrating that you do not have to be an elite athlete to be part of the Olympic Movement. The YOG Transport System will provide common shuttle service for all accredited individuals, which will help limit the practise of separating the athletes from others.

Making the Most of YOG's Promise

During the three different phases of Pre-Games, During Games and Post Games, each NOC should work closely with their YOG athletes games to expand the opportunities to prepare them for the optimum Olympic experience both on and off the field of play.

Pre-Games

During the Pre-Game phase, NOCs and NOAs should work cooperatively to develop orientation sessions for YOG athletes. These may include, but not be limited to, an introduction of topics proposed for the YOG Education Workshops such as the history of the Olympic Movement, Olympic values, doping, social responsibility and sport careers. These sessions should be interactive and provide

the opportunity to learn and practise the communication skills of speaking, listening and debating. Leadership training and strategies for breaking down cultural barriers, such as language and developing respect for different customs, could also be included. Contact could be made with other participating countries to initiate friendships between athletes before arriving at the YOG. This contact could involve twinning of athletes' own schools from different countries. Athletes selected for the YOG can also be encouraged to create their own blogs before the Games and to update their blogs during the Games. NOCs and/or NOAs can assist athletes with setting up a blog as necessary and educate them on the IOC Blogging Guidelines.

Games-Time

During the Games the NOCs and NOAs should help athletes spread their messages and engage others in what they are experiencing by providing structure, guidance and support to facilitate the athletes' responsibility to report home. It is important to remember that during the YOG, athletes will need to balance the demands of performance and connecting with their home communities. Therefore, it would be ideal to tap in and speak to the athletes through the mediums that they are using anyway. Athletes can continue to communicate individually through their blogs. Quotes from the athlete YOG blogs could be posted to the NOC website. During the Games, participants will also have the capacity to share their experiences with their home communities through digital means of communication located in the Games Internet Centre.

While today's athletes are quite adept at communicating by email, blogging and social networking sites, it would be of benefit for NOAs and NOCs to support the athletes in personally generated content. The role of the YOG Youth Reporters may be defined to include such assistance, and could also include helping athletes comply with IOC Blogging Guidelines. The second section of these guidelines provides a helpful reference and starting point by stating that: "The blogs of Accredited Persons containing Olympic Content should at all times conform to the Olympic spirit and the fundamental principles of Olympism as contained in the Olympic Charter, and be dignified and in good taste."

Interactive workshops with the outside world will engage youth far beyond the limits of the Athlete's Village. The NOCs and NOAs could organize a virtual

Academy program at the time of the Games and/or an interactive Education Forum. YOG athletes participating in their NOC Adopt-An-Athlete program can communicate electronically with their schools. Of the 205 NOCs, only 137 have National Olympic Academies. A workshop led by countries with active NOAs and involving athletes, coaches and officials from countries which do not have NOAs on how to develop and implement an Academy could be part of the YOG education programme. This delegation could then return home with the leadership skills and knowledge to initiate an Academy programme.

NOCs can work with the IOC to obtain the content of programming at the YOG to ensure that messages are consistent and supported in NOC messaging to athletes. This will also allow for integration into athlete lounges at the Games and help reinforce messages conveyed through a common, universal language. This strategy could also influence follow-up workshops and academies to reinforce the same messages.

Post-Games

The IOC has recognized the need to keep the Olympic Games relevant for the younger generations and exhibited strong leadership in developing and implementing projects for young individuals. These projects include the Summer and Winter Youth Olympic Games, the Olympic Values Education Project, a dedicated website for youth to share sport experiences and increased support for the National Olympic Committee Olympic Day Run. NOCs and NOAs should capitalize on these initiatives and follow the example of engaging youth in building awareness of the Olympic Movement and Olympic values. Many countries currently host a post Olympic Games athletes debriefing session. A similar session could be held for the YOG athletes and could include a discussion on the impact and influence of the YOG and a brainstorming session on the type of roles they could take to maximize the legacy of their YOG experience.

A legacy from the YOG is a new generation of young elite athlete leaders who have been introduced to an ethical approach to sport with Olympic values including excellence, respect and friendship. Such YOG athletes are excellent role models to speak to school and youth groups, encouraging them to adopt an active, healthy lifestyle and to adhere to the Olympic spirit. Each NOC and NOA can access this investment by the IOC in educating our youth at the YOG by

overseeing the delivery of educational programmes between the editions of the Games. These programmes should be led by YOG participants and extended beyond the direct participants of the Games.

Conclusion and Recommendations

In conclusion, an examination of the mandate and structure of the YOG identifies a significant role for NOCs and NOAs to play before, during and after the Games. NOCs and NOAs need to seize the powerful opportunity presented by the Youth Olympic Games to introduce youth to the Olympic Movement and expand their roles to fully support this new IOC initiative. The YOGOC's, the NOCs and NOAs are all committed to extending the benefits of their education and cultural programmes beyond the original participants.

The following recommendations could assist in building a strong working relationship between the YOGOC, NOCs and NOAs to achieve their common goals of introducing the youth of the world to the Olympic Movement and to the Olympic values.

1. NOCs and NOAs take an active role in educating their YOG athletes on the education and cultural programmes in advance of the Games to ensure that athletes have the best experience possible on and off the field of play.
2. NOCs and NOAs work together on the design and implementation of advance orientation sessions for YOG athletes. The NOAs have the experience and expertise in the area of education and cultural programmes and can play a lead role.
3. NOCs and NOAs schedule interactive programming during the YOG in their home countries.
4. NOCs and NOAs develop a YOG Sport Ambassadors programme with leadership provided by YOG alumni.
5. YOGOC make the training of athletes in a leadership role to deliver the OVEP a priority/compulsory component in the CEP for each Games.
6. Each YOGOC continue the practise of accessing existing education programmes from other countries to incorporate into CEP.
7. YOGOC incorporate an introductory workshop at the YOG for countries that do not have NOAs.

8. YOCOG investigate strategies for including coaches and officials in the education and cultural programmes of the Games and that NOCs and NOAs utilize this experience and expertise in their domestic programmes post games.
9. IOC publish a summary of learning outcomes from the Cultural and Educational Programme of each Youth Olympic Games.

OLYMPIC VALUES EDUCATION PROGRAMME



Henry B. TANDAU (TAN)
Director, Tanzania Olympic Academy

Introduction

Our world today is in need of peace, tolerance and brotherhood. By blending sport with culture and education, the Olympic values can deliver these to us.

Sport is more than just competition. It is a state of mind. The challenge of the Olympic Movement is to educate and encourage young people to practice sport, and to teach them values. Sport helps people, especially young people, to escape daily concern, to respect each other and to learn that rules exist and how important it is to respect them. Sport also brings hope, pride, a sense of identity and health, thus shaping the body and mind.

This is precisely what the International Olympic Committee, with the support of the ISM company is striving to encourage and promote through its Olympic Values Education Programme: using Olympic sport traditions and values as the context for teaching life values and skills. With *Teaching Values: An Olympic Education Toolkit*, we intend to introduce young people all over the world to the values of respect for self and others, fair play, excellence, joy in effort and the balance of body, mind and will. We will thus be moving forward by making the teaching of universal ethical values a priority, and by promoting physical education and sport and its benefits to society in general.

Ultimately, this is something that affects us all because the Olympic Movement of tomorrow is in the hands of the young people of today. Our hope is if the young people can learn to respect each other on the field of play, they may

transfer this sentiment to other elements of their daily lives. (Letter From Jacques Rogge, President of IOC)

What is the Olympic Values Education Programme

The Olympic Values Education Programme (OVEP) is a programme aimed at providing Olympic Values education to children and youth (8 to 18 year olds) and consists of three distinct but closely interlinked projects:

- Olympic Values Education Toolkit: a paper publication in six principal sections:
 - 1) Introduction
 - 2) Implementing an Olympic Values Education Programme
 - 3) Introducing the Olympic movement
 - 4) Teaching the Values
 - 5) Tools
 - 6) References, Resources, Contacts and Web Sites.
- Database of educational projects: a dynamic electronic database and exchange forum for educational projects on the IOC website with:
 - Education projects linked to the Olympic Movement (IOC, NOC, OCOGS, OA, etc.)
 - Selection of best practice projects
 - Online educational documents
 - Olympism, Olympic sports and traditional sports
- Olympic Ethic Label: to guarantee the application of Olympic Values in schools and sport structures taking into account the local cultural context. The label will:
 - be attributed to actions and projects which are based on Olympic values (sport and daily life)
 - be obtained in three steps, each step being rewarded by a medal and or material aid
 - be ensured visibility by a logo and a name which can easily be translated and is easily identifiable in different cultures
 - be attributed for two years and is renewable.

The toolkit

When nations join the Olympic Movement and send athletes to compete in Olympic Games, they agree to a shared set of values in the *Olympic Charter* called “Fundamental Principles.” These principles incorporate a set of values that the International Olympic Committee refers to as “the educational values of Olympism.” National Olympic Committees agree to promote these values in their countries. This *Toolkit* is designed to help members of the Olympic Family to fulfill this responsibility.

The IOC was particularly interested in providing an Olympic education resource for national Olympic Committees who do not have the resources to develop their own. Since every discussion on an Olympic education initiative begins with an exploration of what Olympic education means, and what values should be included, this was the main topic of discussion during a 2005 meeting in Lausanne of invited specialists and IOC department representatives.

Participants agreed on five values of Olympism to be highlighted in the new “toolkit” – one of the components of the IOC’s new Olympic Values Education Programme (OVEP). The OVEP toolkit words the “educational values of Olympism” in the following way:

Joy of effort

Young people develop and practise physical, behavioural and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport.

Fair play

Fair play is a sport concept, but it is applied worldwide today in many different ways. Learning fair play behaviour in sport can lead to the development and reinforcement of fair play behaviour in the community and in life.

Respect for others

When young people who live in a multicultural world learn to accept and respect diversity and practise personal peaceful behaviour, they promote peace and international understanding.

Pursuit of excellence

A focus on excellence can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do.

Balance between body, will and mind

Learning takes place in the whole body, not just in the mind. Physical literacy and learning through movement contributes to the development of both moral and intellectual learning. This concept became the foundation of Pierre de Coubertin's interest in a revival of the Olympic Games.

The focus of the toolkit is on HOW to teach and learn the educational values of Olympics, not on the Olympic facts and information. Since the toolkit is designed for learners from 8 to 18 years of age, there are activities for a variety of different age levels and reading abilities. Teachers and youth group leaders are encouraged to adapt and rework activities so that they are appropriate for their learners.

The author of the new *Toolkit*, Dr Deanna Binder of Canada says that *"in a world where obesity is a major concern, and where children in deprived communities need hope and a sense of achievement, physical activity and sport have an important role to play. The symbols and ceremonies, sports and cultural events of the Olympic Games are inspiring and motivational. They provide a relevant context for learning and teaching activities."*

Exercises and stories based on Olympic themes provide a natural motivation for values – based teaching activities in a variety of subject areas. They will help young people to explore the traditions of their own national and cultural communities. They will support the goal of sport as well as the goal of education in schools to improve the moral and physical development of their participants and students.

A Programme based on the values of Olympics can help to transcend and also celebrate difference by focusing on the common aspirations that we all have for the well-being of our children. We want them to be physically active and healthy; we want them to play fair; we want them to respect others; and we want them to become the best that they can be. The activities in the toolkit can inspire imagination and hope by blending education with sport and culture in the service of peace.

Workshops are designed for educators, youth sport and club leaders, coaches and anyone interested in helping young people to develop positive values through participation in sport and physical activity.

The Olympic Values Education Programme of the International Olympic Committee has been designed to use Olympic sport traditions, symbols and ceremonies as a context for teaching life values and skills.

The Toolkit includes information and activities to help youth sport coaches and club leaders integrate the values of the Olympic Movement into their Programmes for children and youth.

Designed for use with children and youth from 8 to 18, the activities are based on current theory about athlete development and multicultural approaches to learning and teaching. They meet the needs of different age levels and reading abilities.

“Our world today is in need of peace, tolerance and brotherhood. The values of the Olympic Games can deliver these to us.”

(Jacques ROGGE, President, IOC)

“Through their teachers and educators, coaches or sports club leaders, the young people of the world will not only learn more about Olympic history and its symbols, but they will also discover the power and strength of the Olympic values...”

(Zhenliang, Chairman, IOC Commission for Culture and Olympic Education)

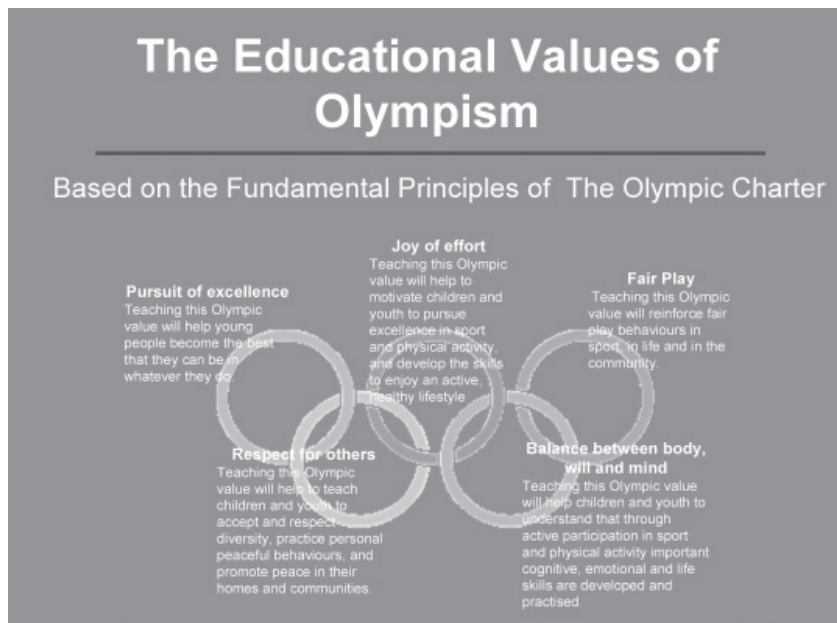
Teaching values: An Olympic Education Toolkit includes background information and a variety of learning activities to help promote the educational values of Olympism. In the Toolkit, Olympic-related information provides a context for values-based teaching and learning opportunities.

The symbols and ceremonies, sports and cultural events of the Olympic Games are inspiring and motivational. They provide a relevant context for learning and teaching activities.

The educational methods of *Teaching Values: An Olympic Education Toolkit* are based on current educational theory about multicultural, intercultural and multiple-intelligence approaches to learning and teaching. These methods are supported by the following Principles of Learning:

- Learning is an active and not a passive activity. Learning processes include writing activities, discussion or debate, creative activities, e.g., art, drama or music, and physical movement through activities like sport, dance and physical education.
- People learn in different ways. Some people learn best by reading; some learn best by listening; some learn best by creating things or moving around. The activities in this *Toolkit* offer a variety of approaches.
- Learning is both an individual and a cooperative activity. Some people work best independently. In order to learn and practice cooperation, however, people need to work together. Thus, the *Toolkit* offers many activities for people to work together.

Stimulating the imagination of learners is another educational method used in *Teaching Values*. All athletes know the power of the imagination in helping them to accomplish a result or goal. Positive and creative use of the imagination can also help young people to develop new attitudes, new ways of thinking about themselves and others, and then to explore different ways of behaving.



Launching of the TOOLKIT

The toolkit was launched on 14th April 2008, in Dar-Es-Salaam Tanzania by the Minister of Information, Culture and Sports, the Hon. George Mkuchika, a day after a very successful Olympic Torch Relay (OTR) was held in the city (the only city in the African Continent where the OTR took place).

In attendance were three IOC members:

Dr Kipchoge Keino;

Mr Patrick Chamunda; and

Gen. (rtd). Lassana Palenfo.

Also in attendance was IOC Director for International Development and Cooperation, Mr Tommy Sithole.

The launching was followed immediately by a workshop for the first OVEP leaders, who came from:

1. New Zealand;
2. Jordan;
3. India;
4. South Korea;
5. Zambia;
6. Kenya;
7. Zimbabwe;
8. Tanzania
9. Senegal / Olympafrica

Funding

In the framework of the Olympic values Education Programme (OVEP) all NOCs are eligible for the funding of an Olympic Education Programme. NOCs are entitled to make their request in partnership with their National Olympic Academies (NOAs).

Requests must be accompanied by a detailed project proposal, notably outlining the content, budget and timelines for the project.

Funding will be considered for;

Application of the Olympic Values Education Toolkit

Development of a National Olympic education Programme

Programme Management

OVEP is being managed by the IOC department of International Cooperation and Development.

Requests for further information and funding should be made to the Programme coordinator:

International Olympic Committee
Department of International Cooperation and development
Chateau de Vidy
C.P. 356
CH-1007 Lausanne
Switzerland

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*Short Presentations
by the Participants*

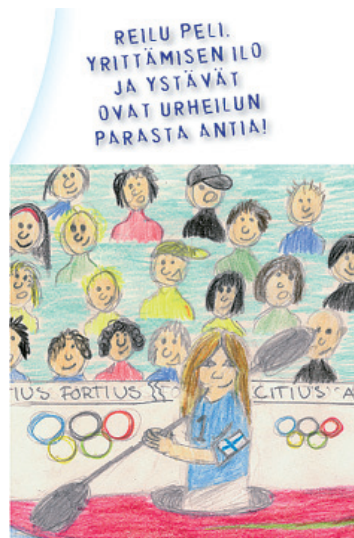
OLYMPIC EDUCATION ACTIVITIES AROUND THE WORLD



Mauritius



Finland



SHORT PRESENTATIONS BY THE PARTICIPANTS



Iran



Guatemala



Germany



Tanzania

RECOMMENDATIONS ON THE YOUTH OLYMPIC GAMES

Isidoros KOUVELOΣ (GRE)

President of the International Olympic Academy

Dear friends,

One thing is certain; the Youth Olympic Games are a major challenge for the Olympic Movement and youth and an opportunity to create a new model of athletes, for a better future, for a better world.

However, for this to succeed, we as the members of cultural sports institutions have the duty to convey our views to the IOC so that this major challenge is not lost and can achieve its objectives.

You know very well that what interests the print and electronic media is usually not what is good as this unfortunately does not sell. They are interested in everything that is bad, failure, violence and blood. Do you know what a very serious newspaper wrote in Greece when the organisation of the Youth Olympic Games was announced? “This is an opportunity for pharmaceutical companies to push children 13-14 years old to doping, five years earlier than what is the case today”. Is this what we want to be told as members of the Olympic Movement? I am sure that it is not! So, we have the obligation to clearly state our view, which is in my personal opinion to:

1. Say YES to the Youth Olympic Games, without however: a) recording and announcing records and results, b) giving the title of Olympic medallists to winners so that they know, on the one hand that they will not enjoy the privileges which their countries might give to Olympic winners and, on the other, do not fall prey to the media and commercial exploitation.

2. Ensure a predominant role for National Olympic Academies in the education of participating athletes before, during and after the Games.
3. Involve National Olympic Academies in the selection of young athletes who will be competing in the Youth Olympic Games, by setting their own criteria. The time has come for NOAs to take action, claim and obtain the position they deserve within the Olympic Movement. If through such action they can really impose their role, this will be to the benefit of the Games and young athletes and we shall have responded to this major challenge.
4. Develop specific educational programmes for participants, the outcome of the IOA's Sessions with National Olympic Academies, taking account of the specificities of each region in the world.

These thoughts have been stimulated by the presentations and lectures we have been listening to with considerable interest and should provide food for thought in the discussions of the working groups.

I am satisfied with the high level of the lectures that gave rise to observations and questions that will certainly contribute positively to the Session's work, thus becoming a platform for improving the conditions laid down by the IOC for the staging of the Youth Olympic Games.

I wish the best of success to the Youth Olympic Games! The best of success to Singapore!

THE IOC'S OLYMPIC STUDIES CENTER A HUNDRED-YEAR-OLD PATRIMONY AT THE SERVICE OF THE OLYMPIC MOVEMENT AND OLYMPISM

Nuria PUIG and Maria BOGNER (IOC)
NPB & MBR, IOC Information Management Department

Foreword

The Olympic Studies Centre (OSC) of the International Olympic Committee (IOC) is today one of the world's leading centres for written, visual and audio information on the Olympic Movement. The OSC is responsible for the acquisition, conservation, renewal and dissemination of the most complete patrimony on Olympism in the world, which includes real treasures, such as the first handwritten minutes mentioning the revival of the Olympic Games, the four books with the Odes of Pindar, a poet of Ancient Greece (*Olympia*, *Pythia*, *Nemea*, *Isthmia*, published in 1590), or *Olympia*, the official film directed by L. Riefenstahl for the Olympic Games of 1936 in Berlin.

