

INTERNATIONAL OLYMPIC ACADEMY

11th JOINT INTERNATIONAL SESSION  
FOR PRESIDENTS OR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES  
AND OFFICIALS OF NATIONAL OLYMPIC COMMITTEES

24-31 MAY 2012

PROCEEDINGS



ANCIENT OLYMPIA



*Commemorative seal of the Session*

Published by the International Olympic Academy  
and the International Olympic Committee

2013

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Editor: Prof. Konstantinos Georgiadis, IOA Honorary Dean

Editorial coordination: Roula Vathi

Photographs: IOA Photographic Archives

Production: Livani Publishing Organization

ISBN: 978-960-9454-19-3

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11th JOINT INTERNATIONAL SESSION  
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SPECIAL SUBJECT:

*THE PROMOTION OF CULTURAL ACTIVITIES BY THE NOCs  
AND THE NOAs IN THE FRAMEWORK OF OLYMPIC EDUCATION*

ANCIENT OLYMPIA



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OF THE INTERNATIONAL OLYMPIC ACADEMY  
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## FOREWORD

The 11th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees was held in Ancient Olympia from 24 to 31 May 2012. The special subject of this year's Session was: "The promotion of cultural activities by the NOCs and the NOAs in the framework of Olympic education"; the proceedings were attended by 111 participants (37 women, 74 men) from 88 countries together with 3 observers and 3 guests.

The President of the IOA Isidoros Kouvelos welcomed the lecturers and participants in Ancient Olympia. In his speech the IOA President presented the International Olympic Academy's educational work until now focusing, in particular, on the activities of the last few years which included among others the operation of the Master's Degree Programme in Olympic Studies, in cooperation with the University of the Peloponnese, the IOA's collaboration with the Universities of Harvard and Yale, the creation of the interactive educational programme "Discovering the Olympic Movement and its Values", the participation of the IOA in the Youth Olympic Games of Singapore and Innsbruck, as well as the London Olympics, the adoption of the new IOA logo and the remodeling of its website.

Wreaths were laid before the stele of Pierre de Coubertin and the monument to Ioannis Ketseas and Carl Diem; on the following day, all participants joined a guided tour of the archeological site and the Museum of Ancient Olympia.

The Session's special subject was developed by the following lecturers: the President of the IOC Commission for Culture and Olympic Education Dr Lambis Nikolaou (GRE), Dr Ioanna Karamanou (GRE), Prof. Norbert Müller (GER), Dr Peter KOVAR (GER), Prof. Nataliya Melnikova (RUS), Ms Eugenia Chidhakwa

(ZIM) and Dr Christian Wacker (GER). The guest speakers presented the activities of the IOC Commission for Culture and Olympic education, the importance of Pierre de Coubertin's work, cultural and sports initiatives related to Olympic education by the NOAs of Russia and Zimbabwe, as well as the relationship between theory and action for integrating the Olympic values in modern society.

There were lively debates on the issues presented by the lecturers in the Conference Hall with the participation of the lecturers and among the members of the nine discussion groups (7 English-speaking and 2 French-speaking).

Thirty-six representatives of National Olympic Committees and National Olympic Academies presented their action programmes for Olympic education during the previous year, as well as their projects for the future, thus creating a climate conducive to a rich exchange of ideas.

The reports of the corresponding Session of the previous year, the book "International Olympic Academy - The history of an Olympic institution" and abundant material on the IOA's activities were distributed to all participants. They also received the new, updated Directory of NOAs, which is a very useful tool for improving communication among NOAs.

We warmly thank the International Olympic Committee, the Hellenic Olympic Committee, the Ephoria of the International Olympic Academy, the staff and all those who support its action.

Prof. Konstantinos GEORGIADIS  
*IOA Honorary Dean*

**Opening Ceremony  
of the 11th Joint International Session  
for Presidents or Directors of NOAs  
and Officials of NOCs**

**ANCIENT OLYMPIA, 25th MAY 2012**



*Commemorative photo at the main stairs.*

## OPENING ADDRESS

**“The International Olympic Academy and its educational role today”,  
by the President of the International Olympic Academy,  
Isidoros KOUVELOU**

Dear friends,

It is with great honor that I introduce the 11th Joint International Session for Presidents and Directors of National Olympic Academies and Officials of National Olympic Committees. I welcome you all, both participants and lecturers to the International Olympic Academy. It is both a special honor and pleasure, but also a large responsibility for me, as President of the Academy, to welcome the members of the broader Olympic Family who contribute with their action and their work to the developing course of the Olympic Movement. I see many of you regularly participating in these Sessions, which proves your love for the work we can only achieve with your contribution. It is a fundamental goal of the International Olympic Academy as well as of every National Olympic Academy and Committee to promote the Olympic Ideal and Olympic Education.

Now, please allow me to present to you the educational work of the IOA up until now, and how all of us, who offer our services to the IOA wish to see the future.

Ladies and Gentlemen,

The International Olympic Academy celebrated last July, its 50th Anniversary since it became a significant part of the global Olympic Movement.

The great importance of the place of Ancient Olympia for the contemporary Olympism was well recognized by Pierre de Coubertin himself. It is also widely known that he wished to convey the Olympic idea to the contemporary world, as a means of education. He therefore restored the Olympic Games, for he recognized the fact that through the Games he would be able to attract the interest of both public opinion and governments, so that the Olympic principles and ideals would eventually be applied to the general education of the young. According to Coubertin, Olympism has a philosophical and educational dimension. He conceived the idea of reviving the ancient Olympic Games, within a framework of global revival, with sport acting as an instrument for the physical, ethical and cultural education of generations of youth.

Although Olympic Games as a Sport Event conquered the world rapidly, Coubertin believed that the Olympic Movement should not deviate from its educational objectives and had stated the following: *“I have not been able to carry out to the end what I wanted to achieve. I believe that a center of Olympic Studies would contribute, more than anything else, to the preservation and continuation of my work and would protect it from the deviations, which I am afraid will happen”*.

This institution would be responsible for research, the philosophy and the Principles of Olympism, the study of the means and methods for the realization and the application of its ideas in our constantly progressing contemporary world in order to drive Olympism towards the correct direction, in accordance with the social developments of the times, without, however, altering the basic lines of the Olympic ideals.

Today, the IOA has finally succeeded in becoming the unique authentic cradle of Olympic culture worldwide. The IOC itself has recognized the IOA in its Charter by name and includes, among its obligations, the protection and enhancement of its activities.

Throughout the 50 years of IOA's life, a great number of young people, sports officials and scholars have visited and worked in the IOA premises in Ancient Olympia, inspired by the magical surroundings and got closer to the Values and Principles of Olympism. The total number of the participants in the various sports



*The IOA Honorary Dean Prof. Konstantinos Georgiadis is giving information about the history of the Coubertin stele.*

and scientific Congresses and Seminars that have been hosted in the IOA premises all this period is nearly 80.000, a great part of whom has participated in the IOA official Sessions! All these members of the wider circle of the Olympic Family had the great chance to listen from over 500 Olympic specialists and University professors, their various approaches to Olympism and its Values.