1. Missions of the OSC

The object of the OSC is set out in the fundamental principles of the Olympic Charter and, in particular, in the following excerpts from Rule 2, which refers to the IOC's mission and role:

- to encourage and support initiatives blending sport with culture and education;
- to encourage and support the activities of the International Olympic

Academy (IOA) and other institutions which dedicate themselves to Olympic education.

According to its guidelines the OSC in Lausanne (Switzerland) develops its activities and responds to its mission in three major areas:

- Preserve and enrich the memory of the Olympic Movement in all its forms (written documents, photographic, audiovisual and sound material) from its origins until today.
- Allow the Olympic Movement to have access to the IOC's historic documents and information by providing the best possible conditions for their research and use.
- Support and encourage academic research and activity with the view to contributing to the dissemination of Olympism's values by means, in particular, of a grants programme and collaboration in different study projects.

These missions are translated into very concrete daily services such as for example welcoming researchers who wish to consult and examine the collections, supplying documents and replying to information queries, assisting the members of the Olympic Movement, NOCs in particular, wishing to obtain information on their history, reconstitute their archives, develop libraries and information centres or use visual media.

2. Organisation, collections and services

The OSC' activities under the responsibility of the Information Management Department (IMD), contribute to the work carried out in the field of education and culture by other IOC departments like the Olympic Museum and the International Cooperation and Development Department. The OSC also participates in the work of the IOC's Commission for Culture and Olympic Education.

In order to ensure ongoing acquisition, preservation, description and diffusion of Olympic written and audiovisual patrimony, the OSC is organised in specialized services which work in close cooperation:

- Historical Archives;
- Library;
- Research and Reference Service;
- Images Archives;
- University relations.

2.1. The IOC's Historical Archives

The IOC's Historical Archives Service is responsible for the collection, processing, description and conservation of the documents produced or received by the IOC in the course of its activities, as well as private collections. It thus offers more than one kilometre of text documents and microfilms tracing the evolution of the IOC and the Olympic Movement from their creation, in 1894, to the present day.

The main collections which make up this Olympic memory are devoted to the Presidents of the IOC, its decision-making bodies, summer and winter Olympic Games and the IOC's relations with the Olympic Movement.

Most of these collections are subject to a 20-year embargo while a number of them like the minutes of the Executive Board's meetings are subject to a 30-year embargo and cannot therefore be consulted for the time being.

2.2. The Library

Pierre de Coubertin had already envisaged a Museum and library but the IOC's Library only exists since 1993 in its present form. Today, the role of the IOC's Library is to organise, manage and make available as complete a collection as possible on the Olympic Movement, the Olympic Games and sport.

The Library's unique reference collection is composed of 23,000 publications, 400 journals and electronic resources dealing with the history of the IOC, the Olympic Movement, the ancient and modern Olympic Games, the Olympic and IOC-recognized sports and themes linked to sport in general.

The official collections available include the Olympic Charter, the "Olympic Review", candidate city files and the Games official reports. In cooperation with the IOC's Medical and Scientific Commission, the Library also proposes a very complete and updated collection on sports medicine.

The Library is open to everyone without restriction. It also offers an inter-library loan service (local or international) and searches for scientific articles

via Swiss or international networks. It further provides a study room for use by researchers and online resources on the OCS's web site: catalogue, new acquisitions, thematic bibliographies and selection of web sites.

2.3. The IOC's Research and Reference Service

The mission of the IOC's Research and Reference Service is to respond to queries on the Olympic Movement and the Games. It is the reference centre for historical facts, results, participation figures, from the creation of the IOC to future Olympic Games.

Its activities are many and varied. It produces summary documents on specific topics such as the Games opening ceremonies, the Olympic programme, or the Games in Antiquity. It also generates constantly updated documents such as, for example, the Games records and medals. Finally, it manages information on the Games participation and results through a data base accessible online.

These documents that are accessible on the IOC's web site are made available to the public and help school children, researchers or private individuals, among others, in their work.

Questions are asked by a large number of people through the IOC's web site or directly by e-mail to the service's address which is open to everyone. The collaborators of this service are at the disposal of any person interested in the Olympic Movement. There are three categories of clients that may contact the service: IOC staff members, other members of the Olympic Movement and the general public, including journalists, students and researchers.

2.4. Images Service

The mission of the Images Service is to collect, conserve, restore and promote the IOC's audiovisual, audio and photographic patrimony.

The collection consists of 40,000 hours of films, 7,000 hours of audio documents and more than 650,000 photographs covering the Olympic Games and the activities of the Olympic Movement. The Images Service also manages the series of official films (the first dating back to the Berlin Games in 1936) such as the film of the Munich Games.

Animated images can be used thanks to the support of two editing control rooms and virtual editing stations, sound recording booths, as well as viewing

booths. The department works closely with the *Olympic Television Archive Bureau (OTAB)*, an IOC organization based in London that is responsible for the rights management administrative procedure.

Furthermore, the photographic archives include the official photographs of all IOC presidents. The series that is considered as the most valuable is that of Pierre de Coubertin.

The Images Service also offers a search service and makes documents available for academic projects, publications, exhibitions or documentary films; however, to protect the originals only copies are provided. As consultation conditions are rather strict, only videos and sound recordings on CDs and audio tapes may be consulted on special request. At present, only archivists are allowed to search for images in the data base.

2.5. University Relations

The role of the University Relations section is to facilitate and encourage links between the international academic community and the IOC with the view to increasing research capability, contributing to the dissemination of Olympic values and enriching the IOC's cultural patrimony.

This relationship makes it possible to respond to requests from universities and to the needs of the IOC's administration which can be dealt with by the academic world.

The service thus has regular contact with over 30 other OSCs, professors and university researchers working in the field of Olympic studies, as well as university students interested in Olympism. This network (made up of almost one thousand contacts in five continents) allows not only for exchanges but also for the development of collaboration on academic activities relating to Olympism, the Olympic Movement and the Olympic Games.

The University Relations Service is also in charge of the Postgraduate Research Grants Programme. This annual programme, established in 1999 with the support of the Research Council has three objectives:

- Encourage young researchers to undertake research on the Olympic phenomenon from a human or social sciences angle.
- Promote consultation of the IOC's patrimony by facilitating access to its historical archives, library volumes and collection of images.

- Encourage the exchange of information and collaboration among young researchers from different disciplines and countries.

Every year, the OSC asks for the NOCs help in order to publicize the grants programme in their country's main universities.

3. Conclusion

The Olympic Studies Centre (OSC) responds each year to more than 4,000 requests for detailed research, to approximately 8,000 requests for loans of monographs or the mailing of articles and makes available more than 27,000 photographs and 450 hours of films and Olympic extracts. It also welcomes around 400 visitors whom it helps with their research work, mainly representatives of the Olympic Movement and researchers wishing to consult the collections.

Faced with the growing number of requests the OSC is continuously modernizing and improving its services. It has therefore embarked on an ambitious project aimed at making the collections more available. In a few years' time, all the patrimony, including photographs, videos, paper documents and artefacts will be accessible to the public through a common portal. The OSC is tirelessly working in order to perpetuate the educational philosophy of Pierre de Coubertin, the founder of the modern Olympic Games. Its activities make it possible to collect, conserve and disseminate important material covering more than one century of the Olympic Movement's history, a history that is at the disposal of the Olympic Movement and any person interested in Olympism.

Detailed information on the OSC's collections and activities can be found on its web site: (<http://www.olympic.org/etudes>).

ARGENTINE OLYMPIC COMMITTEE INFORMATION OF ACTIVITIES OF THE ARGENTINE OLYMPIC ACADEMY

Jorge MONGE (ARG)

Introduction

The Argentine Olympic Committee (AOC) was founded in 1923, and since then we have been promoting cultural activities.

The main cultural achievements of our AOC are:

Argentine Olympic Academy (AOA)

The Argentine Olympic Committee (AOC), created the Argentine Olympic Academy (AOA) in 1982. Every year since 1982 the AOA invites all the National Sports Federations and the 24 Province Governments to send two young persons (a female and a male) between 20 and 34 years old for participation.

This year our 27th Session will be held. The five - day duration event (Monday through Friday), offers conferences, discussion groups, presentation of written reports and some extra time only for report practice, field work and social evenings. At the end of the event the participants are evaluated and the selection of candidates is made in order to select two young people who will participate in the IOA Session for young participants in Olympia.

The programmes of the last National Sessions of the AOA presented topics such as: The Olympic Movement, Olympism and Olympic Philosophy, Olympic Marketing, Olympic Games, Fair Play, Women in the Olympic Movement, Inter-

national Olympic Academy, Juridical Aspects of Sports, Winter Olympic Games and Doping.

The AOA also participates:

- In the activities of the Paniberic Association of Olympic Academies (of which AOA is a founder member);
- In the activities of the Panamerican Association of Olympic Academies;
- Attendance to courses, lectures, conferences, expositions, seminars, symposiums, etc.

In this way, Argentina has made an important contribution to the Olympic Movement due to the fact that Mr José Benjamvn Zubiaur, an Argentine doctor, was one of the founder members of the first board of the International Olympic Committee (IOC) in 1894.

Finally, the AOA tries to promote among its assistants the commitment to collaborate with the development and diffusion of the values that support the Olympic Movement. It is important to point out that the AOA received in 1996 the award of “Unity of Olympic Movement”.

Art & Culture Commission

Last year, a new special event, the “Beijing 2008 Olympic Torch Relay”, was held. There were only 2 cities in the American Continent, San Francisco and Buenos Aires, and we were the only Spanish speaking city in the whole Torch Relay Route.

It was a great success with the participation of more than 35 Argentine athletes of all times and crowds of more than 300,000 people. We hosted very impressive Opening and Closing Ceremonies.

Furthermore, with reference to the “Beijing 2008 Olympic Torch Relay” schools all over the country were invited by the Art & Culture Commission to participate in a drawing and literary contest. The best works received an award during the annual event of the AOC.

The Commission annually awards diplomas for:

- Outstanding Career as Sport leader;

- Outstanding Career as Judge;
- Promoter of the Olympic Movement;
- Fair Play;
- Woman and Sport;
- Outstanding Career as Trainer;
- Outstanding Career as sportsman and sportswoman.

In order to create awareness about the new youth games, the subject of this year's national contest on drawing and literature will be the Youth Olympic Games "Singapore 2010".

Since September 2008, Dr Alicia Masoni de Morea has been working as President of the AOC. She is President of the Argentine Olympic Academy (AOA) and member of the Commission for Culture and Olympic Education of the International Olympic Committee (IOC). Therefore, she is devoted to promote activities in our NOC, among which are the AOC and our National contests for schoolchildren in drawing and literature as well as all the international contests.

OLYMPIC EDUCATION PROJECTS OF THE CANADIAN OLYMPIC COMMITTEE

Bruce DEACON (CAN)

The benefits of Olympic Education are well documented. The power to inspire young people, the opportunity to promote Olympic values, and the chance to engage youth in the magic of the Olympic Movement are reasons enough to invest in Olympic Education. In fact, these are the driving reasons behind the Olympic Education programs presented by the Canadian Olympic Committee. However, today I would like to speak about how Olympic Education can be used to heal. I would like to highlight two Canadian initiatives aimed at healing hurts and binding wounds.

Although it would be great to claim otherwise, my nation's past contains chapters of history that are regrettable. I am sure many in this room could say the same of their nations' histories. There are events for which Canadians are embarrassed and policies that were endorsed that created great pain. One of the most significant of these is the Indian Residential Schools.

From the 1840s to the 1960s, the Canadian Government endorsed a program aimed at "civilizing" indigenous people. Aboriginal children were forcibly removed from their parents, and placed in boarding schools funded by the Government. Their Aboriginal languages and cultures were banned in a practice now considered to be "cultural genocide". At many of these schools, there was physical, psychological and sexual abuse.

The scars have been both devastating and multi-generational. Although the last of these schools ceased to operate over 40 years ago, the Aboriginal people still suffer. They experience high youth suicide rates, low school graduation

rates, high levels of Type II Diabetes, above average obesity rates, and low employment. Many of the youth suffer low self-esteem and lack positive role models.

While the Canadian Olympic Committee knew that it could not address all of these hurts or resolve all of these social and economic conditions, we recognized that we could create educational resources that would provide Aboriginal youth with positive role models. We could teach Olympic values in a way that was culturally relevant.

Working with the North American Indigenous Games, the Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC), and the Aboriginal Sports Circle, the Canadian Olympic School Program developed a series of four Aboriginal Olympian Stories and lesson plans. Through exploring the inspirational lives of these Olympians, young Aboriginal students can be motivated to have the self-esteem needed to rise above some of the social and economic hardships that affect their communities. Non-Aboriginal students are subsequently presented with a different view of Aboriginal people than what is often presented in media outlets.

One of the unfortunate legacies of the Residential School system is the slow demise of Aboriginal languages. Many of these languages teeter on the brink of extinction and efforts are being made to revive the languages and solidify those which seem to still be spoken. To contribute to these efforts, these resources have been translated into three Indigenous languages: Cree, Mohawk and Hul'qu'mi'num. The Canadian Olympic Committee has extended the offer to publish the resources in other languages if Aboriginal communities are willing to translate the text.

These free resources were launched in August 2008, in the heat of the summer, when school was not in session. Nevertheless, the COSP website received one of its greatest volumes of visits ever during the two weeks following the launch. The message within these resources contributes to the healing of these disenfranchised groups and aims to restore the cultural pride stolen from Aboriginal youth.

However, it was not just the Aboriginal people who could profit from the healing benefits of Olympic Education; it is also our Olympians. While some athletes transition smoothly from competition to life beyond sport, there are

many Olympians who feel a deep sense of loss, a lack of focus they once had during their career, suffer feelings of depression and isolation and wrestle with the disappointment of unfulfilled dreams and goals. It is not uncommon for them to feel misunderstood by their loved ones as they wrestle through this difficult stage of their lives. In a sense, they experience the same emotional and psychological experiences as those grieving the loss of a loved one. They have seen the end to a wonderful time in their lives and now must determine the next step.

The Canadian Olympic Committee felt it could assist them in working through this transitional period. The Post Olympic Excellence Series is a weekend long transition event where Olympians are brought together to share their stories, listen to retired athletes who have made successful transitions, learn valuable job search skills, understand the effects of de-training, and find empathetic friends who can be supports during their transition. The emphasis was that the same Olympic values of excellence, passion, integrity and leadership that helped them succeed as competitive athletes would enable them to succeed after their retirement from competition.

The feedback from this program has been exceptional. The athletes who attended spoke of how helpful it was to hear others voice the same concerns and sentiments with which they were struggling. The athletes felt that the sessions equipped them to tackle the challenges that face them after sport. We are currently preparing to host another Post Olympic Excellence Series in the spring of 2010, shortly after the Vancouver 2010 Olympic Winter Games.

The Sport for Peace and Development Movement has accomplished many outstanding things in the lives of young people. It has demonstrated how sport can erode the barriers between races, provide joy in the midst of poverty, and ease tensions. There is no reason why Olympism cannot result in similar ends. The power of Olympism to instill positive values, increase self-empowerment, and refocus the individual at a time of transition is very real. That is why the Canadian Olympic Committee will continue to look for ways to use Olympic Education to promote healing among and within people.

OLYMPIC DAYS FOR CHILDREN AND YOUTH “ODCY” IN THE CZECH REPUBLIC

**Prof. Antonín RYCHTECKÝ¹, Josef DOVALIL
and Jaroslav KOUKAL (CZE)**

*Czech Olympic Academy
Czech Olympic Committee*

The aims of the Olympic days for children and young people (ODCY), which are from 2003 every year held in the Czech Republic, are to enable young people to enjoy sports and culture, to spread the noble ideals of Olympism and to enhance healthy competitiveness among young people.

The theoretical principles of “*Olympic pedagogy*” were created by Pierre de Coubertin. In conformity with them if sport wants to really develop and strengthen the values of Olympism it must use means and methods of education and culture. The identification of those who carry out sport with the Olympic ideals and the creation of positive attitudes towards them play a decisive role in the realization of the values of Olympism. According to the principles of Olympism what sportsmen feel during their behavior in sport events is an important part of Olympic Education. An active participation in sport is therefore the most natural and practical way to realize Olympic Education.

The Czech Olympic Committee (CzOC) gives an extraordinary importance to this project. The idea of using “ODCY” for direct presentation of the Olympic ideals in the sporting activities of children and young people was born in 2001. Working groups were established in 2002 and the first manual of the ODCY was elaborated. The basis of the project is the organisation of school, local, regional

1. The presentation was made by Prof. Antonín Rychtecky.

and the Republic Olympic days. In recent years regional and municipal ODCY were successfully organized in many cities and regions of the Czech Republic. With the exception of the “Republic ODCY” the individual organisers of the ODCY are free to organize them according to the best opinions. However, they must respect the adopted rules which are written in the Manual of ODCY. Governmental and non-governmental institutions and organizations may give their patronage to the ODCY. The CzOC is the leading organization. The sports federations give their expertise and help in the organisation of the competitions. The Ministry of Education Youth and Sport and the CzOC financially support the organisation of the Republic ODCY.

The regions in which the ODCY are organized in a given year also give financial help. The CzOC does everything to give publicity to the ODCY both in the place where they are held and the public at large. At the Republic ODCY the participants enjoy an organization and atmosphere similar to those of real Olympic Games (lighting of the fire, ceremonies, coexistence of the participants, atmosphere in competition, cultural environment etc.). From the year 2003 the ODCY have been held under the direct patronage of the CzOC. In uneven years Summer ODCY are held in even ones Winter ODCY are organised.

The first Republic ODCY were organised in 2003 in the Pardubice region, in the cities Litomyšl, Chocẽň and Svitavy (June 14-19, 2003). The program of this ODCY included 14 sports competitions, 8 in individual sports, 5 in collective ones. The programme even included a competition for visually handicapped children. 2589 young sportsmen from all the regions of the Czech Republic, 423 coaches and 43 officials took part in the event. Several dozens of children also took part in the literature and creative arts competitions. More than 200 works from 9 regions were registered in the literature and creative art competitions. The organisers prepared more than 50 collateral cultural events (theatre, musical groups, discotheques, exhibitions etc.).

The Czech Olympic Academy prepared the text of 10 fair-play principles for the sport competitions which were written on the back side of the participants' accreditation cards:

As participant of the ODCY I shall:

1. Abide by the rules of the competitions
2. Respect the efforts of my rivals to win

3. Obey and respect the decisions of the referees
4. Consider my rivals as friends even though I shall compete against them in competitions
5. Be responsible for my deeds in the preparation and in the competition
6. Refuse all kinds of dishonorable behaviors
7. Help my rival if he/she finds himself / herself in a critical situation
8. Bear in mind that the competition is for everybody, i.e. even for the less talented ones
9. Wish my rivals success in the competition
10. Have the courage to accept with honor victory as well as defeat

The first All Republic Winter ODCY in 2004 (February 15-20 2004) were attributed to the central Bohemia Region. 11 regional delegations participated in it. The Central Bohemian Region organised an Olympic torch relay which lead through all the participating regions and measured more than 900 km and ended in the city Mlada Boleslav. The programme included 6 sports (ice hockey, skiing, biathlon, figure skating, speed skating and luge. The Olympic family had 773 participants, of whom 636 were sportsmen. Collateral events were held in all the sites of the competitions (discussions, films, discothèques etc.).

The ODCY –a project of the CzOC– is the most important All Republic sports event for the pupil age categories. They have become an event enjoying great prestige. Despite several small problems (communications with sports federations, institutions and media, harmonization of the annual lists of youth sport competitions etc.), the Republic ODCY fulfill their original aims.

These Olympic Days have become a real festivity of sport as well as a practical demonstration of Olympic values. They have become a sport action of great importance and they are more successful than what was originally expected.

The DVD presentation will go along with the text of the paper.

References

Olympiada dětí a mládeže: Pravidla a návod k uspořádání. (Olympic Days for Children and Youth: the rules and manual for their organization) 3rd Edition, Prague: Czech Olympic Committee, 2006.

IOC'S OLYMPIC CONGRESS 2009

Susan ROULUND (DEN)

Back to 2006...

- In Torino IOC chose Copenhagen for hosting IOC Session number 121 and the 13th Olympic congress.
- For Denmark it is a very important Olympic event.

IOC's Session - Olympic Congress

Copenhagen 1-9 October 2009

- 121st IOC Session – 1-2 October & 7-9 October
- XIII Olympic Congress – 3-5 October
- Sportsprogramme (sport in the “city-room”) – before and during the Olympic meetings

Organisation

IOC Congress Commission

- Chairman: IOC's President Jacques Rogge
- IOC Members

Copenhagen Olympic Congress Organizing Committee

- Formand: Kai Holm
- Niels Nygaard, NOC President and President of the National Sport Federation
- Lars Krarup, Sport Event Denmark
- Carina Christensen, Minister of Culture
- Ritt Bjerregaard, Mayor in Copenhagen

- Jørgen Christensen, Copenhagen

Coordination

- Formand: Karl Chr. Koch, director for the National Sport Federation

Secretariat of the congress

- Congress Director: Jens M. Henriksen

IOC-session parts 1 and 2

- 1st Oct.: Opening Ceremony in the Opera. The Queen of Denmark will come.

- 2nd Oct.: IOC choose the host city for Olympic Games 2016.

Candidates: Chicago, Tokyo, Rio de Janeiro and Madrid.

7-9 October:

- IOC choose up till two new sports/disciplines for Olympic Games 2016.
7 candidates: baseball, softball, golf, karate, rollerskatesport, rugby, squash
- Election of IOC Members.
- Election of IOC President. Jacques Rogge is the only candidate.
- Closing reception in Tivoli.

Olympic Congress

- 3-5 October 2009: Olympic Congress:
The Olympic Movement in Society
- About 4.000 delegated persons, guests and media.
- The biggest congress of sport in the world.
- Also a virtual congress as preperation for the Congress – with input from the whole world.
- The first Olympic Congress since Paris 1994.

Congress participans

- IOC Members
- 205 NOCs
- International sports federations
- Organising Committees for Olympic Games 2006, 2008, 2010, 2012, 2014
- Representatives for the athletes, coaches, referees and officials

- The Olympic partners and top sponsors for the IOC
- Danish Sport
- Media – more than 1.000 persons with CNN in front
- Danish and international guests as observers.

The IOC President about the congress in Copenhagen:

“This is our opportunity to take on bold new directions and set the tone for the Olympic Movement for years to come.”

The five themes

Theme 1: The athletes

Relationship between the athletes, the clubs, Federations and the NOCs
Health protection in training and competition
The social and professional life of athletes during and after elite competition

Theme 2: The Olympic Games

How to keep the Games as a premier event?
The Olympic values
Universality and developing countries

Theme 3: The structure of the Olympic Movement

The autonomy of the Olympic Movement
Good governance and ethics
The relationships between the Olympic Movement and its stakeholders

Theme 4: Olympism and Youth

Moving towards an active society
Is competitive sport still appealing?
Youth sports events

Theme 5: The digital revolution

A new management of sports rights
How to increase the size of the sports audience?
Communication with stakeholders in the digital age

Taking the pulse – The motto and logo, www.2009olympiccongress.com

EGYPTIAN OLYMPIC ACADEMY FOR SPORT LEADERS (EOA)

Prof. Asst Amr Ahmed ALGMMAL (EGY)

Director General of the Egyptian Olympic Academy (EOA)

I am very much pleased and grateful to have such opportunity to share with you the very brief report of the Egyptian Olympic Academy. I wish to begin this short presentation by thanking Mr Isidoros Kouvelos President of International Olympic Academy (IOA) for his kind invitation to address this audience of colleagues and friends who are involved in the fascinating process of propagating Olympism.

Education is the core of the Olympic movement because all fundamental principles entrusted to the movement depend entirely on the educational values of the Olympic movement. For that reason, all the key figures of Olympism put great emphasis on education. Pierre de Coubertin, the founder of the modern Olympic movement and an inspired educator, fully recognized the importance of education and said: “In my opinion the future of civilization rests at this moment neither on political nor economic bases. It depends solely on the direction which will be given to education”.¹ So, to him the Olympic Movement was, in essence, a vehicle for education, as he indicated right here at Olympia eighty-seven years ago on April 17, 1927: “Olympism may be a school of moral nobility and purity as well as of physical education and energy”.

The current IOC President Rogge also said definitively: “The Olympic Movement is by nature an educational movement at the service of the youth”.²

1. *Pierre de Coubertin, Address delivered at the opening of the Olympic Congress in the Town Hall of Prague May 29, 1925, cited in the Olympic Idea, Carl-Diem Institute, 1966, p.99.*

2. *Jacques Rogge, Ethics and Reform, Olympic Review, August – September, 2002.*

The current Olympic Charter also emphasizes its educational values in its statement on Olympism: “Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles”.³

The EOA is considered the oldest academy in the Middle East and Africa, founded in 1978; also we are the fifth older academy in the world, we come after Spain which was founded in 1968, USA in 1976, Republic of Korea in June 1977 and Chinese Taipei in July 1977. Our name was “the national center for sports leaders” and in 1982 the name was modified to “the Olympic academy for sports leaders”. Our main philosophy is to promote the fundamental principles of Olympism, through educational programmes designed by the best sport experts in Egypt, everyone in his field. Our overall mission: to promote and disseminate Olympism, Olympic Ideals and Olympic education. And our objectives are:

1. To create a mission, vision and strategy.
2. To build a strong relationship with the NOC, NFs, Government and other stakeholders.
3. To function as a national academic center for Olympic studies, education and sports sciences.
4. To bring together people from all over the country in a spirit of learning, friendship and cooperation.
5. To promote lifelong physical activity.
6. To strive to make sport a right for all citizens and an instrument of peace.
7. To play an effective role in human resources (HR) development in sports field.

The main common factor in all programs is Olympism, we use it as an inter discipline approach (from 8 to 12 hours in each programme); to accomplish such philosophy and fulfill our mission, we are delivering/introducing many programmes/courses to meet the different needs of the different groups, such as:

3. IOC, *Olympic Charter*, 2007, p.11.

- Sports coaching (two levels)
- Physical Fitness planner
- Personal trainer
- Swimming instructor
- Life saving
- Sports first aid
- Disability/special needs training
- Psychological preparation and mental training for athletes
- Sports recreation and sports for older ages (sports for all)
- Sports management (two levels)
- Sports marketing
- Sports injuries and rehabilitation
- Sports massage
- Sports criticism & mass media

Overview to the targeted sectors of the EOA

- National Olympic Committee (Managers, Committees chiefs, members and Employees)
- Sport Federations (Managers, Employees, Committees chiefs, members, Head Coaches, Trainers, Officials, Administrators and Top Level Athletes)
- Sport Clubs (Managers, Sport Activities Manager, Facilities Manager)
- Youth Centers sector (Managers, Coaches, Administrators and Athletes)
- Universities (Sport Specialists and Students)
- Schools (PE Teachers and Students)
- Military Forces and Schools
- Police Forces and Academies
- Sport Medicine (Doctors, Rehabilitators and Sport First Aiders)
- Special Needs Federation (Manager, Employees, Committees chiefs, members, Head Coaches, Trainers, Officials, Administrators and Top Level Athletes)
- General Sport Federation for Corporations (Manager, Employees, Committees chiefs, members, Head Coaches, Trainers, Officials, Administrators and Labor)

We are seeking to have your support through

1. Providing financial support, educational material, facilities and other services.
2. Providing Technical and pedagogical support.
3. Frequent and direct communication between the IOA & NOAs.
4. Developing tangible curriculums and programmes for Olympism, Olympic Ideals and Olympic Education.
5. Developing a Quality Assurance and Accreditation System for NOAs.
6. Developing a guide that includes basic information, ideas and innovative experiments for other NOAs.
7. It is very essential to create/design such connection among the IOA, Olympic Solidarity and NOAs, based on the best utilization of all programmes introduced for sport leaders in every field of specialization.
8. Emphasizing on the diversity of the introduced programmes to meet the different needs of the targeted groups/sectors of the sport community.
9. The role of NOAs must not be restricted to dissemination for Olympism only, because if is, it becomes very limited and not accessible to many groups/sectors mentioned before.

THE FINNISH OLYMPIC ACADEMY

Petri HAAPANEN (FIN)

President of the Finnish Olympic Academy

The Finnish Olympic Academy was founded by the Finnish Olympic Committee in 1987. According to the IOC the task of National Olympic Academies is to “preserve and promote the ethical, cultural and educational values of the Olympic Movement”.

The yearly Sessions of the Finnish Olympic Academy bring together local decision-makers, officials, teachers, coaches, representatives of sports organisations, athletes and students. The first session of the Finnish Olympic Academy took place in Helsinki in December 1987. Since then we have held annual sessions at different locations in Finland and three times in Greece. In this year 2009 our session was held at the city of Tampere. The same city will host the European Youth Olympic Festival this summer.

Since 1995 the Finnish Olympic Academy has worked in close co-operation with teachers and pupils of elementary schools. The principles of our school system are similar to Olympic Values. The purpose of this project is to let children learn the meaning of fair play, community spirit and tolerance and their practical applications in everyday life personally – by themselves and by their own actions, supported by their teachers, parents and coaches. We have our own Olympic Education material *Citius-Altius-Fortius*, a “handbook” for teachers. The material provides information for teachers and pupils on the Ancient Olympic Games and history of the modern Olympic Games and the Olympic Movement, on the Olympic idea, philosophy, symbols, ceremonies and Olympic heroes.

Olympic Education is not a separate phenomenon. We can teach Olympism in every school subject.

After many years of basic work the Finnish Olympic Academy has recently been able to launch large-scale school projects, which aim to introduce Olympic issues and ideas in the classrooms of Finnish schools. Large-scale school projects Turin 2006 was the first one. The Project involved 25,000 pupils at 165 schools. The Olympic Path 2007 project, featuring subjects of Olympic history in occasion of the Centenary year of the Finnish Olympic Committee was attended by 35,000 pupils at 256 schools. The last one Beijing 2008 project involved 27,000 pupils at 166 schools. As an evaluation of our project, 95% of schools which took part said that they managed in a good or excellent way their Beijing project. All the schools were really satisfied in the material. It is really important for the schools in the future, too. At the beginning we have started to create material for the Vancouver 2010 Winter Games.

The Finnish Olympic Academy is naturally also involved in co-operation with the other countries, most closely of course with those in the other Nordic Countries and Estonia. Since 2001 we have organised School Olympics in Helsinki and Tartu, Estonia in alternate years. Their programme includes opening ceremonies, many kinds of fun sports events as well as cultural competitions and art performances. These School Olympics are an excellent example of grass-roots international co-operation together with Finnish and Estonian Olympic Academies. The Finnish and Estonian Olympic Academies have held twice joint seminars in Greece, in Olympia 2002 and near Olympia in 2007.

The Finnish Olympic Academy promotes international Olympic Education also by sending Finnish participants to the sessions of the International Olympic Academy. The yearly programme at Ancient Olympia in Greece includes sessions for leaders, and members of national Olympic Academies, a two week session for young participants, four week post-graduate courses for Olympic researchers and special sessions for educators, coaches, athletes and physicians.

The City of Tampere will host the European Youth Olympic Festival EYOF in summer 2009. The young European athletes will compete in nine sports: Athletics, Basketball, Cycling, Gymnastic, Handball, Judo, Swimming, Tennis and Volleyball. The European Youth Olympic Festival is a biennial multi-sport event for over 3,300 young athletes from the 49 member countries of the association of European Olympic Committees (EOC). It is really important that top young athletes have a great programme for free time. There are lots of sport

and culture activities at the Olympic Village and in Tampere city. European athletes will become familiar with Finnish culture and nature.

Many schools at Tampere and near Tampere area will celebrate the Olympic Festival in May. Moreover 5,000 athletes will take part in the Olympic Day project on the 23rd of June. The Finnish Olympic Academy has organised both the programme and material for schools and sport teams.

Thank you for your attention and welcome to Tampere.

THE COOPERATION OF DOA WITH EDUCATIONAL ESTABLISHMENTS TO IMPLEMENT THE AIMS OF OLYMPIC EDUCATION

Prof. Dr Helmut ALTENBERGER (GER)

*Assistant Chairman of the Board of the German Olympic Academy
Willi Daume e.V. (DOA)*

Along with the restructuring of sport in Germany the NOK was dissolved and concurrently integrated in the new umbrella organisation which is called “German Olympic Athletic Federation” (DOSB) since 2006. One year later (2007), the German Olympic Academy Willi Daume e.V. was founded to implement the Olympic educational tasks. All previous activities referring to the Olympic spirit and the Olympic Education in Germany were centralized and concentrated with this reestablishment. The new organisation of DOA allows that all current reliable and successful projects and initiatives referring to the Olympic Education are continued and advanced responsibly.

For example, the most important aims and tasks of the DOA:

- Extension of Olympic ideas
- Questions on the Olympic spirit
- Cooperation with the International Olympic Academy
- Development of teaching resources and publications
- Cooperation with educational establishments

Subsequently, the cooperation with educational establishments is specified and illustrated.

1. Cooperation of the DOA with schools

One essential element of the cooperation is the provision of teaching resources for teachers. In these handouts for teachers various topics of the Olympic spirit, ranging from the historical derivation to the modern Olympic Games, are didactically arranged to impart these topics in class. The variety of topics provides teachers the opportunity to choose and focus on particular themes. Each Olympic year, new resources for schools are provided in printed form.

In addition, these and other teaching resources are made accessible on the Internet. It is a fortunate result to notice that more and more schools in Germany benefit from the DOA's offer and numerous responses of schools reveal the variety of how "Olympia" can be offered to pupils.

2. Cooperation with sports clubs

Sports clubs are a supporting element of organised sport in Germany. Besides offering a variety of sport for everyone, the sport-related youth work in sports clubs is very important. The advancement and improvement of youth sports is an essential and effective investment in the future of the Olympic Sports. Not only schools but also sports clubs have the possibility to benefit from resources and publications for Olympic Education of the DOA. A special attraction is the participation of selected youths in the Olympic Youth camp which is organised on the occasion of the Olympic Games.

3. Cooperation with universities

For more than 10 years selected students of German universities have had the possibility to participate with professors in an academic Olympia seminar. The seminar is carried out every two years and has the aim to work on selected topics of "Olympismus", the Olympic spirit and the Olympic education from a scientific point of view and to present those topics. At the same time, the Olympic research is enhanced by this seminar and students are introduced to scientific processing of Olympic problems and questions. All three years the DOA carries out a contest where excellent research is awarded and honored with a prize.

4. Implementation of professional development for teachers

Also, every two years, special professional development for teachers of one week is provided by the DOA. Teachers of all school types can participate in these programmes. Various topics of the Olympic spirit and the Olympic education are presented by designated experts and discussed with the participating teachers. One special aim of this training of teachers is the close interaction between theory and practice, i.e. the research-based topics which are presented by domain experts are didactically arranged to be used in class. Importance is attached to integrate all subjects of school – not only the subject physical education.

Many experienced teachers present approved concepts of Olympic education at school or report on successful Olympic school projects. These seminars of professional development for teachers can be easily implemented at the IOA. Thus, a particularly intensive and effective result is possible that leads concurrently to an enthusiasm for the Olympic idea. This enthusiasm is useful for motivating students to achieve the aims of the Olympic spirit and philosophy of life developed by Coubertin.

ANNUAL REPORT OF ACTIVITIES OF THE GUATEMALAN OLYMPIC ACADEMY

Dr Fernando BELTRANENA (GUA)

Director of the National Olympic Academy of Guatemala

We present in a summarised form the activities performed with the support of all the members of the executive board.

Message from the director

Friends:

The words of the Baron Pierre de Coubertin: “The Olympism is silent machinery, which its movement never stops”, as in past years they have taken us to carry out activities that spread the values of Olympism. Because in sport and all the activities that are around the Olympism are eventual sources of inside perfectionism and patrimony of everyone.

We present in a summarised form the activities performed with the support of all the members of the executive board. We exhort you to join this great world movement, the Olympism.

Sincerely yours,

Dr Fernando Beltranena Valladares

Printing of the calendar 2008-2009

In coordination with the Marketing Department of the Guatemalan Olympic Committee, we proceed to print the Calendar, which contains the winner draws

of the contest “Draw your Sport and Name it” 2007. This activity is carried out annually and organised by the Guatemalan Olympic Committee during the Olympic Festival.

VII Solemn session of the Guatemalan Olympic Academy

The XVII Solemn Session of the Guatemalan Olympic Academy took place in the Antigua Guatemala City, from February 27th to March 1st, 2008, with the presence of Dr. Conrado Durantez, President of the Pan Iberic Association of Olympic Academies. Likewise we had the valuable presence of distinguished national speakers, among them Dr. Fernando Beltranena Valladares, President of the Guatemalan Olympic Committee and Direct of the Guatemalan Olympic Academy.

We had the extraordinary attendance and participation of Licda. Enriqueta Basilio, Mexican athlete. She was the first woman to light the Olympic flame at the Olympic Games of the XXIX Olympiad, Mexico 1968. She participated talking about “The participation of women in sport” which was very emotive and created interest among the participants.

High competition athletes from different federations and associations attended the conferences, also members of the executive boards of the federations, representatives of the national press, General Direction of Physical Education, students from the Physical Education and Sports School and the San Carlos University of Guatemala – ECTAFIDE, Vice Ministry of Culture and Sports, International Montessori School, School Board of Sports from San Juan la Laguna, Atitlan and technical and administration personnel of the Guatemalan Olympic Committee.

Awards of the contests “Draw your sport and name it” and “Describe the values of your sport and name your literary work”

The award ceremony of the contest “Draw Your Sport and Name it” and “Describe the values of your sport and name your literary work” was celebrated on February 28, 2008. These activities are promoted by the Guatemalan Olympic Academy during the Olympic Festival 2007.

9th International Session for Directors of National Olympic Academies

The annual session organised by the International Olympic Academy took place in Olympia, Greece from 12 to 19 May 2008. Guatemala was represented by Dr Fernando Beltranena Valladares, Director of the Guatemalan Olympic Academy.

Panamerican seminar for Olympic Academies

This seminar took place in Madrid, Spain and Guatemala was represented by Dr Fernando Beltranena Valladares and Licda. Sonia Melville de Hernandez, second member of the Guatemalan Olympic Academy.

48th Session for Young Participants of the International Olympic Academy

This Festival took place in Denizli, Turkey, from 11 to 22 of July 2008. Guatemala was represented by Licda. Yvonne Betancourt, active freelancer of the Guatemalan Olympic Academy and the athlete Fernando José Estrada Barrientos, shooting sport.

This session took place in Olympia, Greece from 11 to 25 June 2008 and was attended by the athletes Maria Isabel Quintanilla, Modern Pentathlon athlete and Marco Horacio Ramazinni, Sports School of the San Carlos University of Guatemala. They were chosen by the selection panel of the Guatemalan Olympic Academy among many candidates.

16th International Seminar on Olympic Studies for Postgraduate Students

This Seminar took place in Olympia, Greece, organised by the International Olympic Academy from 01 to 30 July 2008. Dr. Carlos Chinchilla, member of the Medical Commission represented the Guatemalan Olympic Committee.

Ceremony award for the Olympic Contest of musical composition

This ceremony took place at the headquarters of the National Council for Sport and Recreation –CONADER-, where all the participants received recognition in the national phase of the contest. This activity was organised by the Guatemalan Olympic Academy in April 2008, ordered by the Culture and Olympic Education Commission of the International Olympic Committee.

The winners were Abner David Garcva Garrido and Christian Escobar Palacios, under the pseudonym “Asrock_87” with the title of “Here are the Heroes” and Juan Hernandez Mendoza under the pseudonym “Jherme” with the title of “Athlete’s dream”.

Aphrodisias-Laodikeia 4th International youth sport, culture and art festival

Olympic Camp Beijing 2008

This activity was celebrated in Beijing, China from 05 to 18 of August 2008 on the occasion of the Olympic Games Beijing 2008. The participants were the athletes Marva Ximena Flores Ramos, Softball and Alejandro Abdalla Ortiz, Karate-Do. These young athletes were selected by the selection panel of the Guatemalan Olympic Committee.

Temporal exhibition about Olympic Games at the Museum for children

During August a temporal exhibition was held named “Support our national athletes” at the Olympic Museum for children. This exhibition was coordinated and developed jointly with the Guatemalan Olympic Academy and the Museum for Children.

The aim of this exhibition was that the 600 children that visit daily the Museum could know more about the Olympic Movement, the Olympism and all concerning the Olympic Games and National Athletes that represented us in Beijing 2008 during the celebration of the Olympic Games.

During the exhibition informative material about all editions of the Olympic

Games were shown. These editions were sent to the Guatemalan Olympic Academy by the International Olympic Committee, on the occasion of the celebration of the IOC Annual Session celebrated in Guatemala in July 2007.

Commemorative edition of postage stamps

Olympic Games Beijing 2008

The launching of the Commemorative Edition of Postage Stamps of the Olympic Games Beijing 2008, took place on Friday October 17th, at the Post and Telegraphy's Office.

In this launch participated important personalities of sport and government, such as Dr. Fernando Beltranena, Director of the Guatemalan Olympic Academy, authorities of the Post and Telegraphy General Direction of Guatemala and high competition athletes. All of them received a stamp of this commemorative edition.