The main International Sessions that are held on an annual or every two years basis are:

1. The “Int. Session for Young Participants” since 1961 with approx. 200 participants
2. The “Int. Session for NOA Directors” since 1986 with approx. 120 participants
3. The “Joint Int. Session for Presidents or Directors of NOAs and Officials of NOCs” since 1992 with approx. 120 participants
4. The “Int. Session for Educators and Officials of Higher Institutes of Physical Education” since 1993 with approx. 80 participants
5. The “Int. Seminar on Olympic Studies for Postgraduate Students” since 1993 with approx. 40 participants
6. The “Int. Session for Olympic Medalists” since 2007 with approx. 30 participants
7. The “Int. Seminar for Sports Journalists” since 1986 with approx. 40 participants

Since 2009, when the HOC Plenary Session honored me by electing me as President of the Academy, together with my colleagues, we have done our best to transform the IOA’s nature, leading it towards a more active presence in the Olympic Movement, widening the circle of its activities, mirroring the actual needs of the current demands of contemporary societies.

I am more than happy to state, today, that in order to accomplish the above tasks, we have relied on the substantial support of the Hellenic Olympic Committee and its President, Mr Spyros Capralos, and of course, on the moral and financial support of the IOC and its President, Dr Jacques Rogge, personally.



*Olympic anthem by the soprano, Anastasia Zannis.*



*Welcome address by the IOA President, Isidoros Kouvelos.*

Throughout these years, we have been trying to enforce the educational dynamic of the IOA and we succeeded by introducing, three years ago, the first international postgraduate Master's Degree Programme on Olympic Studies, with the cooperation of the University of Peloponnese and the exclusive financial support by the Ioannis Latsis Foundation hosting 30 students from all over the world for 2 years studies.

The IOA has developed during the last three years a much tighter relationship with the IOC and introduced new ways of disseminating the principles of Olympic Education. In the framework of this collaboration, the IOA displayed a pioneer educational interactive project under the title, "Discovering the Olympic Movement and its Values", which was presented with great success in Singapore and Innsbruck during the 1st Summer and Winter Youth Olympic Games. At this moment, it is situated permanently just outside this room for the use of the students and all visitors.

In order to broaden the horizons of the educational scope of the IOA, we have implemented, since last year, a programme of approaching Universities and other educational institutions by offering to them the opportunity to organize, at the premises of the Academy, Congresses and Seminars of high level. Two Conferences have already been arranged for July. The first one, under the general title "Sports, Politics and Cultures", has as its main topic the "Athletic and interstate political rivalries at the Olympics and beyond: A cross-cultural perspective". It is organized with the cooperation of the "Center for Hellenic Studies" of Harvard University and will take place from 3 to 5 July. The second one is organized by the Yale University with the participation of 130 high level undergraduate students, from 6 to 15 July, under the title "International Conflicts and Peace Studies".

Apart from the educational activities, the IOA has also the obligation to support 144 National Olympic Academies around the globe by providing guidelines, especially to those NOAs that have serious problems concerning their cooperation with their respective NOCs or the ones which are inclined towards an uncontrolled autonomy. For those few cases, and in order to avoid similar examples in the future, we are preparing a special manual with necessary guidelines and obligations dictated by the IOC.

All the above mentioned activities as well as the objectives we have set for the near future have urged us to develop a new communication policy, which will enable us to promote our goals more efficiently and lead the IOA to a new course. Changing the structure of the IOA web site, [www.ioa.org.gr](http://www.ioa.org.gr), using new technology tools and combining useful information with a series of Olympic messages was one of the steps that have been taken. Moreover, we have published the new official IOA magazine on a biannual basis, the first issue of which is in your hands. Last but not least, we introduced a new emblem for the IOA following a relative instruction by the IOC. The new emblem combines the olive branch of peace situated on the archaic-Greek “A” representing the influence of the origins of Olympism to the contemporary task of the IOA for promoting the Olympic education and finally the five Olympic Rings at the bottom, declaring the natural connection between the IOC and the IOA.

The premises of the Hellenic Olympic Committee in Ancient Olympia that you have just visited have been offered from the very beginning to the International Olympic Academy in order to accomplish its tasks, next to the historical site and surrounded by this magical environment.

The aim of all of us, nowadays, is to establish, in the near future, in this ideal place of Ancient Olympia a true Center for research and contemporary brainstorming of Olympism, which will help the course of the Olympic Movement to sidle pass the sirens of commercialism and political interference even more radically, filling all the requirements and the vision of Pierre de Coubertin and the founders of the IOA.

We owe this to the world, and more particularly, the youth of today and tomorrow, in order to help them format their character based on these Principles and Values.

Thank you for your attention.



*Laying of wreath at the Pierre de Coubertin stele by the IOA President Isidoros Kouvelos (on the left) and the lecturers Nataliya Melnikova and Lambis Nikolaou.*



*Laying of wreath at the Carl Diem and Ioannis Ketsseas monument by the lecturers Eugenia Chidhakwa and Prof. Norbert Müller.*

## PIERRE DE COUBERTIN'S OLYMPISM

**Prof. Konstantinos GEORGIADIS (GRE)**

*University of Peloponnese*

*Honorary Dean of the International Olympic Academy*

“Olympism did not come to the world spontaneously...  
There is a whole historical preamble that must be taken into account.”<sup>1</sup>

*Pierre de Coubertin, 1934*

Olympism for Coubertin as a philosophy of life was a spiritual, mental and physical life experience in man's constant effort to achieve moral and intellectual elevation.

Well ahead of his time in thought and in action – in conjunction with the creation of a Chair of Olympic Studies in Nice – he advocated in favor of the teaching of Olympism in education<sup>2</sup>.

Predominant in Coubertin's thinking was the Olympic educational framework of holistic education, the concurrent development of man's spiritual, intellectual and physical qualities.

His Olympic pedagogical programme as presented in his work was multifaceted, interdisciplinary, inter-thematic, with precise social, cultural and humanitarian objectives.

His Olympic Pedagogy included:

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1. Pierre de Coubertin, “L'Olympisme à l'école. Il faut l'encourager”, in: *La Revue Sportive illustrée*, vol. 30, 1934, special issue, p. 36, in: N. Müller, *Pierre de Coubertin 1863-1937, Olympism, Selected Writings*, Lausanne, IOC, 2000, p. 218.

2. *P. de Coubertin, Selected Writings*, op. cit., p. 218.



Athletic Education<sup>3</sup>, Education for Peace<sup>4</sup>, Social Education (Democracy requires Social Education)<sup>5</sup>, Historical Background, Philosophy of Physical Education Culture, Art in Education<sup>6</sup>, Sports Psychology (in Modern world who engages in sports and why)<sup>7</sup>, Education to hygiene, From games to heroic acts, Formation of Character, Modern Chivalry, Apotheosis.

His concern about the future of the Olympic Games and later developments in sport, made him coin and define a new term that of “Olympic Pedagogy”<sup>8</sup> based on “the worship of effort and the worship of eurhythmia”.

According to Coubertin Olympic pedagogy required: “... permanent factories. The Olympic factory of the ancient world was the gymnasium. The Olympiads (sic) have been reviewed but the gymnasium of antiquity has not—as yet. It must be!”<sup>9</sup>

Coubertin did not live to witness what he had dreamed of, the revival of the ancient gymnasium, as a permanent workshop of Olympic Pedagogy.

Only few people would have probably realized then that his ideas were the first seeds of Olympic education.

His vision became reality many decades later.

In 1961, “the ancient gymnasium” began its operation in Ancient Olympia as the legacy of Coubertin’s ideas under the name of International Olympic Academy, the outcome of a long cooperation between Carl Diem and John Ketseas.

Through the IOA’s educational activities, the concept of Olympic education gradually found a practical application in education.

After 1968, with the creation of Centers of Olympic Studies and National Olympic Academies, Olympic education programmes were progressively introduced in many countries.

3. *P. de Coubertin, Selected Writings*, op. cit., p. 121.

4. *P. de Coubertin, Selected Writings*, op. cit., p. 135.

5. *P. de Coubertin, Selected Writings*, op. cit., p. 149.

6. *P. de Coubertin, Selected Writings*, op. cit., p. 155.

7. *P. de Coubertin, Selected Writings*, op. cit., p. 141.

8. *P. de Coubertin, Selected Writings*, op. cit., p. 217.

9. *P. de Coubertin, Selected Writings*, op. cit., p. 217.

Since the mid-eighties, the term Olympic education started being used in many countries as a result, in particular, of the IOA sessions for Directors of National Olympic Academies, inaugurated in 1986, but also as a result of the NOAs activities in their respective countries.

We gather together to honour the humanist Pierre de Coubertin in memory of his death 75 years ago.





*Guided tour at the archaeological site of ancient Olympia.*





**Works  
of the 11th Joint International Session  
for Presidents or Directors of NOAs  
and Officials of NOCs**

*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.



## OLYMPISM AND ART: THE WORK OF THE IOC COMMISSION FOR CULTURE AND OLYMPIC EDUCATION



**Lambis V. NIKOLAOU (GRE)**  
*Chairman of the IOC Commission  
for Culture and Olympic Education*

It is a great pleasure for me to welcome you here in Olympia, the cradle of the Olympic Games.

I am very honoured to speak in front of such distinguished company. I have been asked to speak to you in my function as Chair and on the work of the IOC Commission for Culture and Olympic Education within the domain of Olympism and Art.

The richness of the Olympic Movement is brought to light not only in the staging of the various editions of the Olympic Games but also in the great cultural and artistic diversity epitomised among the five continents, as each culture has its own conception of art in all its forms.

The Olympic Games is recognised world-wide as the largest sports mega-event; what is less known is that the Games also incorporate 100 years of Olympic culture and arts programming and that such experience is playing a growing role defining or contributing to respective Olympic host cities' cultural policies, the production of local symbols and the reinforcement of cultural values.

Art competitions were held from 1912 in Stockholm to 1948 in London. The winners of the competitions were awarded gold, silver and bronze medals, similar to the winners of the sporting competitions.

These artistic events were inspired by Pierre de Coubertin, who wished to join the competitive side of sports with artistic endeavour.

The founding father of the modern Olympic Movement always paid great attention to the link between sport and culture and education, and young people and pedagogy remained at the centre of his thoughts throughout his life.

For him, sport was not an end in itself, but a means of shaping young people to achieve the harmonious development of body and mind, with all the qualities needed to be a good citizen.

The IOC President, Jacques Rogge has stated that education and culture are at the heart of the Olympic Movement.

The Olympic Charter clearly states: “the goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced in accordance with Olympism and its values”.

We are well aware that “blending sport with culture and education” is a fundamental principle of Olympism (IOC 2007:11).

This is why the IOC tries to make this a reality, not just during its events, namely the Olympic Games and its new project, the Youth Olympic Games (YOG), but also externally, through special projects and programmes such as the programmes mentioned below.

The merger of the Culture and Olympic Academy with the Education Commission was adopted during the 110th IOC session in 2000 and is currently the IOC Cultural and Olympic Education Commission.

Its role is to advise the IOC President and the Executive Board on what policy the IOC and Olympic Movement should adopt in terms of the promotion of culture and Olympic education through its members and, supports the IOC programmes and activities in the field.

The Commission for Culture and Olympic Education is a key tool not only for encouraging and promoting the practice of physical education and sport but also for teaching life values and skills, particularly to young people.

The activities of the Commission have been represented through diverse forms such as 7 editions of the IOC World Conference on Sport, Education and Culture, the first being held in Lausanne in 1997 and again in 2000.



*From the works of the Session in the amphitheatre.*



*Prof. Nataliya Melnikova is offering the mascots of the Sochi 2014 Winter Olympic Games to the IOA Director Dionyssi Gangas and the IOA Honorary Dean Konstantinos Georgiadis.*

Followed by “Education Through Sport” in Wiesbaden (August 2002), “Education and Sport at the Service of Olympism” in Barcelona, Spain (June 2004), “Sport and a World of Harmony: The Role of Olympic Education and Culture” in Beijing China (October 2006), “Sport and Education for the Now Generation” in Busan, South Korea (September, 2008), and “Giving a Voice to Youth” in Durban, Republic of South Africa (December 2010).

To my opinion, the highlight of the conference was the “Youth Caucus: How Sports Plays a Part in my Life” with the participation of young athletes, journalists and ambassadors of the Youth Olympic Games in Singapore.

It was the quintessence of the conference. These young people were able to speak freely, they received an avalanche of questions, this is why they exceeded the time allocated, and they were relaxed.

This 2010 edition was a tipping point in the IOC’s engagement of youth in policy making and the decision tree.

The 8th edition will be hosted in the city of Amsterdam in joint collaboration with the National Olympic Committee of The Netherlands.

The conferences are not just another mass event, they are the cornerstone for the Commission’s policy elaboration on culture and education in relation to sport and its associated activities.

They have provided a unique opportunity to assemble key stakeholders from the world of sport, education, governments, non-governmental agencies (NGOs), academia, and the business community to discuss what are the priority issues and the necessary pathways to achieve the set IOC objectives.

In addition, keeping with its philosophy of blending sport with culture, the Commission has established various contests to perpetuate the association of sport with art and culture:

(1) the Olympic Sport and Literature contest was launched in 2001 to support children’s literacy and their knowledge of Olympism; there have been 3 editions to date.