Participation at the XI Olympic Festival

This activity was celebrated on 03 to 05 of October at the Grand Tikal Futura Hotel. The Guatemalan Olympic Academy organised two Olympic Conferences about Olympic values. A movie was shown with a section of questions and answers. The people in charge of the activities were Inga. Marva Del Carmen de Garcva and Mr. Juan Francisco Zanassi, Sub-Director and Member of the Guatemalan Olympic Academy. They were accompanied by Dr. Fernando Beltranena Valladares, Director. These conferences focused on students from the Educative Centre Villa de los Nipos and the Montessori International School, a total of 80 students.

The Guatemalan Olympic Academy also organised the traditional contest "Draw Your Sport and Name it", which has always attracted the participation of many children, youth and adults. More than 500 works were collected during the three days of the Olympic festival.

Panamerican sports organisation general assembly – PASO

Dr Fernando Beltranena Valladares, as Director of the Guatemalan Olympic Academy and President of the PASO Commission for Olympic Academies, was present at the *XLVI General Assembly*, celebrated from 09 to 11 of October 2008 in Acapulco, México.

On this occasion Dr. Beltranena presented a full report in English and Spanish about the activities of the national academies of the Pan-American area that sent their report corresponding to the September 2007 – September 2008 period. Both written and electronic reports were presented to every one of the representatives from the different academies. He received congratulations on the elaboration of the report.

Participants in the International Olympic Academy Annual Session

Traditionally as in past years this annual session of the participants in the deferent activities of the International Olympic Academy where the Guatemalan Olympic Academy was represented, took place on December 12, 2008. We had more than 30 participants among athletes, directors and people related to sport in Guatemala. This activity always has themes related to the philosophy of the Olympic Movement, the Olympic spirit, solidarity, friendship and team work.

On this occasion the participants enjoyed different activities where they worked as teams; among the activities were the Olympic puzzles letter soup both activities are innovative ways to spread and underline the Olympic values. These activities were ideas of the Inga. Marai del Carmen de Garcva, Sub-Director.

Ordinary sessions of the Guatemalan Olympic Academy

Monthly ordinary sessions were carried out during this year.

ACTIVITY REPORT FOR 2008 KOREAN OLYMPIC ACADEMY'S SESSION

Dr Chul won LEE (KOR)
Committee Member of KOA,
Professor, Yonsei University in South Korea

Dear Dean of IOA, and Dear all Olympic Academy family members from worldwide. It is a very honorable opportunity to introduce our Olympic movement, philosophy, contribution, youth Olympics from the Korean Olympic Academy. The spirit of the International Olympic Academy was introduced to South Korea in 1966 firstly, and by influencing this, the Korean Olympic Academy was officially settled down on June 23, 1977 when it was the Olympic memorial day. Since that time, the Korean Olympic academy has played a great role in educating, promoting and activating the Olympic movement and Olympism in Korean society. In this respect, I am so proud to be here to introduce our activity of 2008.

The main issue of the 2008 Korean Olympic Academy's annual session was 'Youth Olympic Games' (YOG, an abbreviated word). Sub issues were Olympic marketing and Paralympic Games. Plans about the YOG ran in the 119th IOC general meeting which was held in Guatemala on July 5, 2007 made it possible to choose these subjects for the 2008 Korean Olympic Academy' session. Simultaneously, established sub issues were very interesting issues after Beijing Olympic Games in 2008. The Korean Olympic Academy wants to contribute to developing the value of Olympism in real life and promoting educational and cultural activity through the YOG for youths worldwide. Our academy has huge interest about the first YOG which will be held in Singapore in 2010. The Korea Olympic Academy prepared specialist's lectures about Olympic market-

ing and Paralympics related to YOG, and all participants and specialists had a progressed discussion. Through this, we thought about how our Korean Olympic Committee and Olympic Academy can contribute to the YOG development in the future. It was fantastic!

We believe that the YOG movement may be a powerful means to achieve getting self-realization, making morality and cultivating sense of value for youths who are suffering from chaos which was broken morality by industrialization and economic growth in modern times.

The following are some issues discussed concretely in the 2008 Korean Olympic Academy's session.

1. IOC Youth Olympic Games and Korean Youth Olympic Education

The Korean Olympic Academy invited Professor Naofumi Masumoto who is a Japanese Olympic scholar to hear general information about the IOC's Youth Olympic Games. He had a lecture about "Objective of the Youth Olympic Games and expected Problems". Also, Dr. Hong, Yangja who is a president of KOA lectured to all participants about "Introduction to IOC Youth Olympic Games". These lectures gave us that the YOG can help the development of human nature and the formation of a sense of values to youths worldwide. Specifically, two speakers raised some questions about how the YOG are going forward. In this respect, issues about position and application of youth Olympic Games in group discussion were handled mainly. In addition a function of YOG that Olympism must spread out to all youths was discussed. Through the concept of 'Olympic literacy' that Dr. Masumoto emphasized, the YOG has to foster 'holistic human being' in terms of balancing between mental and physical developments.

It was suggested that the IOC has to make a regime to prohibit spreading commercialism in group discussion. It was proposed that youths must be free from drug in their sport performance.

2. Olympic Marketing

Dr. Chul Won Lee (I) lectured about sports marketing in Olympic Games. It was proposed two plans that marketing is applied in Olympic Games effectively.

Firstly, the IOC makes good circumstances which companies can take part in advertising them by Olympic Games and in working with them to Olympic movement. Secondly, it is necessary that a systematic regime must be made for taking part in Olympic movement by many companies actively. These companies should contribute to the International Olympic Academy and National Olympic Academy to promote Olympic movement and Olympic education by monetary support.

For example, Samsung was successful in Olympic marketing in 2008 Beijing because they applied 'sensibility marketing'. The Samsung Electronic gave Olympic torch which was given to the Samsung to 29 runners who are local residents living in Sichuan during August 3, 2008 to August 7. And approximately 6,300 Samsung employees donated their blood to help Sichuan's earthquake victims. This sensibility marketing of Samsung can be considered as a kind of Olympic movement that a company supports. As this case showed, Olympic marketing is not only pursuit of profits, but giving service. Through group discussion, it was suggested that the IOC and some companies may construct marketing guide lines.

3. Korean effort in the future Paralympic Games

Dr. Chun, Hae Ja proposed the future direction of Korean participation toward the Paralympic Games. The Korean Team participated in the Beijing Games with 7,000 athletes for 20 activities during September 6 from September 17, 2008. And the team finished the game on the 13th rank. Dr. Chun diagnosed that Korean Paralympics team has three assignments for future development.

Firstly, we must make an upbringing system for an elite player. The Korean Paralympic team has developed since the 88 Seoul Games. However, the team has been impossible for supplying new athletes, applying scientific training, and developing a system of athlete's registration. The System of effective management for athletes must be made to improve this problem. Secondly, a diplomatic power in the Paralympic Games must solidify. Korean recognition in the international stage is insignificant. In order to enhance our recognition, we must invite much international game and contribute in special physical education's development. Thirdly, we may foster a specialized sport leader for disabled people.

I think that we have faced various challenges for spreading out Olympic movement since the new millennium. Especially, the growth of professional sports and excessive interest of mass media to professional sports made Olympic Games to be weak. Nevertheless, the reason that Olympic Games can exist up to now stably is due to 'Olympism'. This notion can chain all young people internationally one by one and talk peace with each other. The Korean Olympic Academy is trying to deeply sympathize with the great notion of Olympism, and to contribute world peace by talking about Olympic movement in Korean society. We have 5 or 6 committee meetings every year to construct our mission and to spread the IOA's values. And we hold a regular session every year to college students, teachers, and staff for sport organisations.

I strongly believe that the Korean Olympic Academy can be developed by attending the International session of IOA. It may give us an insightful learning for Olympism and Olympic movement.

THE LESOTHO NATIONAL OLYMPIC ACADEMY (LNOA)

Pulumo NCHAKHA (LES)

1. Introduction and Background

The Lesotho National Olympic Academy was established in 2000 as a commission of the Lesotho National Olympic Committee. Its mission and mandate was to disseminate information on the Olympic Movement, promote its values and educate relevant stakeholders on the Lesotho Olympic Movement.

The Academy has grown from two members to fifteen members and is in the process of expanding further to concentrate on large scale information dissemination and promotion of the Olympic Values.

2. Structure

The Academy is run and administered by a Commission of five members who work on a volunteer basis. A joint operational structure is currently being devised with the Culture and Education Commission which is also a commission within the Lesotho National Olympic Committee.

3. Activities/Programmes

- The Academy has so far put in place the *Mokorotlo Olympic Panorama Programme*. This programme has been designed to create a forum for debate for the public on issues relating to sports and the Olympic Movement in Lesotho and in the process educate the public on the same.

- The Lesotho National Olympic Academy further participates in different activities organised by different National Sports Federations in the country, whereby Olympic education is being taught to all present at such events.
- *The Vision 2020 National Games* organised by the Ministry of Gender and Youth, Sports and Recreation. It is hosted annually for primary school students from all the ten districts of the country. The Academy is given a slot for three evenings in between competitions where Olympics values are taught through an Olympic quiz. This provides a foundation for the extension of Mokorotlo Olympic Panorama.
- The Academy works closely with the Culture and Education Commission on the use of Physical Education (PE) in schools as a tool for promotion of the Olympic Movement and its Values through capacitating PE Teachers.
- *The Olympic Day Run*, which is hosted annually, is a priority event for the Academy. At this event, Olympic Education is disseminated on a large scale with an audience ranging from the Prime Minister of the Kingdom of Lesotho to herd boys, spanning from the old and disabled to the young and orphaned.
- *Sports Stakeholders Conference* is scheduled to be hosted on an annual basis not only to educate all relevant sports Stakeholders and members of the business community, but to provide a forum for discussion on how best cooperation can be achieved towards the improvement of the Olympic Movement in Lesotho.

4. Successes

The Lesotho National Olympic Academy has since succeeded in expanding its membership. This achievement will translate towards developing the Academy as a semi independent working group of the Lesotho National Olympic Committee. The Academy is currently in the process of devising an Olympic pedagogy suited to the population of Lesotho which will be implemented not only in consideration of the upcoming Youth Olympic Games to be held in Singapore 2010, but also towards the Games of the 30th Olympiad to be hosted in London 2012.

5. Challenges

The Academy also deems it necessary to address the unavailability of trained or educated human resources to assist in the dissemination of Olympic Education. The Academy is therefore in the process of sourcing and capacitating more human resources who would assist in the implementation of the Academy's mandate in as far as the dissemination of Olympic Education and the promotion of Olympic Values are concerned.

6. Priorities and future aspirations

The Academy's priority throughout this Olympiad is to serve as a foundation or base for all Commissions and Working Groups of the Lesotho National Olympic Committee in order to ensure adequate cooperation between the NOA and other commissions and vice versa.

Furthermore, the NOA intends to increase cooperation and interaction with the business sector, sports stakeholders, NGOs and youth organisations which will greatly assist the NOA in fulfilling its mandate. In this regard, we wish to put our focus on expanding the NOA to all ten districts of which would eventually be a monitoring tool to a sustained and consistent measure of the Olympic knowledge in Lesotho.

LITHUANIAN OLYMPIC ACADEMY - IN PROMOTION OF OLYMPIC IDEAS

Povilas Petras KAROBLIS (LTU)
President of the Lithuanian Olympic Academy

Olympic education means developing the Olympic consciousness and creating the basics for Olympic culture in relation with the real life situations and fundamental problems of every nation and the whole world. Declaring Olympic ideas and integrating those ideas into the life of youngsters and the whole society is a task of supreme importance.

The situation of Olympic education in Lithuania was discussed in the December 2008 session LOA. The main activities of the Lithuanian Olympic Academy in year 2008 were performed in areas as follows:

I. Olympic education of schoolchildren as a priority in our activities

- Aiming to develop pedagogues' competence, three conferences on actual issues of children and youth Olympic education in schools were organised in the year 2008 with the participation of over 300 teachers, head teachers, sport club representatives:
 1. In March 27-28, 2008, the scientific conference of the Lithuanian Olympic Academy "Olympic education of children and youth in schools of Lithuania" was held with the participation of leaders of the Lithuanian National Olympic Committee, representatives of Education and Science, head teachers, teachers and lecturers. There were six discussion groups with the following topics: "Policy of Olympic education, structure of

activities management and quality guarantee”, “Creation of favourable environment for Olympic education”, “Human resources”, “Content of Olympic education in formal school education”, “Activity dissemination and sponsor of succession of school – participant of the project”. During the Conference schools that presented three-year programmes of Olympic education, have been awarded with certificates of “Real Members of the Project”.

2. In May 2008 the all-country conference “Experience of the implementation of Olympic education programme” was held in the small town Verbūnai. The seminar included 6 presentations and was then accompanied by the Olympic festival of Verbūnai School with the participation of Olympians, leaders of the Šiauliai region and all teachers. The example of this school is really inspiring for all schools of Lithuania.
 3. On December 8, 2008 the conference “Experience and summing up of implementing children and youth Olympic education programme” was held in Vilnius with the number of good presentations; the President of Lithuanian National Olympic Committee awarded best schools with the flags of LNOC for dissemination of Olympic education ideas.
- One of the most interesting events was the Olympic Festival “Olympians among us” organised by Radšili kis region.

II. Olympic education in universities and in sport science

- The LOA was one of organisers of the scientific conference “Forms of non-formal physical education in universities”. The President of the Lithuanian National Olympic Committee awarded best universities with the flags of LNOC for dissemination of Olympic education ideas.
- Every year representatives of universities of Lithuania participate at the sessions of the International Olympic Academy. In the year 2008 the student of Vilnius Pedagogical University Ramunė Motiejūnaitė was elected to the Students’ Committee of the International Olympic Academy.
- In Tartu University (Estonia) the International conference “Humankind in

sports history – sports history for humankind” was held, where Associate Professor Steponas Gečas represented the LOA with the presentation “Olympic Education via sports heritage”.

- Publications, important for Olympic education and sports history, were published - “Sport Scientists of Lithuania and their Works” (Prof. K. Miškinis), “Olympic Lithuania in years 1918-2008” (President of LNOC A. Poviliūnas).
- The Sports Museum of Lithuania every year organises a number of thematic exhibitions and conferences aimed at commemorating famous athletes, different sports, organises meeting with participants of Olympics, sport veterans.
- The LOA organised the trip to the Olympic Academy of Italy for the best Lithuanian teachers, lecturers taking part in the contests and festivals related to Olympism. It is a great encouragement for these people to work in this direction in the future also.
- LOA is in most active co-operation with Olympic Academies of Estonia, Latvia, Czech Republic and Russia.
- At the moment there are two doctoral students in Lithuania working on theses related to the Olympic movement.
- The Council of LOA every year awards name of Academician of LOA for special merits in the area of Olympic science and Olympism. This year name of academician was awarded to the President of Lithuanian Valdas Adamkus.

Olympism is a philosophy of life. It should be devoted not only for elite athletes, but for everyone, and not for brief periods but a lifetime; not just for competitions, but also for values found in sportsmanship, cooperation, not only for sporting activity, but also for personality, improvement of his healthy lifestyle, and quality of personal life.

THE OLYMPIC TORCH RELAY IN KUALA LUMPUR ON 21 APRIL 2008

Ah Tok CHUA (MAS)
Director of the National Olympic Academy of Malaysia

The Beijing Olympic Torch Relay - Kuala Lumpur 21st April 2008

Introduction

According to archaeological and ancient historical sources, there was never any special flame lighting or torch relay in the ancient Olympic Games. The only fires of any sacred significance in Olympia were the sacrificial fire at the great *bomos* (ash altar) outside the Temple of Zeus, sacrificial fires at the many other altars, and the civic hearth in the *prytaneion*. In ancient Olympic Games, the legend of Olympic flame taken from the Temple of Zeus to the stadium by the priestess before the start of the Games refers to an eternal and constantly renewed human achievement. The Olympic flame has a kind of moral and ethical attraction that has survived through centuries, culture and civilizations in order to remind posterity of Olympism which are hope, solidarity, sharing, being together.

The Olympic Torch Relay which resulted from a proposal by Carl Diem was introduced for the first time in the 1936 Olympic Games in Berlin, Germany. The Olympic Games are about the sharing of history, spirit, ceremony and tradition of the most enduring and admirable human event of all times; and the Olympic Torch Relay literally embodies this sense of sharing – from the simple ceremony of passing the torch from one bearer to the next bearer thereby connecting of two individuals to the sharing of the spirit of the Torch Relay among the peoples

of the world. Since the introduction of the Torch Relay, this has formed part of the tradition and ceremony of the Olympic Games. The flame lighted at Olympia, Greece would then travel through the continents to arrive at the host city of the Olympic Games. The Olympic Torch Relay is being held as part of the celebrations of the Olympic Games.

One of the objectives of the Olympic Torch Relay is to bring the Olympic Games to the people of the world, who would not be able to travel to the City hosting the Olympic Games in order to attend and participate in the activities of the Olympic Games. The Olympic Torch Relay is to kick start many related activities in the cities hosting the Olympic torch Relay. For instance, youth from all over the world are motivated to take up sports in order to fulfil their dreams in aspiring to be Olympians in the future.

The Olympic Torch Relay in Kuala Lumpur

Regarding the flame for the Beijing Olympic Games, the Olympic flame lighted in Olympia and stored in a special lantern, arrived in Kuala Lumpur on a special Air China chartered plane. This plane was dedicated to carrying the flame to all the destinations where the Olympic Torch Relay would be held. On hand to receive the flame were the Deputy President of Olympic Council of Malaysia (NOC) Datuk Dr. M. Jegathesan, Honorary Secretary, Dato' Sieh Kok Chi and H.E. Ambassador Cheng Yong Hua, China's Ambassador to Malaysia. Among those present to welcome the flame were some 300 Chinese students who are currently studying in Malaysia as well as representatives from the National Sports Council (NSC), the Royal Malaysia Police, the City Hall of Kuala Lumpur, Department of Civil Aviation Malaysia, Malaysian Airport Berhad personnel and the media.

The Kuala Lumpur leg of the Torch Relay started after a short ceremony at Independence Square and 80 torch bearers selected from Olympians, IOC members, politicians, celebrities, sponsors and one Chinese student were given the honour to participate in the whole 13.7 km run which would end at the Kuala Lumpur City Centre.

A briefing for the 80 runners was held at Wisma OCM in Kuala Lumpur

at 1430 hour on 20th April 2008. More than 200 local and foreign journalists registered to cover the Kuala Lumpur leg of the Torch Run.

Kuala Lumpur was one of the 23 overseas venues selected for the Beijing 2008 Olympic Torch Relay. The Torch Relay was held on 21st April 2008, from 2.00 p.m. to 7.00 p.m. The Olympic Torch Relay commenced from the Independence Square, the oldest part of Kuala Lumpur at 2.00 p.m. with a simple ceremony, made up of a 30 minutes cultural show and brass band display, followed by three speeches, comprising of one by the President of the Olympic Council of Malaysia and IOC Member, YAM Tunku Tan Sri Imran ibni Tuanku Ja'afar, another by the representative of BOCOG and the final one by the Mayor of Kuala Lumpur. The Relay then commenced with the first two torchbearers, running round the field at Dataran Merdeka. The Torch was then passed to the torchbearers along to Raja Road, heading towards Tun Perak Road.

On reaching the junction of the Raja Road and Tun Perak Road, the torchbearers ran slowly along Parliament Road passed the Parliament House to Mahameru Main Road, then to Travers Road passing the National Museum and National Mosque. The torchbearers then did a U-turn at the round about at National Mosque to the Old Railway Station, where the torchbearers turned left onto Sultan Sulaiman Road, then turned left at the junction with Syed Putra Road to Kinabalu Circus and to Stadium Road, ending up at Merdeka Stadium at around 3.20 p.m. for an intermission of about 50 minutes. At Merdeka Stadium, there was a drum display by the Band of Chung Wen Primary School and exhibitions by the three Presenting Partners, Coca-Cola, Lenovo and Samsung on Olympic related activities involving school children.

At around 4.10 p.m., the Olympic Torch Relay resumed and went through Changkat Stadium to Hang Jebat Road, Hang Tuah Road, Imbi Road, Sultan Ismail Road, Raja Chulan Road and P. Ramlee Road, before going up to the Kuala Lumpur Tower, through Pucak Road, arriving there at 5.00 p.m. At KL Tower, the Torch was taken up to the top of the tower, for some scenic shots of Kuala Lumpur City. After the photography sessions at KL Tower, the Torch Relay returned to ground level and left at 5.30 p.m. The torchbearers came down to P. Ramlee Road to finally end up at the Esplanade at Suria KLCC at the Petronas Twin Towers at Kuala Lumpur City Centre (KLCC), at around 6.00 p.m.