Creating works in their respective languages and using their own words they

have the opportunity to illustrate through prose the educational Olympic values such as excellence, fair play, joy in effort, respect for others, and balance between mind and body.

National Olympic Committees (NOCs) have seized the opportunity to participate in the competition which in some extended to local schools due to the cooperation with ministries of education;

(2) the Sport and Photography competition was organised in 2007 for the first time and was open to amateur photographers.

An international jury composed of IOC members, Commission Members and professional photographers with the participation of the World Press Photo Foundation selected three winners for each of the three established categories (A: photos of an occurrence; B: Portfolio/reports and C: portraits, illustrations, concepts) and is scheduled to be run every four years.

Winners received in 2007 a special trophy and cash prize at an Award Ceremony held here at the International Olympic Academy in Ancient Olympia. For many of these young photographers it was the first time to see their work in print;

(3) the Sport and Singing Contest was also launched in 2007 and is aimed at developing the association of sport and art at national and international levels.

This is a rather new edition to the line-up of the IOC contests, in which the association of art and music stretches back to the early modern Olympics when competitions were held to find an Olympic Anthem.

The famous athlete/musician to have won in the first edition of the contest was Micheline Ostermeyer from France who was a brilliant pianist and an outstanding Olympic medallist (she won 3 medals in Athletics) during the 1948 Olympic Games;

(4) the Sport and Art Contest is an exciting contest for artists with prizes totaling USD 120,000 and the chance to have their works exhibited in Lausanne and the respective Olympiad along with being printed in a brochure uniting the

winning works. Held every four years since 2000, it is open to all NOCs and provides the chance to organise a national contest in cooperation with art schools and to foster an active synergy between the worlds of art and sport in conformity with the fundamental principles of Olympism enshrined in the Olympic Charter.

Currently, the 4th edition of the contest is running with the international winners being exhibited during the upcoming London 2012 Olympic Games.

Approximately 50 countries have submitted candidatures under this year's theme of: *Sport and the Olympic Values of excellence, friendship and respect*,

and last but not least (5) the Olympiart Award was the first Commission contest launched in 1991 and aimed to strengthen the link between the arts and the celebration of the Olympiad.

Painting, architecture and music have been honoured with the awards of Hans Erni, Pedro Ramirez Vázquez, Mikis Theodorakis and Huang Yongyu.

The award rules were changed in 2004 to ensure the award was given to an artist from the host country of the Games at the Olympiad.

The presentation of the Award will take place in London during the Games. Olympiart is a symbolic award that serves to remind the Olympic Movement of the place art has in its midst.

A renaissance in Olympic education has been taking root with the importance of attracting the interest of youth in the Olympics and promoting physical activity in general as part of a healthy lifestyle and a form of well-being.

Taking into account the IOC's social responsibility and recognising the catalytic power of sport in uniting people for a common goal as well as the positive example it can provide to youth is the foundation from which the IOC embarked on the Olympic Values Education Programme (OVEP).

Developed as a tool to further a component of the IOC's global youth strategy, the resource, "Teaching Values: an Olympic Education Toolkit" conceptualizes education and promotes the development of a values-based, life-long paradigm.

The focus is on development of life skills and learning that spreads beyond the



*Prof. Norbert Müller is answering to the questions of the participants.*



*Lecture by Eugenia Chidhakwa.*

sporting field or the four walls of the classroom and is encapsulated into the fabric of daily lives.

The use of Olympic sport traditions and their inherent values is used as the backdrop to integrate sport and physical activity within a cultural and educational framework and is in alignment with the United Nations General Assembly declaration of the Decade of Education for Sustainable Development (DESD 2005-2014).

Comprising a teaching manual, an interactive database and a label to encourage take-up, the Olympic Values Education Programme (OVEP) has been launched in 45 countries since 2008 and produced in English and French. Other languages will be added soon.

Moreover, the Olympic Values Education Programme (OVEP) is keeping in with the Millennium Development Goal N° 2 to achieve universal primary education.

An important new concept which is the brainchild of the IOC President, Jacques Rogge is the introduction of the Youth Olympic Games (YOG).

An inspirational addition to the format of the Olympic Games, this event is specifically targeted at youth and incorporates cultural and educational programmes as equally important as sports achievements.

In August 2010, Singapore hosted some 3,600 young athletes from all over the world for an Olympic event held especially for them.

But what made these Games truly exceptional was the organisation of high-level sports competitions in an Olympic environment while offering the athletes the chance to learn, share and make friends thanks to the Culture and Education Programme.

These first editions of the Summer and Winter Games have been completed in Singapore and Innsbruck respectively and the concept looks very promising.

In addition, the increasing outreach of the Games time Cultural Olympiad is giving more importance and accessibility to the cultural and artistic practices on a world-wide scale.

The case for culture as a major contributor to the Olympic experience is further

evidenced in modern programmes such as the most recent Games of Vancouver 2010 and London 2012 where indigenous heritage and contemporary aboriginal culture as well as today's multicultural diversity is respectively heralded.

The current global development and its associated ills, ask for a period of reflection; especially in regard to youth.

Our Commission's task has thus been primarily to create platforms to raise awareness among society in general, and the Olympic Movement partners in particular, about the need and importance of disseminating the Olympic ideas and values.

With our combined efforts, we have succeeded in making our Commission one of the most active IOC commissions.

More than ever, we need to get the young generation onto the sports field and show them that practising sport can help them give the best of themselves.

If young people can learn to respect one another through sport, they will be well equipped for their role in helping to build a better society.

However, if we wish to reach the young generation, we have to go to them and redouble our efforts to get them excited about sport and Olympism.

The IOC and its Commission for Culture and Olympic Education have a strong sense of social responsibility and are determined to play their part in working towards a more harmonious and sustainable future.

I wish all of you a good Session. Enjoy your stay in Olympia.



*Posing questions to the lecturers.*

**CONDITIONS FOR CREATING AN OLYMPIC HUMAN BEING:  
IDEALISTIC AND CRITICAL THOUGHTS BEFORE  
THE OLYMPIC GAMES OF LONDON 2012**



**Prof. Norbert MÜLLER (GER)**

*University of Mainz,*

*President of the International*

*Pierre de Coubertin Committee,*

*Member of the IOC Commission for Culture  
and Olympic Education*

### **The philosophical principles of Coubertin**

In 1982, at the age of 29, Coubertin presented, for the first time, his idea for the revival of the Olympic Games. From the start, however, his projects were not limited to the quadrennial sports event, his objective being to create a new model of man, through the radical transformation of sport's educational role. This man, at the dawn of the 20th century, would make sport a part of his life, as an important element for his happiness. This goal would be attained through the harmonious union of the body and the mind. How can we identify the historical, philosophical and ideological roots of this approach?

By relying on the principles that we find in Coubertin's texts (24 books, 50 brochures, 1150 articles) and focusing mainly on the research work of Hans Lenk, Nicolaos Nissiotis and Ommo Grupe, I shall attempt to define the distinctive attributes that the "Olympic Human Beings" of the 21st century should have.

The interpretation of Coubertin's ideas should be based on the salient features

of his time. His thinking was defined by its elitist approach. His library contained numerous works with a philosophical, cultural and historical content. He was looking for the most interesting parts and formed his own opinion. His objective was not to have a deep knowledge of all subjects. He was driven by a strong curiosity and had many interests. Conversing with his time, he created his personal “Olympic idea”. Four things were extremely important to him:

1. In his time, “schools” of philosophy had practically disappeared. According to him, Hegel was one of the last great philosophers. Coubertin relied on Hegel in order to formulate his views on the applied philosophy that should guide life, action and morality.
2. In Coubertin’s time, social changes reached a peak with the ideas of Karl Marx and the October Revolution. Coubertin was already aware of the ideas of French sociologist Frederic Le Play and English historian Arnold Toynbee who had studied in depth issues related to aesthetics. Coubertin found himself torn between idealism in the manner of Hegel and the new social philosophy of his time which, moving towards a new realism had left behind it the last principles of romanticism. This social philosophy had moved beyond Hegel’s philosophy and conquered a dominant position in the universities, in the form of a “new science”. Coubertin, however, was not willing to follow that trend.
3. The spirit of internationalism, of the so-called globalization was directly related to the development and propagation of the mass media, as well as transports and communication. World fairs led to a comparison of performances at world level. This new world needed an all-inclusive “philosophy” and it was from that need that the internationalism of Coubertin, the “Olympic idea” was born, which he called “Olympism”.
4. Olympism is strictly linked to international peace. Jules Simon, a paternal friend of Coubertin, who had established the Inter-parliamentary Union in 1889 and who was the co-founder of the International Peace Bureau in Bern in 1892, encouraged him to focus on the idea of “peace without the use of weapons”. Coubertin’s international sports movement, which

reached its peak with the four-yearly celebration of the Olympic Games, the festival of peace, would support this objective.

Coubertin the Philhellene was strongly influenced by Greek philosophy but was opposed both to ancient philosophy and European philosophy. The place of sport in the ancient Greek world was, nevertheless, the corner stone of Coubertin's philosophy.

Instead of the term "sport", Coubertin used the word "athletics", derived from the Greek term "athlos" (feat).

His muscular strength is directly linked to his willpower. In other words, the choice he made was to accept sacrifices and not simply to achieve physical performance. The human being constantly wants to surpass himself and this distinguishes him from the other species. This is the origin of the Olympic motto "citius, altius, fortius": what is important is the constant evolution of man, who should not remain fossilized. Nowadays, we could speak of life-long learning and development. We are talking about an explosive life philosophy according to Nissiotis, the great Greek philosopher and president of the IOA from 1976 to 1986. Did Coubertin really try to exceed human limits or are we talking only about the athlete and his performance? In 1901 he wrote: modern sport has reached its limits. This is both a virtue and a curse. Coubertin linked the incentive to achieve higher, faster and stronger performances to the demand for always higher and faster performances. Such a demand unavoidably leads to excess.

Human experience leads to the union of body and mind and in this way man reaches absolute harmony. Coubertin called this worship of "carnal man" "religio athletae", when man exceeds himself. Thanks to harmony, he is no longer just a body or a mind. He ceases to sacrifice everything for his own self-esteem, which moves away from his body and exceeds its limits through the harmonious union of body and spirit. The object is, on the one hand, to see a "ritual awareness" in the athlete's actions and, on the other, to combat disharmony.

Coubertin's Olympic Human Beings is a unique example, because he achieves harmony of body and mind through a "fascinating physical experience".

Coubertin's Olympism is aimed at all (men and women), regardless of age,

race, social status, nationality or religion. One of the strong elements of the Olympic idea is that it brings together all men who place themselves at the service of mankind. Hans Lenk defines this Olympism as being “multi-compatible” since it excludes ideological differences, wishing to represent a certain form of ideology.

Because of its nature, Olympism exceeds any political or economic ideology. Consequently, it also exceeds traditional philosophical trends. This implies a dynamic impetus as well as a risk though.

### **Coubertin’s demand: Olympic education**

His objective would be “a broad and all-inclusive education and training” [consciously opposed to an ever-growing specialization]. This conclusion, which Coubertin had already reached at the beginning of the 20th century, led him to the creation of Modern Pentathlon, which he introduced in the Olympic Games in 1912. For Coubertin, the pentathlonist could meet all the demands of life in the 20st century. According to Ommo Grupe, Olympic education can only be achieved if it can rely on man’s personality.

For Coubertin, the Olympic Games were “the celebration of human spring every four years” and, therefore the preparation of both athletes and spectators had to be comparable. His idea of the creation of the Olympic athlete rested on the following pyramid principle:

“In order for 100 people to develop their bodies it is necessary for 50 to practice a sport, and in order for 50 to practice a sport it is necessary for 20 to specialize; but in order for 20 to specialize it is necessary for 5 to be capable of outstanding achievement”.

“Olympic education” advocated by Coubertin embraced all young people, as well as the population as a whole. In all the writings of Coubertin we find the following idea: “sport for all – the model, top performance sport”. Since 1919, Coubertin stressed that it was highly important for his ideas to reach the masses. This “Olympic pedagogy” underpinned by the ideal of muscular performance

and harmony should not occur once every four years, what was needed were permanent facilities where the ideals that we have just mentioned would be cultivated”.

He insisted on the need to create municipal sports centres, on the model of the “ancient gymnasium” and underlined the democratic role of sports associations that did not reproduce inequalities (each area needs a sports centre, a swimming pool, a sport centre comparing to the “ancient gymnasium” that any citizen could visit free of charge, as well as a chorus and frequent festive events).

The fundamental element of its pedagogical programme based on the Olympic principles was to integrate sport in daily life, in order to offer to all people the possibility of adapting their sports performance to the strong and to the weak points of their body. These experiences will prove useful in their future life, in a general way.

The masses should not “worship sport idols with demonstrations of excessive admiration, without practising sport themselves” he said in his farewell speech in 1925.

Coubertin’s opinions were not welcomed with great enthusiasm. His criticism of the officials of sports associations for example, whom he considered to be “technical consultants rather than defendants of the Olympic spirit”, could not be understood. During the ’20s, sport had become a magnet that attracted the masses. Coubertin could not accept this image. Already in 1890, he had spoken against the excessive number of spectators who watched sports competitions in American universities. What would he have thought today of the billions of spectators who watch the athletes’ feats on television?

What impresses us is that the idea of education has remained alive for decades, almost until now, although it was not really fully understood. I am also surprised by the different forms of this ideal that we find in various countries and regions around the world.