At KLCC, before the arrival of the Torch, there were cultural dances and

singing which were held as part of the celebration. When the Torch arrived, the last torchbearer, HRH Sultan of Perak, lighted the cauldron on the stage. After the three speeches, there was presentation of souvenirs of appreciation to the various partners for their contributions in making the 2008 Olympic Torch Relay a success. The official ceremony ended at 7.00 p.m. when the flame in the cauldron was dimmed.

The concept of the Olympic Torch Relay in Kuala Lumpur has historical significance for Malaysians. This is seen through the act of bearing the Torch by the 80 Torch Bearers to bring the Olympic Torch through the colourful history of Kuala Lumpur, starting from one of the oldest parts of Kuala Lumpur at the Independence Square (*Dataran Merdeka*) to Independence Stadium (*Stadium Merdeka*), where Malaysia's independence from colonial rule was declared on 31st August 1957. The flame then moved to modern Kuala Lumpur at Kuala Lumpur Tower and finally to Kuala Lumpur City Centre (KLCC) where the Twin Towers, the best known icon of Kuala Lumpur and Malaysia are located.

The Malaysian-Beijing Participation of Olympic Torch Relay

At this point, it is appropriate to focus on the question concerning: What is the significance to Malaysia of "the then awaited torch relay from Athens to Beijing"? Hosting the Olympic Games would always be an envisaged dream for Malaysians, and also a hope aspired to by many other smaller countries. Over the years the Olympic Games have evolved to such an astronomical stature such as, in terms of physical infrastructure and financial costing that it would be a powerful challenge for any small country to be its host. Notwithstanding this, it is the social networking and organisational logistics involved in years of preparation if a country is to vie for the position of a host against the wealthier and developed countries of the First World. Since aspirations precede actualisation, perhaps Malaysia, like other smaller countries can strategise by improving on the experiences of her Asian neighbours, which were past-hosts of the Games and plan towards hosting the Olympic Games in the future.

One great experience for Malaysia was for the first time the citizens of Malaysia could witness the Olympic Torch Relay passed through Kuala Lumpur en-route to Beijing for the 2008 Olympic Games. It was a great honour to Malaysia to be

selected as one of the 23 cities to organise the Olympic Touch Relay on 21 April 2008. The Olympic Council of Malaysia was extremely excited and a working committee was set up to look into the whole spectrum to make this event of the century a great success for the Olympic Movement. The Olympic Games have been in existence for more than 100 years and this would be the first time the Olympic Flame arrived on the shores of Malaysia.

Due to the diversity found in Beijing Olympics, it is timely for Malaysians to re-examine the Olympic values espoused by Coubertin in 1894. His noble goal aspired to create an international movement that would promote an integrated culture of athleticism and education so as to position sports as a model for peace and harmony augurs well in safeguarding a set of values that extend well beyond the playing fields. These Olympic values are seen as critical since they distinguish the Olympic Games from all other sporting events and, more importantly, to underpinning all of the Olympic Movement's activities. Coubertin from the outset did not set any parameter or boundary for the Olympic values. It is up to the interpretation of each individual to set his or her own goals to achieve these Olympic values.

Torch Relay marred by an ugly incident

Many cities like Paris, London, San Francisco and New Delhi hosting the Olympic Torch Relay, were marred by demonstrations and snatching of the Olympic flame by Tibetans and supporters. However, in the Torch Relay in Kuala Lumpur, we were considered very lucky indeed. The Torch relay was only marred by a minor incident by a Japanese family of three who tried to unfold a Tibetan flag among the crowd. They were jeered, mobbed and besieged by a large number of Chinese students. The three were quickly escorted by the police before anything untoward happened to them.

Like other individuals including myself, the Olympic Torch Relay is a celebration of humanism promoting respect, peace, love and international understanding. Seen in another perspective, untoward occurrences were reported as people who wanted to exercise the basic rights of expression. This raises another query on which hinges on what channels to use in to show one's feelings and how to express them peacefully. Notwithstanding this, Olympism is reported worldwide as sharing and aspiring to greater heights in sports.

Conclusion

If the Olympic flame came to the thought of representing the essence of Greek civilization, and Greek civilization was constructed as the core of Western civilization, then one immediately had a paradigm for internationalizing the flame. This calls for intercultural work efforts to make the Olympic Games truly universal. In Kuala Lumpur, we witnessed thousands of Malaysians of different races, cultures and religions with pro-Chinese supporters descending on the streets to greet and cheer the Olympic Torch Relay. Among the crowd, hundreds of students from China took the opportunity to showcase their love for their home country, chanting proud slogans, outpouring their triumph and jubilation. Everyone seemed to be celebrating and immersing in the Olympic spirit of respect, peace and love. It was indeed a beholding scene to see so much joy and happiness among people. At that historical moment, the Olympic spirit had descended on all and it was truly a celebration of humanity.

Note: The IOC Executive Board have made a decision on 29th March 2009 in Denver, Colorado to scrap the international Olympic Torch Relay in other countries. It will apply with the 2010 Winter Olympic Games in Vancouver and then 2012 Summer Olympic Games in London. The Olympic Torch Relay will now confine to the host country only to avoid the protests as experienced in Paris, London and San Francisco during the Beijing Olympic Torch Relay.

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- Photos of Torch Bearers

NATIONAL OLYMPIC ACADEMY OF MAURITIUS

Sanjaye GOBOODUN (MRI)

President of the National Olympic Academy of Mauritius

Dear Friends,

I am pleased to present you the activities that the NOA of Mauritius has organised last year and the various outcomes regarding our actions towards the propagation and dissemination of Olympic Education / Values in our country.

To start I would like to share with those who are here for the first time, that the NOA of Mauritius was founded in 1997 by past participants of the IOA Young Session and we have a committee of eleven persons, all of whom, having been here as Young Participants.

Our yearly activities embrace such items like:

- National Seminars – Once a year at National level
- Regional Seminars – Two or Three annually in specific regions of the country
- Literary competitions
- Olympic Fun Days for children
- Organisation of Olympic Day
- Selection and training of participants for the IOA Young Sessions

In addition to our regular annual activities I will pay emphasis on the following activities that have really marked us last year.

1. School Olympic Clubs

In line of continuity for this project presented in last year's session, I am pleased to announce that we have been successful to launch this project during the period

of the Beijing Games. Two Olympic kids clubs have been established with the primary objective of inculcating Olympic values in pupils while encouraging them in the sporting realm.

It is important to note that we have made it possible to have the official recognition from governing authorities and even the Minister of Education and Human Resources of Mauritius was our chief guest for the official launching of the Olympic club at Sir Veerasamy Ringadoo primary government school.

2. Special Olympic dissemination programme for Rodrigues Island

Rodrigues Island is a dependency of Mauritius situated about 144 miles away and 1h 30 minutes flight from Mauritius. Last year our NOA decided to promote Olympism in Rodrigues by setting up a seminar on Olympism for them. I and another member of NOA conducted the seminar where about 40 participants were exposed to the adventure of the Olympic movement and the richness of Olympism for the first time in their life.

As a follow up to this initiative we recommended that one Rodriguan candidate will be selected to participate in this year's IOA session for Young participants. I am proud to declare that we have kept our promise and this year we conducted a selection exercise for Rodrigues exclusively and one of them will now be present here in June for the IOA young participants' session.

3. Olympic Fun Day

The NOA chose to have an Olympic Fun Day for children of the SOS village of Bambous. Indeed this so called SOS village caters to orphans and poor children who are ill-treated by their families.

In order to inculcate in them the values of Olympism and also the love of sports we organised a full day activity in their home place involving the following:

- Talks on values
- Demonstration of sports activities by national athletes
- Practise and fun games in various sports events
- Art and literary workshops on Olympic models

- Donations of sporting equipments
- Donation of various book and literary materials
- Launching of a book corner as well as an Olympic kids club

This was a complete success as shown in the pictures of the presentation.

4. Singapore 2010

In the contest of Singapore 2010 Youth Olympic Games, the NOA of Mauritius is collaborating on the programme of 'twinned schools' for Friends@YOG.

Sir Veerasamy Ringadoo government school – where we opened our 1st Olympic kid club – and Ste Marie secondary school have been chosen to enter the exchange programme with two Singapore schools.

We are also participating and entering deeds for the MillionDeedsChallenge launched by Singapore 2010.

5. Olympic Museum

The NOA is actively collaborating with the NOC of Mauritius for the project of implementing an Olympic Museum in our country which hitherto has not any single museum for sports. This Olympic Museum will bear the name of the late Mr Ram Ruhee who was our NOC Secretary General and IOC member.

POLISH OLYMPIC ACADEMY – SELECTED ACTIVITIES IN 2008/2009

Zofia ZUKOWSKA¹ and Ryszard ZUKOWSKI (POL)
Members, Polish Olympic Academy

The Polish Olympic Academy is located in the Centre of Olympic Education in Warsaw and its work is headed by Professor Józef Lipiec together with a 5-person Council and a team made of 34 members.

Very vital within the Polish Olympic Academy is the Council of the Young, which is composed of 30 members and which gathers primarily members of the international sessions of the International Olympic Academy. They account for the natural source of generation changes within the composition of the Academy. The members of the Council of the Young prepare doctoral and qualifying theses connected with Olympic subjects, publish books and deliver papers during conferences, but most of all they are related, in a solid way, with the didactic process of the Olympic education. Their last achievement is a handbook entitled “Olympic Education”, which is addressed to teachers of various subjects who teach in middle schools. The works were headed by Dr M. Bronikowski and now they have been taken over by Dr Marcin Czechowski, who is a prize-winner of the Polish Olympic Academy for his work devoted to the problems of Olympic education and, who also participated in the international session of the International Olympic Academy (as did Dr M. Bronikowski).

The members of the “Council of the Young” are invited to the meetings of the Polish Olympic Academy, and they actively take part in them. A good custom has been adopted that every year participants of the international sessions of

1. Zofia Żukowska made the presentation.

the International Olympic Academy draw up detailed reports from their stays at Olympia.

In the Olympic year one of the sessions of the Polish Olympic Academy was devoted to a very lively discussion over cultural and political implications of the Olympic Games in Beijing.

Another topic discussed during a different session was the issue of doping in sport, as well as legal and ethical dilemmas of the consistent fight with illegal doping. The introductory paper was presented by Prof. Jerzy Jurkiewicz -chairman of the Commission on Doping in Sport, a commission which is active within the Polish Olympic Committee. A joint standpoint was established with reference to the cooperation between the two committees. An appeal was made to the public media calling for a joint fight with doping in sport.

An interesting discussion rose during another session of the Polish Olympic Academy devoted to the educational role and programme of the Olympic Education Center. The principal speaker was G. Rabsztyn, the director of the Center, Olympian and record holder in 110m hurdles. As a result of the discussion a Team responsible for elaborating programme guidelines for teachers in the field of Olympic education, was set up.

Special place in the works of the Academy is dedicated to the co-organisation (together with the Museum of Sport and Tourism) of the International Symposium in Warsaw, which is to be related to the subject of the educational role of sport museums. The following members of the Academy worked and presented their papers: I. Gryś, J. Lipiec, Z. Żukowska, K. Hądzelek and K. Zuchora. The Polish Olympic Academy together with the Academy of Physical Education co-organised a conference in Warsaw entitled: Social and Educational Faces of Contemporary Sport and Olympic Movement.

At every meeting of the Polish Olympic Movement new books dealing with Olympic problems are promoted. In the Olympic year, among many other books, the following appeared:

- J. Lipiec: *Pozegnanie z Olimpią* (Farewell to Olympia)
- *Social and Economic Faces of the Contemporary Sport and Olympic Movement*, edited by J. Nowocien and J. Chęłmecki
- Halina Konopacka (in the 80th anniversary of the first gold Olympic medal), edited by K. Zuchora

- T. Rózewicz: Dwie strony medalu (Two sides of the medal)
- M.Grzeszczak: Nike niosąca blask (Nike carrying radiance)

In the competition for the best master, doctoral and qualifying theses, which take up Olympic subjects, a jury composed of: J. Lipiec, Z. Żukowska, Z. Krawczyk and K. Zuchora was set up. The competition takes place regularly, every two years. New entries have been already evaluated. The winners of these competitions in recognition for their work are picked out for participating in sessions of the International Olympic Academy.

In 2008 members of the Polish Olympic Academy participated in over 30 scientific conferences in Poland and abroad, presenting in total 50 papers and communiqués. Most of the papers were published in collective volumes. Rapid development of literature dealing with Olympic issues has been recognized as a symptom of the new condition of the scientific, humanistic reflection upon Olympism in Poland. The Polish Olympic Academy has come up with a project to create a permanent exhibition of books and works both at displays in the Olympic Center as well as in the internet. The Polish Olympic Academy is present in other agendas of the Polish Olympic Committee and during meetings of the Fair Play Club, of the Commission of Culture and Education, of the Olympian Club and of the regional Olympic councils. Many of the Academy's members hold important functions in these circles.

Our participation in the meetings of the International Olympic Academy not only tightens the bonds between the Polish Olympic Academy and the International Olympic Academy, between Warsaw and Olympia but also forms a bridge enabling the transfer of information among all participants of these sessions, which as a result serves the development of the Olympic movement in the world, and particularly the Olympic education.

THE ROMANIAN OLYMPIC ACADEMY

Katalin REVESZ¹ and Laurentiu BOCIOACA (ROU)

Throughout 2008 the Romanian Olympic Academy continued to work closely with the R.O.S.C. to share ideas on Olympism and to promote the educational aspects of sport within the wider community. The Romanian Olympic Academy contributed to Olympism-based employment conditions within the R.O.S.C. - strategy. The Romanian Olympic Academy also played a significant role in the development of significant activities to promote the Olympic education and the Olympic movement, status of the sport volunteer, ethics through sport.

In 2008, the Academy also established an Olympic Education Programme which follows the fundamental principles of the ethical and educational values of the Olympic movement and more solidarity through education of children by the means of Olympism.

The Romanian Olympic Academy (R.O.A.) - the Bucharest Branch, including 6 subsidiaries in the districts of the Bucharest municipality performed the following activities to promote the Olympic education:

1. The annual contest «Who knows Olympism, wins» was carried out at the level of pupils and students in Bucharest.
2. The subscription activities of the Olympic clubs have been finalized; nowadays numerous Olympic clubs are functioning at the municipality level.
3. The sessions of scientific communications focused on the fight against violence in sport have been carried out, great personalities of the Olympic movement in Romania taking part in it and also, the fight against doping

1. Katalin Revesz made the presentation.

in sport and against drugs among the school and university youth were debated on, in partnership with the National Sport Agency, with the Sport Leadership, the Police General Inspectorate and the Educational Inspectorate of Bucharest.

4. The symposium «The importance of volunteerism in the AOR activity» took place in Bucharest (September 2008) – being materialized in the achievement of a research project for 2008/2009 in collaboration with the Ministry of Education and Research.
5. A session on «Fair-play in Sport» was organised in collaboration with the performance sport clubs: Steaua, Dinamo, Rapid, Olimpia, National and National Academy of Physical Education and Sport (NAPES) Bucharest.
6. A brochure containing the scientific communications of the subsidiary in 2007 was printed and an “Encyclopedia of the Bucharest NOA Branch” was finished.
7. The Symposium entitled «Personalities of the Romanian sport press who devotedly militated for the Olympic sport in our country» took place in Bucharest at the NAPES.
8. A debate on the theme: «Art, literature and sport» with the participation of some great names in the world of arts and sport was organised. Students in the 8th – 12th forms in our capital participated together with their sport teachers.
9. The Olympic Run in Bucharest was organised with the participation of numerous young and elderly people.
10. Video and audio tapes were multiplied for those schools and faculties interested in these actions containing materials related to the Olympic world (Olympic Games, Olympic anthem, films on sport and education)
11. The spreading of some brochures, panels and others materials in schools on subjects related to the Olympic sports was carried out.
12. An exhibition was organised at the ROA subsidiary with the help of the Sport Museum having the theme: «The New Beijing, The New Olympics»
13. The stages at the district level and the finals for the competitions «A Pen Named Fair-Play» and «School Olympic Pentathlon for the 3rd Millennium» were organised with the participation of the pupils and students in Bucharest.

The Covasna Branch of the Olympic Academy, was founded in 2003 being among the first 20 of the Romanian Olympic Academy. Out of the numerous actions organised by the ROA Covasna, the following are worth remembering:

1. "Who knows Olympism wins" – is organised at a lower level – that is at the level of gymnasium children
2. Actions intended to avoid violence in sport and for the prevention of doping in sport
3. A relationship on long term with the Center for prevention, assessment and anti-drug advice, organising the contest: "Classes without smoking"
4. We are in permanent and close contact with a special school for disabled children who are invited at each contest; we managed to make a team to go to Hungary to take part in the international competition: "Special Olympics Friendship Games" – returning with 7 medals from it
5. A competition named "Peter Hoszlo Cup" (Peter was a participant in the Olympic Games) is organised every year
6. The last action supported by ROA Covasna took place on October 26th 2008 when the Sports Hall in Sf. Gheorghe received the name of "Szabo Kati"; she is the winner of four gold Olympic medals and one silver medal at the O.G. in Los Angeles in 1984 - the heroine of those O.G. On this occasion a marble plaque was uncovered on which one may find the names of the participants in the O.G from this district. The celebration was preceded by a round table between the ROA and the local branch, thus laying the basis of a friendly collaboration in the field of Olympism
7. The ROA branch subsidiary in Covasna has a cooperation relationship with several other subsidiaries closer or remoter from Romania and also international relations with countries such as Hungary, the Czech Republic, Croatia and Serbia which we are in permanent contact with them and, in turn we organise International Conferences on Olympic subjects.

We organised two MEETINGS in this district – one in Covasna, the other in Sf. Gheorghe.

The Romanian Olympic Academy has the next action plan of activities in 2009, for Olympic Education and the promotion of the Olympic Movement:

- Semi annual meetings with directors of subsidiaries R.O.A.;

- Scientific session: “The past and the future of history and contemporary Olympic Games ”;
- Junior Olympic pentathlon (7 - 14 years);
- Competition for Olympic circles “We are interested too”;
- National Run “Olympic Day”; Olympic colour relay race;
- Competitive literature and sports journalism: “A Pen named Fair - play”;
- Annual Meeting of the A.O.R. activity analysis.

The Academy continued to promote the *Voice for Sport* idea to protect sport development in Romania from political and commercial interests. The junior Olympic pentathlon, Olympic Games in Children imagination, and the Competition for Olympic Circles, provided the Academy with an exciting opportunity to develop an education programme for children and support teams that helped build meaning, understanding and an inspirational environment at Games time.

Education programmes were also developed for Romanian schools and universities. A web-based programme around Beijing 2008 was developed in conjunction with the Ministry of Education, University of Sports and community organisations, and preliminary work has begun with Drug Free Sport Romanian on a resource for primary schools.

The Academy also continued to promote participation in the IOC and IOA programmes that provide professional development for teachers and lecturers of Physical and Coach Education. Collaboration with University of Physical and Sport Education continued to be a valuable means of promoting Olympism in the school curriculum.

The Academy lobbied for a Sports Charter to protect the principles of sport development in Romania and continues to promote multi-culturalism within its organisation.

Relationships with national sports organisations to encourage the growth of Academies in the region and the Romanian Olympic Academy continued to promote an international Olympic Academy Network. It also continues its work to develop an Olympic Solidarity Programme specifically for Olympic Academies.

Significant issues continue to be addressed between the boards of the ROSC and the Olympic Academy around funding reductions, roles and responsibilities wherein the Olympic ethics of respect and fairness and a collaborative approach should prevail.

THE SPANISH OLYMPIC ACADEMY

Maria Jose MARTINEZ PATINO (ESP)

The National Olympic Academies (NOAs) are the official schools of the Olympic movement, in accordance with the postulates contained in the Olympic Charter. The International Olympic Academy (IOA) was founded in Olympia on 16 June 1961 and the Spanish Olympic Committee has collaborated actively with the IOA since then, sending students every year to its courses and Spanish teachers to give conferences.

On 25 November 1968, the Spanish Olympic Academy (AOE) was founded in Madrid in an official act presided by Juan Antonio Samaranch, the President of the Spanish Olympic Committee (COE), and with the attendance of José Marva Cagigal, Director of the National Institute for Physical Education, and other personalities. On this occasion the memorandum presented by Conrado Durantez, regular attendant to the Olympia Sessions since the beginning, was accepted. The AOE was the first NOA to be created as an IOA subsidiary and collaborator. During those 40 years, the AOE has officially held its Annual Course on disseminating the Olympic movement, which also selects from among the most qualified attendees those who will attend the IOA's Annual Course. Each course is officially announced by a programme and poster and its work is published in the Minutes; it celebrated its 20th and 30th anniversary with protocol events which were attended by the IOC President and academic and national authorities, and chaired by H.R.H. the Prince of Asturias, the AOE's Honorary President. On occasion of those events, the Choir of the Madrid Physical Education Faculty sung the Olympic Hymn for the first time in Spanish

and recited Pierre de Coubertin's Ode to the Olympics also for the first time in Spanish.