It is doubtful that European sport, which enjoys dominant position, has respected the cultural specificity of other continents and countries. I shall consciously use the term of “Olympic colonialism” (for example look at wrestling in Gambia or Niger). Fewer countries participate in the Winter Games and the

number of spectators is much smaller. But their broadcasting on television and the impressive images they offer have made these Games very popular in big industrialized countries and therefore extremely interesting for advertisers.

The debate that was revived these last ten years on sport principles, in particular with respect to doping agents and fraud and manipulation cases, has a different content in some countries. Let me give you another example: the use of technology for the Games and the resulting intervention in the natural environment are totally incompatible with the image of the Olympic man for whom education is the core element in his life. Consequently, the Olympic Congress of 2009 in Copenhagen asked for stronger protection of the athletes' individual rights. The creation of the IOC Entourage Commission was one of the results. The object of the IOC was to revive the basic principle of Coubertin's thinking concerning the Olympic athlete.

The human nature of the athlete hides behind the image of someone who can achieve anything. This is one of the reasons for which the Paralympic Games enjoy ever-growing recognition.

I would like, however, to mention briefly, once again, the conditions that a man who remains faithful to the Olympic ideals, according to Coubertin's philosophy should fulfil:

1. Personal sports experience;
2. Harmonious comprehensive education of the individual;
3. The idea of man's improvement through top performance not only in the sports arena but also in scientific and artistic fields. (e.g. London's Olympic Arts Festival with 1200 events; more and more scientific congresses and seminars relating to the Games);
4. Social contacts and understanding:
  - Voluntary respect for ethical principles (fair play, comradeship, Olympic solidarity, development aid);
  - Peace and understanding among peoples (starting from the "peace on time during the Olympics" (UN declaration) and moving towards peoples reconciliation at world level as the great vision;

5. The athlete's personal freedom and independence;
  6. Participation in a "sports elite" but also a role model for future athletes;
- And another element that was not mentioned by Coubertin:
7. Emancipation, both in the field of sport and all other aspects of life, through sport, equal treatment of both genders, protection of the environment, safeguarding sporting traditions, etc.

Do these educational requirements have any value? Did they bring any results in the past? It is very difficult to find evidence confirming their impact.

Since 1992, my Olympia research team interviewed more than 10,000 visitors of the Olympic Games. Results show, in an impressive way, the respondents' support for the protection of traditional and modern Olympic values based on Coubertin's educational standards, as well as the rules of the Olympic Charter. It is important to mention here the debate on human rights held before the Beijing Games in 2008. This debate was based on the second fundamental principle of the Olympic Charter:

"The goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with the view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity".

In the last 30 years, the International Olympic Committee and the 144 National Olympic Academies make a lot of effort for the propagation and recognition of the Olympic values. We are constantly looking for binding international guidelines for an Olympic education that will serve as a base for National Olympic Committees and the other bodies of top performance sport. I am fully aware that it is difficult to draw up such guidelines in a world where there are 205 Olympic nations with different cultures, religions, traditions, expectations and needs. During my discussions with colleagues for the formulation of a global sports ethics, we were faced with that difficulty. This international code of sports ethics was something I had already proposed in 1999, at the meeting on the reform of the International Olympic Committee. It is practically impossible to define concepts such as "performance" and "fair play", seen from the angle of the different religions of the planet.

To avoid any misunderstanding, Coubertin's Olympism is not an inflexible idea, but a dynamic, almost evolutionary perspective that can be linked to the criteria mentioned above, provided that its fundamental principle, i.e. the improvement of the individual's physical, intellectual and moral performance is respected. The Olympic pedagogy of the future should not analyze and evaluate, once again, the relationship between the body and the mind. What predominates today is the obsessive preoccupation with physical well-being and the body's shape that borders on adulation.

Let's analyze from this angle the whole debate on doping.

Originally, doping appeared to be simply a pharmaceutical and medical problem. The use of doping agents, however, changes the athletes and contaminates competition. Gene doping, the new big threat, causes irreversible changes in athletes. It does not simply infringe the essential principle of equal opportunities, but changes, in a radical way, the athlete's personality. But what would be the essence of top performance sport, if it has to tackle such problems? Are there still principles, which should guide those involved, i.e. the athletes, physicians, coaches, officials and spectators? What should be the ethical stance of all these people towards those who are not at all interested in sports issues?

Jacques Rogge, the President of the International Olympic Committee, whose term of office will end in 2013, is himself a medical doctor and participated four times in the Olympic Games in sailing. Since the beginning of his term of office, in 2001, he clearly opted for zero tolerance, which he even defended against court rulings.

We do not know what course President Rogge's successor will choose in 2013. Will he share the same ideas or come from a different cultural background and set different priorities? (e.g. manipulation of results)

An Olympic "Club of Rome", which I am aiming at, should be capable of developing a set of values that shall define, once again, the idealized image of the athlete or the "Olympic man", according to Coubertin's vision.

This would be an essential condition for applying the model of Olympic man.

Finally, I would like to ask another question:

Could the Olympic motto “*citius-altius-fortius*” become the expression of personal performance?

Sports performance is the outcome of personal effort and work. For high level sport, sport performance requires absolute dedication. Physical preparation alone is no longer enough as the appropriate mental attitude is required. According to the philosophy of Coubertin, performance is not limited to the body.

An Olympic medallist cannot become a role model without a mature personality. After 20 years, we unfortunately have to add that “unless he has undergone a doping test, an Olympic athlete cannot be a role model”.

The idea of maximum performance is something we find in many different cultures. According to Hans Lenk, this is a general principle: education focused on active participation and high performance. The philosophy underpinning this performance, as an element of Olympic man, should not be corrupted by inhuman overindulgence and political and commercial deformation.

I would like to add following Hans Lenk, to the Olympic motto “*citius-altius-fortius*” the following new notions *humanius* “more human” and *pulchrius* “more beautiful”.

## Conclusion

We could say that everything that has been said is marked by excessive idealism, as we know that we should not expect of an athlete anything else than sports performances. Idealism has no place here, what counts is money and career.

Besides, even the IOC, as well as NOCs and the International Federations benefit. In the end, they shall all be winners.

Despite everything, the Olympic Movement owes its development and its image to the idealism of some men in many countries. The Olympic idea has borne fruit in the field of education. I and Ommo Grupe think that the future of the Olympic idea depends on that. If the Olympic movement was just a circus show, every four years, it would find itself “naked” and would have nothing else to offer.

The great idealistic goals of the Olympic idea are its weakness. At the end of the day, this is the foundation of the pedagogical idea. Man must try hard in order to achieve it.

It is, however, important for the Olympic movement to emphasize its objective, once again, both at national and international level. And athletes should be part of this debate. Their role is important, since they are the protagonists of the Olympic idea and share a large part of the responsibility for its success or failure, as the discussion on doping agents has shown. Open and sincere collaboration among all parties involved is therefore essential, as well as the integrity of all concerned, at all levels, from sports associations up to the International Olympic Committee. There have been many negative experiences.

However, the appointment of a very large number of controllers would be a disgraceful choice if we believe in education based on the principles we have listed and certainly incompatible with the Olympic ideal whose aim is personal discipline (Grupe).

To conclude: hundreds of millions of spectators will be watching on television, in three months, the London Olympics. Such attention could distort their message. This is not a new development; it is a risk that has accompanied the modern Olympic Games since the beginning. How can we thwart this risk?

The idea of competition and performance, the existence of a high level sporting elite, equal opportunities, fair play, the combat against discrimination on grounds of race, social class, nation, religion and man's cultural attributes, the coming together of athletes competing in different sports (living together in the same space, the Olympic Village), which is also important, all these objectives are linked to the wish of seeing them attained, in a festive environment, every four years. The faint hope for the independence of sport, the International Olympic Committee and athletes is still alive. Besides, this was the objective set by the Olympic Congress of 2009.

The image of a man who is able to achieve his objectives alone and the transfer of that image to other fields, not connected to sport, is of great educational value. The creation through this image of an independent man that meets the characteristics of the Olympic model is still, in my opinion, only a hope.

The Olympic movement that continues to rest on the philosophy of Coubertin must remain faithful to the humanitarian, philosophical and educational concepts of the Olympic ideal. This ideal should not be sacrificed on the altar of commerce, the almightiness of the mass media and political power.

And this is the great mission of the National Olympic Academies to lead the discussion process and to promote the Olympic ideals.

This is also your personal mission. We here, we are thinking globally, but at home, you should act locally!

**SPORT AND THEATRE IN THE ANCIENT WORLD  
WITHIN THE FRAMEWORK OF CULT, IDEOLOGY  
AND CITY-STATE POLITICS<sup>1</sup>**



**Dr Ioanna KARAMANOY (GRE)**  
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The purpose of this paper is twofold: first, it aims at exploring two main aspects of the classical tradition, ancient theatre and athletics, under the spectrum of their common context and their parallel route. Subsequently, it will address certain cases in which athletic competitions are reflected in the performative culture of poetry and drama.

The first common denominator for ancient Greek athletic and dramatic festivals is cult. Athletic events took place within a cultic context. The Panhellenic Games, namely the Olympic, Pythian, Nemean and Isthmian Games, were placed under the patronage of the god honoured in each festival.<sup>2</sup> It is noteworthy that from the 472 BC Olympics on, an entire day, the third of the five-day celebration, was dedicated to sacrificial offerings at Zeus' altar. At the end of the games, the

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1. I am grateful to the Honorary Dean of the International Olympic Academy and Vice Rector of the University of the Peloponnese, Professor Konstantinos Georgiadis, for so kindly inviting me to give this paper and to the President and Members of the International Olympic Academy for the excellent organization of this conference.

2. For the religious character of the Panhellenic Games, see for instance, Hermann-Kondoleon (2004), Miller (2004) 31-86, Scanlon (2002) 29-39, Kyle (2007) 136-49, Sansone (1992) *passim*, Gardiner (1930) 28-52.

victor was crowned in the vestibule of Zeus' Temple.<sup>3</sup> Accordingly, the victorious athlete was perceived as owing his success to the god honoured in the festival, which entailed that any violation of the rules of the games, such as unfairness or corruption, was regarded as an act of sacrilege and an offence to that god.<sup>4</sup>

The rise of athletics has widely been attributed to religious rites, such as vegetation ritual, and has also been associated with the cult of heroes like Heracles and Theseus, the legendary founders of Olympic and Isthmian Games respectively.<sup>5</sup> The earliest detailed narrative of Greek athletic activity is Homer's account of the funeral games for Patroclus in Book 23 (257-897) of the *Iliad*. Tradition records at least 33 heroes for whom funeral games were held in Prehistoric Greece, including the iconographic depiction of the games for Pelias on the chest of Kypselos in Olympia, as reported by Pausanias (5.17.9).<sup>6</sup> Funeral athletic games have an essential ritual function. Mourning for the deceased involves pollution, as it is closely connected with death. As the mourners and the participating community are in a liminal, metaphysically polluted state, they need to be purified through the regular performance of ritual, which diminishes the ties between the dead person and the living, while lifting the pollution surrounding the mourners. Funeral games thus lead to the reintegration of the living community and the reaffirmation of the structure of the society which has participated in mourning.<sup>7</sup>

Likewise, the origin of drama is purely ritual. Our earliest and most reliable evidence for the birth of tragedy is provided by Aristotle in the *Poetics*, in which it is reported that both tragedy and comedy arose from improvisatory songs in honour of god Dionysus; tragedy from the leaders of the dithyramb, whereas comedy from those of the phallic processions (*Poet.* IV 1449a 9-12). Tragedy, in

3. For a rich collection of ancient sources regarding the organization of Panhellenic games, see Miller (1991) ch. 4 and Sinn (2000) ch. 1. For archaeological evidence, see for instance, Malwitz (1987) 79-109.

4. Pausanias 6.24.9-10. For the penalties imposed on athletes violating the rules of the games, see the long list in Pausanias 5.21.

5. Pindar *Olympian Ode* 2.3-4, 3.11-16, 6.67-70, 10.13-59, Pausanias 5.7.6-8.4, Strabo 8.3.30, Diodorus of Sicily 4.14.1-2, Plutarch *Theseus* 25.5.

6. See Kyle (19932) 10-13, Cantor-Hufnagel (2012) 60-63, Hawhee (2004) 168-69, Swaddling (20022) 10-12.

7. Burkert (1983) 97-152, Meuli (1968) and (1941) 189-208, Nagy (1990) 116-35 and (1986) 73-77, Hertz (1960) 62-64, 77-78.

particular, developed from the dithyramb into a separate poetic genre, changing its earlier satyric composition and attaining magnitude and grandeur (*Poet.* IV 1449a 19-21). In the surviving literary and iconographic treatments of Dionysiac myth, the cult of Dionysus is described as an ecstatic religion which released its worshippers from the bonds of constraint imposed by civilized life, leading to a temporary return to nature. This notion of return to nature is closely associated with the cult of Dionysus as a fertility god, which suggests that the origin of drama in Dionysiac ritual may well be paralleled with the aforementioned vegetation ritual related to the rise of athletics. At the same time, Dionysiac ecstasis is a prerequisite for acting and role-playing and the use of theatrical masks originates in the disguise and masks worn by god Dionysus himself and his followers.<sup>8</sup>

Accordingly, Athenian dramatic contests occurred within Dionysiac festivals: the City Dionysia, the Rural Dionysia and the Lenaea. The dramatic contests were preceded by the sacrifice of a goat to Dionysus and by a procession to the theatre precinct, where a statue of the god was installed.<sup>9</sup> The plays were perceived as being performed in the presence of and addressed to the god, with the priest of his cult seated in the front honorary row of seats in the theatre, the so-called *proedria*.<sup>10</sup> During the dramatic festival, the actors themselves were considered to be participants in the Dionysiac cult in a similar manner in which the athletes were regarded as owing their success to the god honoured in each athletic festival.