More than twenty publications on the Olympic movement have been published by the Spanish Olympic Academy, having received diplomas accrediting the participation of more than 5,000 students, and nine medals commemorating different anniversaries have also been minted. The Spanish Olympic Academy has helped to foster the creation of Olympic Academies in Africa, with courses in Benin (1997) and Togo (2001), creating as a consequence six Olympic Academies in the French-speaking area.

As a result of the need to foster the Olympic movement through a common language and culture, the Spanish Olympic Academy fostered the creation of the Ibero-American Association of Olympic Academies, with the first session being held in Madrid on 26 June 1988. Two years later, on 14 June 1990, the Association's Statutes were drafted and a Governing Board was elected. The Association schedules congresses every two years to discuss action plans and agreements in relation to the dissemination of the Olympic movement, while the work performed by each NOA during the two years is presented and subject to criticism. The results have been highly positive, increasing from the first five Olympic Academies to the 26 at present (Andorra, Angola, Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Chile, Ecuador, El Salvador, Spain, Guatemala, Equatorial Guinea, Honduras, Mexico, Mozambique, Nicaragua, Panama, Peru, Portugal, Puerto Rico, Dominican Republic, So Tom , Uruguay and Venezuela).

The IOC recognised the AIAO (Ibero-American Association of Olympic Academies) officially in 1996 and, during the 9th Congress in Leon in 2002, the Association had to change its name to the current name of the Pan Iberian Association of Olympic Academies (APAO) since the African academies of Angola, Mozambique, So Tom  and Equatorial Guinea became members of the group.

The Association prints the Congresses' contents in Minutes which are distributed to the various members, thanks to the collaboration from the International Cooperation Agency of Spain's Foreign Affairs Ministry, and it has published five publications on the Olympic movement. The latest publication called *Or genes del Olimpismo en Iberoam rica* (Origins of the Olympic Movement in

Latin America) is currently at the printer's and studies how the Olympic idea was introduced in each country by each member until the National Olympic Committee was founded; the publication is prefaced by IOC President Jacques Rogge. The Association has prepared commemorative medals and posters for the various Congresses.

Based on the APAO, similar associations are going to be founded in Asia and Africa; Mario Francisco, President of the Benin NOC and OA, who has recently taken over the task from Tunisia's Rida Layouni, is very excited about the latter project.

Also fostered by the Spanish Olympic Academy, the UEFO (Spanish Union of Olympic Philately) was founded in Madrid on 1 September 1996 in order to foster this cultural and artistic part of the Olympic phenomenon. The UEFO holds annual Assemblies and publishes two editions every year of the magazine *Filatelia Olímpica* (Olympic Philately). The book *El Fuego de Olimpia* (The Fire of Olympia) obtained the Silver Diploma and Special Diploma at the recent event in Beijing as a result of the in-depth study made in the magazine about the fire symbol in the history of the Olympics. In 2007, the Spanish Olympic Committee acquired Sebastian Sabaté's Olympic Stamp Collection, the best thematic collection in Spain, for the Spanish Olympic Academy, and it was inaugurated at an Exhibition on 18 December 2007 with the presence of IOC members H.R.H. Pilar de Borbon and Mohamed Mzali.

Through the Spanish Olympic Academy, seven stamps commemorating the various congresses and activities organised by it were obtained from the Postal Service.

Likewise, fostered by the NOA, the Spanish Pierre de Coubertin Committee was created in Madrid on 6 October 1998 in order to disseminate the life, work and image of the person who restored the Olympic movement. Through a roaming Iconographic Exhibition on the famous French humanist, the Committee has disseminated his image and rich ideology by publishing five publications on his life and work. There are also twenty streets with his name. Two busts have been cast, one in 2000, by Galician artist Alvaro de la Vega, and the other on 23 March 2006, by Madrid sculptor Federico Lozoya, unveiled by H.R.H. King Juan Carlos, and accompanied by the IOC President Jacques Rogge who, after admiring the work, received a copy for the Lausanne Museum on 31 Janu-

ary 2007. The copy reproduces, with great accuracy, the photograph image of Pierre de Coubertin obtained in Nyons (Switzerland) in 1926, probably the most expressive and accurate image of the famous humanist.

Lastly, in the phase that began in 1990 and which is still under way, Olympic Studies Centres (OSC) have been created at various universities. The OSC in question is created through an Agreement signed by the Spanish Olympic Committee President, the Vice-Chancellor of the respective university, and the Spanish Olympic Academy President. The Spanish Olympic Committee-Spanish Olympic Academy loans a list of Olympic titles to the OSC and both contracting parties undertake to organise conferences, seminars and courses on the Olympic movement, proportionally collaborating with the cost. So far, 22 OSC have been created at the following universities: Autónoma de Barcelona, La Coruña, Granada, Cáceres, León, Almería, País Vasco, Murcia, Santiago de Compostela, Sevilla, Córdoba, Alicante, Rey Juan Carlos de Madrid, Valladolid en Segovia, Autónoma de Madrid, Valencia, Europea Miguel de Cervantes de Valladolid, Cádiz, Alfonso X El Sabio, La Rioja, Jaén and Vigo; also, a nationwide agreement is currently being planned for an OSC at each university in Spain. On 22 and 23 March 2007, the 1st Congress of OSCs was held at Granada University in order to combine ideas and establish a common strategy, with the aim of holding this type of meeting annually; the Spanish Olympic Committee President recently obtained sponsorship support for the OSC functioning.

Regarding the dissemination of the Olympic movement at schools, the Spanish Olympic Academy has published eight publications on the history and philosophy of the Olympic movement, the latest one being *Olimpismo y Deporte. Valores y Simbolos* (The Olympic Movement and Sports. Values and Symbols), presented by the Spanish Olympic Academy President, Alejandro Blanco, and accepted at the ANOC in Beijing between 4 and 12 April 2008, which is going to be distributed to all the NOCs.

Lastly, on 4 and 5 October 2008, the 1st Congress of Olympic Graduates, i.e. Graduates from the Spanish Olympic Academy and also from the International Olympic Academy, was held in Madrid. Its aim is to create an Association for those graduates and propose a strategy plan to divulge sports and the Olympic principles at a national level.

TANZANIA OLYMPIC ACADEMY (TANOA) SUMMARY OF ACTIVITIES – JULY 2007 TO JULY 2009

Henry TANDAU (TAN)

President of the National Olympic Academy of Tanzania

1. Planning and coordinating the Olympic Torch Relay – July 2007 to April 2008.
2. Giving is Winning – Provision of sports equipment to Burundian refugees living in camps in Tanzania. April 2008
3. Staging of the Olympic Torch Relay. April 13th 2008
4. Olympic Values Education Programme – Launch and Workshop. April 14 – 19 April 2008
5. Together for HIV and AIDS prevention – a toolkit for the sports community – Launch of the Kiswahili version and Seminar. June 2008
6. Sports for Peace Workshop – July 2008
7. Olympic Youth Camp – September 2008
8. Sport and Environment – Songea Tanzania. November 2008
9. Recognizing Our Torchbearers – June 6 2009.

THE ROLE OF THE TUNISIAN NATIONAL OLYMPIC ACADEMY IN PROMOTING OLYMPISM

Ridha LAYOUNI (TUN)

President of the TNOA

The main mission of the National Olympic Academy of Tunisia, during 2008 and in the beginning of 2009, was to organise the following activities under the patronage of the TNOC:

- *Courses for sports officials in the administrative and financial management of sports federations and associations* with the participation of more than 60 “young Olympians”. Lectures were given by distinguished Tunisian experts and academics in different disciplines (Tunisian sports legislation, financial audits in sports, sports marketing, organisation of sports events, sports venues...).

- *The TNOA’s annual Session*: During this Session that was attended by a large number of Young Olympians and many representatives of sports organisations, the subjects that were considered included volunteering in Tunisia, the history of the Olympic Movement, Pierre de Coubertin’s role in promoting Olympism.

- *The MEMOS “Sports Organisations Marketing” course in French* held in Tunisia from 22 February to 01 March 2009. 21 participants from 18 countries belonging to 4 continents attended the lectures given by 7 distinguished MEMOS university professors and 4 high level Tunisian experts in the presence of Ms. Catherine Laville, head of project at Olympic Solidarity.

The courses were very successful and were an opportunity for people to learn about the experience of the Tunisian National Olympic Committee and Tunisian

Sports Associations in the field of Sports Marketing and the management of Tunisian Sports Associations in general.

The event's opening and closing ceremonies were presided by the State Secretary to the Minister of Youth, Sports and Physical Education responsible for Sports Mr Abdelhamid Slama, President of the TNOC.

CONTRIBUTION OF THE ASSOCIATION OF AFRICAN NATIONAL OLYMPIC ACADEMIES (AANO) TO THE PROMOTION OF THE OLYMPIC MOVEMENT

Ridha LAYOUNI (TUN)

President of the AANO

The Association of African National Olympic Academies was born during the General Constituent Assembly held in Tunis on 10 – 13 December 2008.

During the Assembly, the founding National Olympic Academies were able to consider and adopt, under the auspices of the President of ACNOA, the following:

- The minutes of the ad hoc meeting of African National Olympic Academies held in Olympia on 15 May 2008.
- The Statutes of the AANO
- The election of the AANO's Steering Committee.
- The AANO's programme of activities for 2009-2012.
- The appointment of an auditor for the above period.

Furthermore, the AANO's main objectives are the following:

- Promote the Olympic ideals and values in Africa
- Help create new NOAs in Africa
- Assist NOAs in acquiring statutes and developing activity programmes
- Exchange information, experiences and skills among National Olympic Academies in Africa
- Organise jointly or through sub-regional groups all events aimed at promoting Olympism in Africa

- Convene sessions, symposia, conferences, workshops and various meetings to promote Olympic philosophy in Africa and knowledge about the Olympic Movement
- Ensure coordination between the International Olympic Committee, Olympic Solidarity, the International Olympic Academy, the Association of National Olympic Committees of Africa and their different components on the one hand and African NOAs on the other, in order to optimize cooperation with these organisations and allow them to fully benefit from existing possibilities at the level of activity programmes and human and financial resources
- Encourage the practise of sports in Africa for all social and age groups and promote the concept of sport as a fundamental human right
- Perform and support studies and research in the field of Olympic philosophy and related African values
- Encourage sports scientific research and specific training in sports sciences
- Participate in the training of sports officials and physical education teachers and sports coaches by providing to them additional education in their field of expertise and in the field of Olympic education
- Train athletes competing in the Olympic Games
- Teach Olympic champions how they should act as role models for young people
- Organise cultural events with the participation of Olympic champions (“mini-Olympics” among young people, poetry, painting, sculpture contests on Olympic sports, Olympic art exhibitions...)
- Organise different activities and events for the propagation of Olympism and the history of the Olympic Movement in cooperation with the Associations of National Olympic Academies of other continents
- Publish manuals on Olympic education and the history of the Olympic Movement to be included in primary, secondary and university education programmes
- Publish an Olympic Education Review
- Create an African Centre for Olympic Studies and Research
- Create an African Olympic Library
- Create an African Olympic Archive (African Olympic Data Bank)

- Create an African Olympic Movement Museum
- Create an African Olympic Video Library
- Develop a website introducing the Association and NOAs of Africa and their activities
- Organise the necessary meetings in order to update the statutes and rules of procedure thus allowing the association to expand its role and guarantee the effectiveness of its activities.

A REPORT OF THE ZIMBABWE OLYMPIC ACADEMY FOR THE PERIOD 2002 – APRIL 2009

Tinny Margret MUSWAZI (ZIM)
Director of the Zimbabwe Olympic Academy

1. Introduction

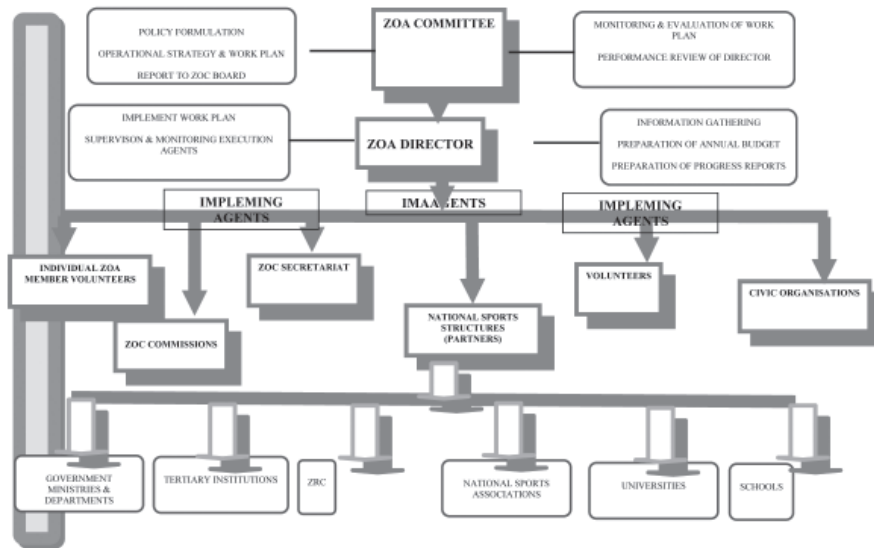
The formation and development of the Zimbabwe Olympic Academy (ZOA) has followed a memorable path marked by both interesting and challenging landmarks. The first marked development was the de-bundling of the Academy from being housed in the Education and Culture Commission, to being a stand alone autonomous body run by a specially appointed committee which in all intents and purposes operates like a board. The ZOA has now adopted an improved structure which should also ensure its improved performance.

Following its philosophy which was enunciated in 2005 (Muswazi, 2006), the Academy has become very powerful as a result of its strong foundation resulting from provision of adequate information for stakeholders, support from both the Education and Culture Commission as well as ZOC and now also from all ZOC commissions and also most importantly from the media.

As stipulated in the rest of its philosophy, the ZOA is doing well with regard to 'spreading Olympism like wildfire', 'getting all on board' and facilitating 'unity for the multi-cultural society of Zimbabwe'. In its endeavours to spread Olympism, ZOA is using existing institutions, mobilizing all organisations in good standing with ZOC as well as attempting to reach all corners of the country in a variety of ways. This presentation briefly takes you through the activities and developments of the ZOA under the following sub-headings: activities for the previous years, report on ZOA's targets, priorities and progress regarding Olympic Education,

promotion of the Olympic Movement, opportunities, challenges, conclusion and suggestions and recommendations.

THE ZOA Structure (Floor chart below)



2. Activities For The Previous Years

- The formation and development of the ZOA
- Development and distribution of literature
- Development of the ZOA structure
- Development of the Olympic Museum (launch on 13 March 2009)
- Development of ZOC / ZOA library
- Development of ZOA strategies
- Agreements with the Ministry of Education Sport Arts and Culture to work with schools
- Successful pilot project - Houghton Park Primary School
- Twinning up Houghton Park Primary School with a school in Scotland

- Received IOC trophy for work done on the spread of Olympism (Director)
- Presentations at various fora e.g. at ZOC General Assembly, ZOC forum, administration courses run by the Education and Culture Commission, schools inter-house and inter-schools sport competitions, sport academies, church groups, school heads' meetings, NA functions e.g. Zimbabwe Football Association (ZIFA) national soccer Coaches – Ben Koufie functions, national team functions, women's groups etc
- Academy sessions (national, and for individual institutions)
- Exhibitions at Harare Agricultural Shows
- Strategic Plan Workshops
- Attempt at Knowledge Attitudes and Practises survey
- Active support for other NOAs by grooming and sending participants to e.g. Generations for Peace (a Jordan initiative)
- Involvement at the Zimbabwe Olympic Sports Centre
- Honoured to assist in the formation and development of other NOAs in the region and on the continent (Zambia, Malawi, Swaziland, Lesotho, Liberia, Somalia and lately Namibia)
- Paper presentation at international conferences
- Attendance and presentations at IOA Directors, and at Joint Sessions for Academy Directors and officials of NOC

3. Report on ZOA's target

- Taking a cue from Samaranch who says, 'The most effective army that Africa can use is education (Samaranch, 2001), the ZOA adopted the principle of '*education for all*', initially targeting 40% of the Zimbabwean population, in accordance with the ZOC Strategic Framework 2006 - 2010 and also in conformity with the education policy of the country. Zimbabwe has a very strong education background so ZOA takes advantage of this opportunity as well as the agreements made with the Ministry of Education Sport Culture and Arts to perpetuate its philosophy.
- ZOA is targeting existing structures e.g. National Association of Primary Heads (NAPH), Zimbabwe Tertiary Institutes Sports Union (ZTISU),

sports academies to spread Olympism and provide Olympic Education to the general and more specific groups of the population.

- Ten point ZOA strategies implementation.

4. Priorities and Progress Regarding Olympic Education

After realizing the importance of Olympic Education and how much content is involved, ZOA has made a deliberate effort to prioritize certain aspects over others only for the sole reason of content management. For instance, in addition to selected topics from the culture component of the Olympic Education such as the national anthem, opening and closing ceremonies as well as other values like the Olympic rings and the Olympic motto, ZOA has included in the priority list effective pedagogies for the provision of Olympic Education.

The Olympic Museum and the ZOC / ZOA library have also been our priorities. We are grateful to the efforts of a number of well wishers among whom are Zimbabwean compatriot overseas, Elias Musangeya, IOA library to mention but just a few who continue to donate books and other materials for the library.

5. Promotion of the Olympic Movement

In addition to the institutions that make up the Olympic Movement, i.e. International Olympic Committee (IOC), Organising Committee for the Olympic Games (OCOGs), National Olympic Committees (NOCs), International Federations (IFs) National Sport Associations (NSAs), clubs and athletes, we feel that universities (education institutions) should be added to the list of those who make up the Olympic Movement.

The ZOA has thus begun exploring possibilities to work with one university, the Zimbabwe Open University (ZOU) in the Knowledge, Attitudes and Practises (KAP) survey. At the 2008 Directors' Session, we (ZOA) indicated our hope to fulfill the still outstanding area of publication through the involvement of researchers from universities, but unfortunately, that was not to be due to financial constraints, and yet the importance of publication can never be over-emphasized.

6. Opportunities

Apart from a supportive media and a supportive ZOA Committee (board), the ZOA continues to enjoy the use of exemplary Olympians such as multi-medallist, Kirsty Coventry who has also contributed to the memory of the Olympics by donating to Beijing museum after the Beijing Olympic Games.

7. Challenges

The ZOA has not been spared by the financial challenges all other institutions in the country have experienced. The strain experienced in such activities as our intended KAP survey, the development and stocking up of the Olympic library and other outreach programmes has really affected the progress of our activities.

Even though sport should be a common ground and ironically it is supposed to bring people together, there is a danger of losing the few women who sport has won so far as the absence of other women as well as the lack of support from their counterparts keeps hovering around our success. For instance, because most women in sport are young, the few older women seem to experience an insurmountable sense of loneliness as there may seem a generation gap looming between them.

Some of our stakeholders who would assist us in implementation have been having other more pressing issues to deal with, therefore, it has not been very efficient to involve them.

Attitudes of NAs may not have been at their best.

8. Conclusion

Apart from the few drawbacks the ZOA has experienced mainly due to economic challenges in the country, it can boast of relatively notable success over the years. The main focus for its continued improved performance lies in securing financial, material (mainly literature) and effective human resources in the form of implementing agents.

9. Suggestions and Recommendations

- ✓ Need to continue working on the attitudes of some NAs for more positive responsiveness.
- ✓ Need for a wider network of volunteers.
- ✓ Continue to source and generate literature for the library and for circulation.
- ✓ Need to secure adequate funding for programmes and activities.

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NATIONAL OLYMPIC AND PARALYMPIC ACADEMY OF ISLAMIC REPUBLIC OF IRAN IN 2008

Dr Mehrzad HAMIDI (IRI)
President of NOPA of the I.R. of Iran
Faculty Member of Tehran University of Iran

National Olympic and Paralympic Academy

The National Olympic and Paralympic Academy of the Islamic Republic of Iran affiliated to the National Olympic Committee of the country is established with the aim of disseminating the principles and objectives of the Olympic Movement. The Academy further pursues the objective of educating and training the youth forces of the country and encouraging people at large to practise sport for the sake of their health and well-being. Moreover, the Academy shall be responsible to devise programmes which could help promote sport culture and science, encourage participation in sport scientific and technical activities and to share the achievements in these areas of activities and provide sport facilities for athletes, coaches and others involved in sport activities.

The National Olympic and Paralympic Committee shall also embark upon activities in sport science, education, research, culture and art on national and international levels.

The recipients of the NOPA's variety of services will be elite and talented athletes, coaches, referees, clubs, educational centers, sport managers and others involved in sport and cultural activities.

The sections of NOPA

The National Olympic and Paralympic Academy currently includes several sections as follows:

- 1- Olympic Education Center
- 2- Museum and Cultural Studies Center
- 3- Library & Information Center
- 4- Sports research center
- 5- Sports Management Center
- 6- Aquatic Exercise Center
- 7- Physical Fitness Assessment and Improvement Center
- 8- Sports Medicine Center
- 9- Sports Psychology Center
- 10- NOPA Hotel

Activities of Olympic Education Center

The NOPA Olympic Education Programmes are a series of courses organised for different age groups; students, physical education trainers, university students, athletes, coaches and artists who are interested in the Olympic Movement. The aim of such courses is to spread the Olympic Movement among people especially those who are involved in the sports family.

Within the last year the Olympic education center of NOPA organised 31 courses and tried to further enhance the knowledge of society with Olympic principals.

In these courses people first visit the NOPA and get acquainted with the facilities and equipment allocated to the athletes and national teams. The participants enhance their knowledge about Olympic Games, Olympic symbols, motto, torch, flag and Olympic medallists. Organising a group sport such as football, basketball etc, visit a national champion is part of the programme as well. At the end of the programme the people are invited to watch a movie regarding Olympic Games depending on the age of people. In total 1420 persons took part in these programmes during the last year.

During the last year:

550 university students in 14 courses

600 school students in 11 courses

130 physical students in 4 courses

110 artists in 1 course

30 Olympic Education trainers in 1 course

Educational Course for Iraqi weightlifting coaches

Following the request of Iraqi NOA to schedule an educational course for 30 weightlifting coaches of Iraq, a 3 days course was set up in the field of Olympic Education, Sports Management, Sports Nutrition and Sports Medicine. The participants who successfully passed the courses received NOPA certificate at the Asia High Level Training Center.

Long-term educational course

Among the other activities, NOPA as a link between sports scientific institutes and sports federation set a series of long-term courses such as Olympic Education, organising Major Events, High level Conditioning Course and Sports Nutrition to educate professional trainers in these fields.

The commemoration congress for retired physical Education teachers

The congress was organised in May 2008 in the attendance of some 100 physical education teachers to appreciate their great efforts for developing sport among the children and youth of the country.

National Sports Management Congress

This congress was held in the attendance of high ranking sports officials, Physical Education Faculty members, athletes, coaches and some 450 persons in

November 2008. It deals with the topics of sports management, sports marketing, environment and sport.

Commemoration ceremony of Iranian Olympians

Considering the Beijing Olympic Games the NOPA organised a commemoration ceremony of the Iranian Olympians from London 1948 to Athens 2004, aimed to encourage and increase morale and motivation of Iran's Olympic caravan. The ceremony was held in the presence of NOC and NOPA presidents, cultural assistant of the Iranian Parliament, President of Sports Federations, Olympians and some of the old national athletes on 27 May 2008.

Life Celebration

Approaching the Beijing 2008 Olympic Games, the NOPA in close collaboration with the Organ Transplant Foundation organised a celebration which aimed to make people aware of organ transplant on 1st July. Most of Iranian Olympians for 2008 Olympic Games were gathered in this ceremony to fill out the forms as Organ donors and encourage the people to do so. Some 2,000 people took part in this ceremony alongside numerous athletes, artists and political personalities.

The motto of life celebration was "in remembrance of whom their leaving cause a beginning for others".

The 4th Sport and Art Contest and Exhibitions

This year the Contest and Exhibition has been inaugurated in the presence of Taekwondo gold medal winner in the Men's 80-kg Category in the Beijing Olympic Games, Hadi Saei, weightlifting gold medal winner in the Men's 60-kg category in the Beijing Paralympic Games, Hamzeh Mohammadi.

The ceremony opened with the messages from IOC President, Dr. Jacques Rogge and IPC President, Sir Philip Craven.

All received 430 art pieces that were shown to the public for 5 days. At

the end of the closing ceremony the winners of each 4 categories: Sculpture, Painting, Cartoon and Poster, received their prizes and diplomas.

The aim of this contest is to encourage the artists, athletes and the others to draw sports values and concepts from the perspective of art.

The 4th edition of Safiran Ghadir Ceremony

Many of Iranian champions, coaches and sports officials have gathered in this ceremony to honor the ambassadors of ethics of the year 2008 in each sport categories. Among others, the ethical charter of the sport society was read by Ehsan Ghaem Maghami, Iranian Chess champion.

Publications

> Olympic Education DVD

It includes Olympic Movement in Iran, Olympic and Paralympic medallists of Iran, Olympic symbols; motto, torch, and flag the results of the Iranian team from London 1948 to Beijing 2008, movies about Olympic education including: Olympic in camp, Humanity, Zebr o Zerang, flight of colours etc.

> Ancient Sports Figures of Iran

This book was compiled for the first time and warmly welcomed by the sports society and historians.

About Sports Museum

The Sports Museum is built in a construction more than 6000 square meters in an area around 17,000 square meters on 4 floors. It shall be inaugurated in May 2009.

The Museum will consist of different sections which are as follow:

- Permanent exhibitions
- Temporary exhibitions

- Hall of fame
- Audio-visual Section
- Internet Services
- Information
- Security
- Coffee shop
- Shops

The Olympic Movement follows a goal in which education, art and culture are its inseparable parts. Friendship, peace, patriotism, respect for human generosity and chivalry blend with the Olympic Movement so that imagination of sport without these values is a sad image.

It is my pleasure to present you the activities of I.R.IRAN National Olympic and Paralympic Academy during the year 2008. This is a brief report to introduce to you what kind of activities are held in NOPA. Since the Iranian NOPA has a multipurpose function, I would like to suffice to mention some kinds of activities which are considered as educational and cultural activities among others.

They are as follows:

> The 4th Sport and Art Contest & Exhibition

The National Olympic and Paralympic Academy organised successful Olympic, Sport and Art Contests in 2003, 2006, 2007. Accordingly the 4th Sport and Art Contest & Exhibition was held in the categories sculpture, painting, poster and cartoon on the theme of Olympic and Paralympic Sports to set an active synergy between the worlds of art and sport.

Therefore the NOPA has called upon the artists, athletes, art university students and professors and interested people to draw the Olympic and Paralympic values such as: courage, unity, determination, tolerance, inspiration, friendship, equality, generosity, non-discrimination and respect for others.

In addition there is an exhibition of all received art pieces to show to the public coinciding with the contest.

> Olympic Education courses

About 40 courses organised for school students in primary and secondary levels,

teachers, university students, artists, NOC's staff and sports administrators to further familiarize society with the Olympic ideals.

> The 2nd commemoration ceremony for physical education teachers

In this ceremony the physical education teachers were appreciated and received some valuable prizes.

> The commemoration ceremony of the Iranian Olympians

All the Iranian Olympians were invited to attend the ceremony to celebrate the first Olympian, Mr. Mohammad Salmasi who participated in the 1948 London Olympic Games and achieved bronze medal in weightlifting.

Among others the following activities were held in several editions for national teams' members by NOPA:

- Sport marketing congress
- Sport Management congress
- Sport medicine courses
- Conditioning training courses
- Sport management courses
- Sport nutrition courses

Today, we are here in the IOA Premises, in the belief with Olympism joined in the peaceful and solid Olympic rings with any form of race, religion, color and culture; following one common goal sport at the service of the harmonious development of mankind with a view to promote a peaceful society and raising the children in a world full of friendship, honesty, solidarity and fair play. The children who come together to make the Olympic rings to rise up the tree and pick up a bird ...

“Before reaching the tree,
there is a garden alley that is greener than God's sleep
and in it; love is as blue as the feathers of honesty.
You will see a child
who has gone up the pine tree, to pick up a bird from the nest of light
and you ask him
where the friend's house is.”

Conclusions of the discussion groups

The 7 English-speaking discussion groups and the 2 French-speaking ones were asked to select the subjects and questions to discuss on during the works of the Session. The conclusions derived are being published here in the form they were presented during the closing ceremony of the Session.

ENGLISH-SPEAKING DISCUSSION GROUP 1

Question 1

How can we as NOAs shape how the media portray the YOG? Can the focus in coverage include more than just competition, but instead include educational and cultural aspects also?

- Introduce new principles for media coverage by contractually binding (IOC) the broadcasters to:
 - a) Cover educational and cultural programmes and principles of Olympism, not only competitions
 - b) Oblige them to cover a wider range of Olympic sports
- The IOA and NOAs need to be proactive in educating the journalists on what the YOG is about (3 pillars). This could take the form of media sessions prior to YOG, media mentoring, additional IOA media sessions, or a printed media guide on Olympism.
- The NOAs should actively reach out to local media (broadcasters, youth magazines, radio stations) and convey the message of the YOG, Olympic Values, pillars of YOG (competition, education, culture) and provide them with adequate material for reporting.

Question 2

Are the Youth Olympic Games different enough from the Olympic Games?

Programme title

- The term “Youth” represents an age group wider than 14 – 18. It was felt

that the term was confusing in light of the closing invitation at all Olympic Games for the “youth of the world to meet together again in four years time....”

- The term “Olympic Games” implies the direct comparison with the Olympic Games which seem to focus primarily on competition.
- Being an Olympian and being part of the Olympic Games is the highlight of an athlete’s career. With the YOG this opportunity is given to young athletes, which could take away some of the appeal to reach the real Olympic Games and brand image. Further, concern has been raised by Olympians that the Olympian brand will be reduced by having young teens return from the YOG and promoting themselves as Olympians.
- Culture and Education are supposed to be equally important as competition though they find no place in the name “Youth Olympic Games”. The strong emphasis on learning and culture needs to be represented to the participants and the media, through a title that is not exclusively linked to sport.
- Suggestions were made to rather call the YOG “Youth Olympic Festival” or a similar title that emphasizes that YOG is more than just a sporting event.

Sports Programme

- Some of the traditional sports currently on the programme are not appealing to the youth population.
- Sports programme should be a genuinely non-gender bias.
- Informal/non-Olympic sports introduced in the sport programme (examples of such sports being adopted by IOC are snowboarding, aerials and windsurfing).
- Reduce the length of the sport programme to enable cultural/ educational activities for *all* athletes. Non-competition days should be included at the end of the competition.
- Rotation of sports on a frequent basis to include sports currently popular with youth.

Question 3

How can NOAs collaborate together effectively in preparation for the YOG?

- Discussion focused on the different capacities and priorities of the various nations. Some NOAs were better resourced, had stronger networks in their education systems or had school systems better aligned to the timing of the YOG.
- There was a need identified to better share resources, templates and ideas among NOAs in order to save time and keep from “re-inventing the wheel.”
- Critical to enabling greater collaboration is an IT infrastructure capable of hosting NOA discussions, online video meetings, and NOA resources.
- It was felt that the IOA could play a more proactive role in developing this infrastructure and hosting all material for the member NOAs.
- The group felt that the IOA might provide greater leadership in making library resources available in a synopsis format on-line. This could be done as web capabilities are further developed.

ENGLISH-SPEAKING DISCUSSION GROUP 2

YOG SINGAPORE 2010 (New possibilities for NOAs)

How can NOA & NOC prepare the athletes and coaches to the YOG?

How can we prepare the youngsters to be excellent in the other activities than sports competitions, and how can we make them focus on cultural activities?

- NOA & NOC has to organise an Olympic-camp
- Topics of the camp:
 - History of Olympic Movement
 - Olympic values
 - Discussion to develop skills for cultural understanding
 - Learning by doing (drama & orientation)

Suggestions from Group 2

- How to be together?
 - How to learn together
 - How to stay together
 - How to live together.
- Information about the special elements of the host country's culture
- Athletes have to prepare a short speech about their country (history and culture)

- IOC may support an informative CD in many different languages (voice channels)
- Or a web site to serve the same aim.
- During the game every team must choose an “OLYMPIAN of the YOG”
 - How to choose an “OLYMPIAN of the YOG”?
 - Criteria for instance:
 - Fair Play
 - Respect for others
 - Dialogue abilities
 - Excellent in events of culture & education
 - Ability to think and understand human being from other cultures.

What could be possible risks for the YOG?

- Mass medias only focus on the sports events
- Doping - We hope that the focus of the other aspects of the YOG will take away the interest of doping
- Burnouts; too much training too early
- We hope that IFs do not make ranking list
- We hope that IFs do not list records

How to avoid possible risks before the YOG?

- NOAs & NOCs has to take contact and to prepare media for the new events
- New education idea for coaches.

How to avoid possible risks during the YOG?

- Participation is not only sport performance for the young athletes in the YOG.
- Delegation's leader has to motivate the athletes to participate in the other activities.
- Forget how many medals but compete as an “OLYMPIAN of the YOG”
- Awards by:
 - olive crown for winners (*ribbon tied different colour red, yellow and blue*)

- reflection group (*winners will meet “talk show” to discuss their experiences after the competitions*)
- To deepen the education in Olympic Values we hope that the IOA will organise a special session for the “OLYMPIAN of the YOG” (*athlete, coach and official*).

After Singapore 2010

The NOAs & NOCs should motivate athletes to be ambassadors for Olympic Values after the Games (relating the good experiences in schools, clubs and seminars).

ENGLISH-SPEAKING DISCUSSION GROUP 3

Question 1

What is or should be the role of the NOAs in the Youth Olympic Games?

- Firstly, the NOA must be involved.
- Prepare pre-games and post games questionnaires.
- NOA to encourage NOC to establish a Code of Conduct for youth athletes and non athletes.
- NOA should offer assistance to NOC in the process of selection of the school for 'twinning program'. This is a great opportunity for the NOA and NOC to work together.
- It is proposed that the NOA should interact with the twinned schools. Some have already been selected, but for those that haven't, the NOA should be part of the process.

Recommendation: IOA to request IOC to send Deanna Binder's book "Olympic Values Educational Programme (OVEP)" to all **NOAs directly**.

Question 2

What are the positives and the concerns of the Youth Olympic Games?

Concerns

- Threat of merchandising
- Financial Constraints

- Criteria and process of selection
- Criteria and methods to determine the success of the YOG

Positives

- Legacy for youth sports development programmes
- Olympism as the central theme of the YOG
- Roles for youth in other areas other than competition
- The possibility to engage and harness the media to reflect positive aspects of the YOG
- For many athletes and non-athletes, this may be a once in a lifetime opportunity to experience their Olympic dream.

Question 3

How does the YOG more closely reflect the vision of Pierre de Coubertin?

- By having the games centered around and based on Olympic Values.
- By ensuring that 'Fair Play' is an integral part of the Games.
- By bringing youth together from all over the world to celebrate the Olympic Games.
- By providing a wonderful opportunity to offer youth educational experiences to enhance the fundamentals of Olympic Values.
- It brings out all aspects of de Coubertin's vision of 'Mind, Spirit and Body'.
- Statement always made at the closing ceremony of every Olympic Games
"And now, in accordance with tradition, I declare the Games of the XXIX Olympiad closed, and I call upon the *YOUTH* of the world to assemble four years from now in London to celebrate the Games of the XXX Olympiad"
- Recommendation for the YOG

For the IOC to request the UN to declare a worldwide TRUCE during the YOG so as to realize the Ancient Olympic vision.

ENGLISH-SPEAKING DISCUSSION GROUP 4

Background and Historical Roots

First aim: Pierre de Coubertin

Second aim: Globalized World

We need to study Pierre de Coubertin's ideas and integrate them with the new modern characteristics of the Globalized World.

Youth Olympic Games in the future

Question 1

Should Youth Olympic Games be more than traditional modern Olympic Games?

Should it be an Olympic Festival, Meeting or Olympic Day?

- The name should have a universal agreement.
- The event name should reflect the sport, culture and education objectives.
- It could be dangerous to talk about "sexy" programmes in the YOG, as it's a wrong signal for the youth.

What can we offer for young people?

- New understanding and very clear communication on sport and culture.
- Not to recreate the adult games for young people.

- Realize our pedagogical responsibility to work directly with young athletes and officials.
- Provide a different system on how to select the best athletes.
- Make them aware that we need intercultural and educated young athletes and not medals. Consider replacing medals with olive wreathes.
- If we have doped athletes we will see the end of the Youth Olympic Games.
- Set up International Youth Parliament to improve the Youth Olympic Games as a new sport organisation.
- Prepare youth to be champions in life not only in high performance for sport.
- Provide special rules on how to select the very best of the young people.

Question 2

What is the role of IOA, IF and NOA in the Youth Olympic Games?

IOA

- Responsible to develop and promote ethical guidelines.
- Provide a new structure with its own office to work only for Youth Olympic Games.
- Provide special support as follows:
 - High co-operation with IOC and the host city of the games
 - Be a center of the Youth Olympic Games and an international platform for communication and co-operation specially with NOAs; and
 - Include issues on the YOG in all sessions organised by the IOA.
- Continue to encourage countries without NOA to establish one.
- IOA needs its own study centre for Youth Olympic Games and high co-operation with the International Master Program.
- Use master program to research the YOG.

IF

- Be responsible for high performance competitions in their sports but not to copy the games of adults.

- Provide a new competition programme that corresponds with the interests of young people. Promote this programme internationally.
- Evaluate the experiences and the feedback of the athletes after the games.
- They should use all the possibilities which are given to have closer contact with National Federations as they are also responsible for realizing the cultural and educational aims. Pay more attention to the cultural and educational aims of the YOG.
- Establish training programmes to prepare for the YOG.

NOA

- Be responsible for organising camps in their own countries before and after the games for athletes, trainers and officials.
- Publicise anti-doping consequences to athletes.
- Be responsible for public relations which should make the government and all members of the society know the central aims of the Youth Olympic Games. These should emphasize the cultural and educational aspects of the YOG.
- The NOAs should help in co-operation with National Federations to prepare the very new ways and establish a new structure for the selection of athletes for the games.
- Integrate the aims of the Youth Olympic Games in their Olympic Education Programmes.

Question 3

Can we prepare the young athletes for the Youth Olympic Games?

We need to revise our approach for the YOG:

- This should be the responsibility of the Key stakeholders such as NOCs, NOAs, schools, parents, sport leaders, media and so on.
- Prepare national teams as ambassadors of their own countries.
- Prepare the athletes to know the rules of the host city in relation to specific culture.

- Prepare the athletes to share and to celebrate diverse cultures at the YOG.
- To make it possible that young athletes are able to speak more than one language.
- Provide the opportunities to athletes to read and to study books, web site, CDs, films etc. prepared by the IOA, NOAs and host country.
- Make partnerships with countries to seek for logistics and financial support etc.
- Organise specific teambuilding programmes for their national teams preparing for the games.
- Organise a training programme for the selected officials.
- Assist the families of the athletes to support their preparation for the YOG
- Provide athletes with basic knowledge about their country, culture, political system and the Olympic movement.
- Provide advanced information to maximise the games experience.
- Prepare youth for the opening and closing ceremonies. Require that the young participants prepare a country presentation.

ENGLISH-SPEAKING DISCUSSION GROUP 5

Question 1

What is the role of the NOA's in the YOG?

Pre-Games

- What we do before the Games will have an impact during the Games. Most, if not all NOA's will not be at the YOG so it is imperative to prepare athletes before the Games. It is also necessary to prepare the coaches and officials. The whole family, in particular parents and also teachers should be prepared too, to better understand and accept the aims of the YOG. The NOA's and NOC's need to also sensitize the public, sponsors and the media. The young reporters going to Singapore should also be educated.
- We need to gather materials from the NOC's and NOA's to provide athletes with Olympic values both in theory and in practice. The NOC's and NOA's should work together to prepare athletes and give them educational sessions to achieve these values.

During the Games

- NOA's and NOC's have the responsibility to give athletes the instruments to disseminate Olympic values, ex. flyers.
- The IOA should put pressure on the IOC to broadcast the Culture and Education Programmes being held at the Games especially since broadcasting at these Games will be free.
- Another idea to disseminate the values during the games is to ask all

participating athletes to wear the same T-shirt so that all will be one team.

Post Games

- The role of the NOA's after the games is to evaluate their programme with their athletes to see the impact that has been made on cultural and educational principals. This will give the IOA feedback for future preparation of NOA's.
- We also need to look at what the athletes can give back. The athletes can spread the message back to their community; they can also make a blog to disseminate the message to their friends.
- We need to establish an instrument to measure the Olympic Education Programmes conducted by the NOA's prior to the Games. This should be implemented by the IOA through the IOC.

Question 2

What can be the negative effects of the YOG and what can we do about this?

- *Big games bring big risks and doping is one of them.* We need to educate athletes regarding doping, supplements etc. WADA is already disseminating information to the NOC's about this for the YOG's. NOA's may have the opportunity to come together with WADA to work on the psychological preparation on the effects of doping. Athletes will visit the WADA office regularly. It would be ideal if the IOA could have an office at the Games close to WADA to be able to educate athletes regarding psychological preparation for the Games.
- *Our participants may not be ready for the media hype.* They may need some psychological preparation for the competition. They need to find positive things and know how to deal with both winning and losing.
- *Winning and the quest for sponsorship.* A win may lead to a lot of attention being placed on the athlete to sign a sponsorship deal. This may have its repercussions if the athlete is not prepared for it. Sponsors too must be educated on Olympic values.

- *Athletes may not be ready to handle the success.* Athletes need to be prepared psychologically to deal with success. This may be overwhelming.
- *Pressure* may bring about overloading of training, cheating, doping etc.
- *Pressure from coaches* since winning or losing may affect their job and salary.
- *A number of athletes may quit after the games due to injuries, studies etc.* They must be prepared for retirement. We want them to grow as persons after the Games.

Question 3

What strategies can we use to enhance Olympic education in our NOA's?

- To define a profile of several behaviours such as solidarity, friendship, excellence honesty, respect and fair play which the participants should follow at the Games.
- Evaluation of the participants through the use of this profile.
- We then need to work on the values most needed from this evaluation.
- Developing literature, movie clips art and song.....on Olympic values.
- Produce leaflets and manuals.
- Develop games which promote fair play, tolerance and other Olympic values.
- Train volunteers to help us in the NOA to disseminate these values and help in the education process.
- Create a website, blog to transmit Olympic education.
- Create an internet based group to communicate together.
- Communicate by means of the radio and TV.
- Use a corporate message. Sponsors may help out with this.
- Work together with national federations to educate.
- Use student athletes to educate other students in the schools. In this way athletes develop a sense of responsibility to work towards developing their own Olympic values and they in turn transmit these values in the schools.

ENGLISH-SPEAKING DISCUSSION GROUP 6

Proposal 1

The First YOG in Singapore should revolutionize in the aspect of medal Ceremony by playing only the OLYMPIC ANTHEM and not the national anthem of the country winning the gold medal.

The group strongly believed that it is timely for the IOC to take a bold step and set a new direction by adopting this important change of playing the OLYMPIC Anthem in place of the national anthem of the country winning the gold medal in the First YOG. The rationale being:-

1. While retaining the hoisting of the flags of the medalists but playing the Olympic Anthem, every young athlete would be exposed early to the Olympic Anthem to instill the understanding of the Olympic Spirit as members of the Olympic family
2. There should not be any distinction of nationality among all the young athletes attending the YOG and each and every athlete should be recognized as part of the Olympic family
3. During the medal ceremony, the three medallists may come from 3 different countries and yet currently, only the national anthem of the gold medallist is being played thus promoting discrimination as the IOC is against any form of discrimination
4. Under the Olympic Charter, the mission of IOC is to internationalize the Olympic Movement. This will give the IOC the right opportunity to make this paradigm shift to ensure the success of the Games for the future
5. Similarly, in the closing ceremony of the Olympic Games, the athletes and

officials marched into the stadium under one big Olympic family without discrimination of colour, race, religion or nation. So this concept of one Olympic family can also be applied in the medal ceremony for the First YOG without any discrimination

6. What happens in the event a continental team winning gold medals? What national anthem will they play? The Olympic Anthem will be the best solution

Question 2

Are the qualification procedures for the YOG in line with the ambitious objectives of the Games especially the competition is being conducted for athletes between the ages 14-18 years old?

The group strongly believes that the procedures as laid out by the IOC are too rigid and could jeopardize the YOG in achieving these objectives – sports, culture and education at the First YOG. Perhaps the IOC can look into this aspect in the next YOG.

1. It is not feasible for the athletes who are currently training for their sports to be also well trained to participate in the activities of culture and education during the YOG
2. Coaches and athletes will place more importance to the sports and will skip out any culture and education programmes in order to achieve success in their respective sports events.
3. To ensure the success of the objectives of YOG – sports, culture and education, then selection of participation for the YOG by the NOCs should be flexible and also reflect the selection of participants for the three different aspects of sports, culture and education at the YOG
4. The age group of 14 -18 years old as recommended for the YOG could have a negative impact on the athletes. We have seen athletes 18 years old who are capable of competing in the Olympic Games. Moreover, an athlete 18 years old will be much more mature in terms of physical, intellectual and social aspects as compared to an athlete 14 years old.
5. What preventive steps will be taken by the YOG Organising Committee to

guarantee that the athletes would not be entered in the wrong age group just to win medals

Question 3

How do the IOC/ WADA apply the World anti-doping Code on the young athletes (14-18 years old) at the YOG in Singapore?

The group is very concerned with these doping tests being conducted on the young athletes at YOG at this stage as we are promoting education at these youth games. This could result on the negative impact and psychological effect on the lives of these athletes, especially those who have never been exposed to these Anti-doping procedures before.

Should the IOC/ WADA Commission insist on the doping tests to be conducted on the young athletes, then the NOCs must ensure that these young athletes will be educated on the doping procedures prior to the YOG and that medical officers or designated personnel of the NOC must accompany the athletes during the doping tests at all times

Should the young athletes test positive in the anti doping tests, the results should be announced discreetly in keeping with the UN Convention on the Child's Rights 1989 to avoid any implications. Normally, athletes of this age could not have taken these drugs on their own accord. The NOC of the athlete concerned should conduct an investigation and penalize the parties involved for this misconduct. Any coach or administrator found guilty should be held responsible with serious penalties.

ENGLISH-SPEAKING DISCUSSION GROUP Ω (7)

Topic 1

The NOAs should play a more important role/responsibility in the selection, preparation and participation of teams in the YOG. How can this be achieved bearing in mind that this is a function normally under NOCs?

Ω Reflection

The vision of the YOG is to inspire young athletes to participate in sport and at the same time adopt and live by the Olympic values. Since the event will encompass sports, education and culture, it is important that both the NOC and NOA work more closely on the selection of the participants, (participants in this case being athletes, coaches and other officials).

Topic 2

The YOG is not only about sports competitions, it is also about culture and education. What programmes would you recommend to achieve this objective?

Ω Reflection

- While medals should be awarded to the winners, souvenirs and participation certificates should be awarded to all the participants i.e. athletes, coaches, managers and all other delegates.

- Organise a pre-games educational seminar for all participants at the national level. During the seminar, the youth will be educated on the Olympic values, IT and other topical subjects relevant to the Olympic Movement.
- In order to capture the entire objective of the CEP, the YOG should be renamed YOUTH OLYMPIC FESTIVAL.

Topic 3

Direct involvement of the youth in the organisation, monitoring and evaluation of the YOG should be encouraged.

Ω Reflection

- It is important to appreciate that the youth is the owner of the YOG. Therefore, they should be encouraged to own the Games.
This may be achieved by conducting a survey/research amongst the youth during and after the Games. The survey should cover all the YOG stakeholders i.e. athletes, officials, spectators, volunteers, etc. whose responses should be given serious and critical attention.
- While it is the dream of every athlete in the world to participate in the Olympic Games, participation in the YOG will also expose the athletes to Olympic education. In addition this will give the youth an opportunity to reflect on the Olympic values, ideals and principles.
- The Olympians, especially medallists should get involved as role models for the youth in preparation and during the YOG.

FRENCH-SPEAKING DISCUSSION GROUP 1

As the group started its work in the hall of the Internet area, the coordinator emphasized the importance of team work and set out objectives to be reached, while seizing the opportunity to express his gratitude to the members for his appointment as the coordinator of the 1st French-speaking group. He then outlined the working methodology that would allow the group to respect the time allocated to its meetings. This methodology was the following:

- Participatory approach to the issues to be considered with all participants taking part in the discussion in a free and spontaneous way
- Agreement by consensus on the topics to be discussed
- Examination of the topics, point by point and in the most courteous way, by referring to the aspects developed by the lecturers
- Synthesis of the ideas expressed and adoption by consensus of those that would be presented to the plenary in the name of the group.

On that basis, proposals for fourteen (14) discussion subjects were presented and after a fruitful debate three (3) topics considered as relevant were unanimously selected, in accordance with the terms of reference of the IOA's management whose open mind we really must acknowledge. These three topics are the following:

1. Usefulness and interest of the Youth Olympic Games (YOG)
2. Relevance of the YOG choice of programmes
3. Role of National Olympic Academies (NOAs) in the preparation, staging and evaluation of the YOG

It is important to recall that the choice of these topics fully took into account the requirement of complying with the general theme of the Session and allowing group members to freely express their expectations regarding this exceptional event.

Having said that, the three (3) questions were considered in accordance with the chosen methodology, all members had the opportunity to present their views and the outcome of the discussion was the following:

Answer to question 1

Members felt that the organization of the YOG 2010 came at a very good time as it responded to the expectations of many NOCs. Indeed, because of their gigantism and their excessive elite-focused character, the Olympic Games had started to lose their interest for many countries, which had the feeling that they were just there to accompany the others without really participating in a worldwide event. In addition to that, the loss of values associated with the Summer Olympics has led to the absence of interest for sports practise that we have been witnessing during these last decades in many countries among young people. Consequently, the usefulness and interest of these Singapore Games will depend on the following:

- revive young people's interest in sport,
- reinstate the values that underpin sport and lay down the bases of a process at the end of which we shall be able to create a new athlete model resolutely focused on the respect for Olympic values,
- make the YOG a melting pot of cultures and civilizations
- prepare world youth to become the citizens of the world.

Furthermore, the usefulness and interest of the YOG are considerable because they could be an opportunity to break away from certain bad practises that have undermined sport in the past. We are referring, in particular to:

- the frenzied pursuit of victory without any consideration for the individual's balanced development
- excessive commercialization
- the narrow nationalist vision of the sports events, mainly on television, to the detriment of universality
- the deterioration of young people's health and the environment.

The group therefore greatly appreciates the education and culture aspects that have been added to the programme of these Games, based on the four (4) pillars defined by UNESCO, i.e.: learn to know; learn to do; learn to be; learn to live together.

Answer to question 2

Before answering this question, the group reviewed the programmes already in place for these Games. It concluded that the sports programme is already well defined and that it would be difficult to change it. It expressed some doubts, however, about the choice of a number of disciplines included in the programme of the Games, in connection with their objectives; a lack of balance was also observed between these disciplines that will have to be corrected in future. The group emphasized, in particular, the importance of the educational and cultural programme and deplored the fact that all relevant information had not been provided.

Nevertheless, the group commended the decision to provide a programme of education in Olympic values, as well as cultural events. It proposed that for the implementation of these programmes, the period of preparation, the competition and the post-games phase should be properly taken into consideration to ensure the Games lasting impact. After a lively debate, the group's recommendation was that no obstacles or discrimination should be allowed, at whatever level, during these Games, referring to the example of the illiterate people who might compete in them. It also expressed the wish that the content of the educational and cultural programmes should be rapidly finalized to allow the NOAs around the world, which have a lot of experience in this area, to make a contribution.

Answer to question 3

The group reacted to the wise statement of the IOA President concerning the place of NOAs in the organisation of the YOG and firmly declared that NOAs have a primary and pivotal role to play during these first YOG that will combine sport, culture and education in a harmonious whole. For these reasons, NOAs must win this place in all the stages of the organisation process:

- during the preparation phase: contribute to the athletes' psychological and intellectual preparation, following what they already do for the young participants of the IOA's sessions
- during the Games: find a niche in all the educational and cultural programmes in order to enhance the work that has already been done in these fields
- after the YOG: play a leading part in the evaluation of the athletes and officials as regards their acceptance of Olympic values and their respect for sports ethics. Such evaluation could lead to the awarding of prizes for exemplary behaviour.

Concerning the NOAs uncontested place and role in the YOG, the group suggested the introduction of a universality quota for the educational and cultural segment in which every NOA would have its place. Author's note: the sum of this worldwide representation of NOAs would represent 137 places, which is really insignificant.

In conclusion, the group welcomed the cordial and friendly atmosphere that prevailed during its work and warmly thanked the IOA for giving its members an opportunity to meet and exchange views on such important issues for the Olympic Movement.

FRENCH-SPEAKING DISCUSSION GROUP 2

Three topics were selected:

- I. The role of National Olympic Academies on the occasion of the Games of Singapore
- II. The role of National Olympic Academies before, during and after the Games
- III. General proposals to international bodies for the future of the Youth Olympic Games (YOG).

I. The role of NOAs on the occasion of the Games of Singapore

The group felt that it was too late to consider changing or reformulating the sports rules established for 2010. Nevertheless, certain concrete proposals could still be presented to the NOAs, i.e.:

- Ensure in each delegation the presence of the NOA President or its representative and one or two educators or simple sportsmen who would play the role of coordinators for participation in cultural activities.
- Have each NOA organize an information and awareness raising meeting on Olympism, the YOG and Singapore, before the delegation's departure.
- Issue a small brochure intended for the athletes on the history of Olympism, its objectives, its values (no more than 10 pages); this brochure could be prepared by the IOA and distributed on the Internet. It would be the NOAs task to produce hard copies of it. Provide for a homogeneous dress code for the parade, if there should be a parade: a suitable track suit for each country;
- Awareness-raising activities by the IOA during its sessions for young people

but also for journalists who will be a central actor of the Games and by the NOAs for the journalists and media in their respective countries.

II. The role of National Olympic Academies before, during and after the Games

A. Before the Games :

- NOAs should be involved in the selection process through participation in the decision or consultation process.
- Information on the event should be provided to the media as from now.
- The DVD for Singapore created by the International Olympic Committee should be distributed to each NOA with the appropriate translation (to be proposed to the IOC).

B. During the Games:

- Plan special events in each country that should be widely publicized.
- Provide support to isolated athletes, as there are often only two or three participants from many countries and request that in the village they should be grouped together based on connecting elements (geographical area or language spoken).

C. After the Games:

- Organise a warm welcome for the delegation's return to its country, regardless of the results obtained, maybe with the national anthem.
- Plan within each NOA a meeting to exchange views and arrive at conclusions on the staging of the Games with the participation of the relevant National Olympic Committee.
- Establish relations and contacts with NOAs that are geographically closer.
- Emphasize to the national media the success of this event among young people.

III. General proposals to international bodies:

The majority of these proposals tend to underline/emphasise the cultural and educational aspect:

- Opening of the Games with an event or a presence “Handisport”;
- Restrict the signs of differentiation to: a podium with one and only step,

hearing of the Olympic anthem solely, and presence of the IOC and the UNESCO flags only.

- Participation or presence of Olympic athletes-examples of social success (short conferences, visits of delegations...)
- Provide training courses for young journalists by making a proper geographical and linguistic distribution.
- Age of participants: there is a question of age for the 17 and 18 year olds, whose category could serve as a springboard for the Olympic Games. Two group members have proposed that the Games should be limited to the under 15 years old in order to avoid what could be a risk, while the majority of the group have been in favour of the already existing categories.
- If we decide to keep referring to excellence, we should, at the same time, be careful not to overshadow the cultural and educational aspect of the Games, as there is where their originality derives from.
- Opening to other, non Olympic, principles.
- Selection, in the name of universality, of two or more participants from school institutions, in order to attend the cultural and sports activities according to a strategy of “sport for all”.

In conclusion, the group was pleased with this new opening that the YOG have to offer, being always careful of subsequent drifts that should be avoided.



Discussion groups posing for a photo and during their works.

**Closing Ceremony
of the 10th International Session
for Directors of National Olympic Academies
ANCIENT OLYMPIA, 11th May 2009**



Panoramic view of the IOA facilities and the Ancient Olympia village.



ADDRESS
on behalf of the participants of the Session,
by Anja JÄRVINEN (FIN)

Dear Mr President of IOA,
Dear Mr Honorary Dean Kostas,
Dear Lecturers,
Dear friends and colleagues,

It is an honor for me to represent the participants of the 10th International Session for the Directors of the National Olympic Academies at this closing ceremony.

On behalf of the participants I wish to thank the organizers of IOA for having planned this Session so well.

Thanks to lecturers for motivating and informational lectures. The lectures have been on a high educational level, well-prepared and have consolidated our knowledge of the aspects we need in our activities.

I have been here many times and every time I feel that this is a real place of the birth of the Olympic Spirit. Here we learn how to be, how to do and how to live together. Every time I learn something new, get new friends and new ideas with which we can give a concrete form to the activities in our academy.

Our general topic was Olympism, focusing on the Youth Olympic Games in Singapore 2010. Our widening understanding of the goal of the Games helps us to pay more attention to educational and cultural aspects when preparing young athletes for the Youth Olympic Games. And I hope that the YOG will give new challenges and new impulses to NOAs to promote Olympic Values among youngsters, and not only among them, but including their coaches and members of the NOCs.

One thing that I would like to emphasize is friendship. I am sure that every

one of us has made new friends and our good relationships will continue and we can contact each other in the future.

Dear friends, this is a privilege for us to come to Olympia; to meet each other and discuss together, and to exchange our experiences. That is why we are the ambassadors of the Olympic Values, Ideals and Principles.

Dear colleagues and members of IOA, I would like to thank all of you for these wonderful days we have been together here in Olympia. Let's keep the spirit alive!

ADDRESS
on behalf of the lecturers of the Session,
by Henry TANDAU (TAN), Prof. Dr Axel HORN (GER)
and Dr Gene SUTTON (CAN)

Dear President of the IOA, Dear Dean, Participants, Ladies and Gentlemen,
We would like to sincerely applaud the International Olympic Academy President and Dean Costas on the choice of the theme and topics for this tenth International Session for Directors of National Olympic Academies.

As lecturers we had the responsibility to provide different perspectives on the theme. Much as we spoke on different topics, we hope we touched everyone in some way, because each topic reinforced the other, as we observed an energy charged atmosphere in the lecture hall and outside.

Mr President, Dean; reflecting that in our societies things are changing so rapidly we would suggest that we have three choices to make:

You can do nothing;

You can complain and expect someone will do something; or

You can get active.

With this session of the academy each one of us has been provided with abundant information and strategies for involving our National Olympic Academies (NOAs) and National Olympic Committees (NOCs) in the inaugural and following the Youth Olympic Games (YOG).

We should challenge ourselves to go home and make a difference by making a fresh start at collaborating with our NOCs to work with the participants of the YOG before, during and after the games, to ensure the best possible experience on and off the field of play. An additional responsibility for the NOAs is to engage all the youth in our communities, including those who will not attend or participate in the Youth Olympic Games.

We recognize that there will be challenges, especially at the inaugural Games; this includes cheating in the area of doping and age eligibility. Other challenges will include the dynamics of young healthy athletes wishing to explore relationships with others, especially as they will be far away from home and family supervision.

We feel it is critical for the YOG organising committee to ensure that a balance is observed in every aspect of this innovative program, this includes

Balance between fun and serious aspects of sport;

Between freedom and discipline;

Between leading and being led; and

Between sport and education as well as cultural components.

Dear Friends, establishing these balances has to begin now.

We challenge the NOAs represented here, when they go home to establish working relationship with their NOCs; we acknowledge that there were challenges in the past for NOCs and NOAs to work together, but we feel the Youth Olympic Games offer an opportunity by combining Sport, Education and Culture.

Dear Friends, Ladies and Gentlemen,

We urge you to embrace and to support this opportunity. Thank you.



Dr Gene Sutton, lecturer of the Session is receiving her diploma by the IOA President, Isidoros Kouvelos.

ADDRESS AND CLOSING
of the works of the Session
by the President of the International Olympic Academy,
Isidoros KOUVELOS

I followed with interest the largest part of the 10th International Session for Directors of National Olympic Academies.

To begin with, I want to congratulate all of you for you have all contributed to creating the appropriate intellectual and academic atmosphere that framed the discussion on the topical subject of the Youth Olympic Games.

I wish to thank, in particular, the lecturers who approached the subject from different angles, with views, ideas and proposals that led to an animated dialogue. Through the confrontation of views and creative debate I believe that we can identify weaknesses at an early stage and face any problems that may arise. This will also allow us to put together a more attractive programme for the young men and women who will be competing in the Youth Olympic Games.

As I have said already in this room, the National Olympic Academies should play a central role in the selection and training of the young athletes who will be participating in the Youth Olympic Games. The National Olympic Academies should respond to the challenges raised by this new institution thus consolidating their presence within the Olympic Movement. The International Olympic Academy will fully support their efforts.

Moreover, I would like to underline with this opportunity that the IOA wishes to expand its cooperation with National Olympic Academies and this is why the Ephoria of the IOA has decided to make the facilities available to National Olympic Academies on favorable terms for the organisation of their Sessions.

In conclusion, I wish to thank all of you and all those who worked for the success of the Session and, in particular, the Academy's staff and the interpreters.

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