Moreover, both kinds of contest, the athletic games, as well as the dramatic festivals, involve competition. The notion of competition underlying both types of activities has been aptly pointed out by Nigel Spivey, who draws an eloquent parallel between athletic and poetic competition: “Historically”, he notes, “it remains impossible to prove that a head-to-head battle between the two bards, Homer and Hesiod, ever took place; the closest they ever got to each other was

8. For the ecstatic cult of Dionysus, see Segal (1982), Otto (1965), Mikalson (2010) 85-92, Rice-Stambaugh (1979) 146-50 and for the roots of Greek drama in ritual, see Murray (1912) 341-63, Csapo-Miller (2007), Adrados (1975) 68-132, 245-450, Fischer-Lichte (2005) 17-45, Wiles (2000) 36-47, Napier (1986) ch. 2.

9. For the Athenian dramatic festivals and the related evidence, see Pickard-Cambridge (19682), Csapo-Slater (1994), Easterling (1997a) 151-73, Rehm (1992) 3-42, Sommerstein (2002) 4-14.

10. See the scholium on Aristophanes *Frogs* 297 (Regtuit).

probably as ‘twinned’ honorific statues, as in Olympia”, according to Pausanias’ testimony (5.26.2).<sup>11</sup> Indeed, a considerable number of classical texts, especially dramatic texts, have been ‘competition entries’. Spivey’s sophisticated parallel serves to highlight a primary feature of Classical Greek culture, which permeates dramatic and athletic contests: the love of competing whenever competition was possible and the desire ‘to be the best’, by demonstrating the greatest excellence (*aristeia* in Greek).<sup>12</sup> The idea that contest was central to Greek thought was brought to the fore by Jacob Burckhardt in his lectures given at Basel University in the 1870s. Burckhardt was prompted by his investigation of the copious ancient literary evidence relating to athletics to reach the more general conclusion that rivalry lies at the core of dramatic performances, philosophical dialogues, political careerism and scientific inquiry; that is, almost every field of ancient Greek activity was pervaded by the notions of effort, struggle and the desire for victory.<sup>13</sup>

A further common denominator for dramatic and athletic competitions is their political dimension. Each city-state identified with the victory of its citizens. From early sixth century BC onwards, cities began to build special exercise grounds for their local athletes and to offer a large scale of honorary rewards upon their hometown victor, which attest to the value placed on competition and excellence by Greek civic ideology. In Athens, in particular, Olympic victors received an extravagant celebration upon their homecoming and were escorted by a grandiose triumphal procession by their fellow citizens. They were offered a seat of honour at festivals, meals at public expense and expensive gifts, while their statues were raised in Greek sanctuaries and their exploits were recorded in public inscriptions.<sup>14</sup>

Very important in terms of city-state politics is the notion of Panhellenism

11. Spivey (2004) 11.

12. See also Fisher-van Wees (2011), Hawhee (2004) 15-43, Crowther (2007) 57-58, Dombrowski (2009) 117-19, Bryant (1996) 81-82.

13. Burckhardt (1898-1902).

14. See for instance, Pausanias 5.15.12, 6.1.1-18.7, Plato *Republic* 465d 2- e 2, *Apology of Socrates* 36d 5- 37a 1, Euripides *Autolykos* fr. 282.13-18 (Kannicht). For further ancient evidence on this matter, see Christesen (2007), Spivey (2004) 125-68, Kyle (2007) 198-210, Raschke (1987) 38-54, Golden (1998) 74-103, Swaddling (20022) 94-96.

which started to develop and transcend local identities from the eighth century BC onwards. Important indicators of this emerging Panhellenism are the Olympic Games, along with the Delphic oracle and the Homeric epics.<sup>15</sup> Subsequently, the Pythian, Nemean and Isthmian Games were integrated into the four-year Olympiad during the sixth century BC, in order to form an athletic ‘circuit’. These athletic contests fostered the idea of Panhellenic unity and identity, as well as the notion of sharing the same language, religion, culture and values. It was a time when all the men of Greece were assembled together and people from rival city-states would gather in peace.<sup>16</sup> The idea of a peaceful collective gathering in a great sporting festival formed the basis of the thoughts of Pierre de Coubertin in his movement towards the revival of the Olympics: “Peace [...] could be the product only of a better world; a better world could be brought about only by better individuals; and better individuals could be developed only by the give and take [...] the stress and strain of fierce competition.”<sup>17</sup>

Likewise, the dramatic festivals display a strongly political character. They were organized by the Athenian state, which had an active role in every phase of this process. The space which the theatre of Dionysus occupied lay on the southern slope of the Acropolis, at a higher level than the locus of civic activity in the place of Assembly. The spatial symbolism is obvious, as in the theatre the Athenian *polis* enacted its own constitutive myths, thus demonstrating its lasting power.<sup>18</sup> The ideological discourse of fifth-century drama is defined by the Athenian system of values, which is either explicitly reflected in comedy or alluded to unobtrusively in tragedy within the context of ‘heroic vagueness’.<sup>19</sup> In turn, dramatic festivals aimed at reaffirming the citizens’ sense of communality and their civic identity. Nonetheless, in contrast with the panhellenic dimension of athletic competitions,

15. See Scott (2010), Nagy (19992) 6-7, 115-17, 139-40, Snodgrass (1971) 55-57, 419-21, 434-36.

16. Aristophanes *Lysistrata* 1128-34, Lysias xxxiii 1-2, Isocrates iv 43, Pausanias 5.4.5, Strabo 8.3.33; see Raubitschek (1987) 35-37, Kyle (2007) 128-30, Crowther (2007) 48, 52, 55, Swaddling (20022) 11-12.

17. De Coubertin (1967) esp. 6-10; see also Georgiadis (2003), Young (1996) and (2004) 138-57, Girginov-Parry (2005) 1-15, 35-46, Espy (1979) ch. 1, Toohey-Veal (20072) ch. 3, Naul (20102) 34-48.

18. For the distinctively political character of fifth-century drama, see Sommerstein-Zimmermann-Halliwell-Henderson (1993), Euben (1986), Carter (2007), Goldhill (1987) 58-76, Cartledge (1997) 3-35, Pozzi (1991) 126-63 and the still-influential study of Zuntz (1955).

19. The term was coined by Easterling (1997b) 25.

fifth-century theatre was an Athenian feature *par excellence* and only from the fourth century BC onwards was drama spread beyond the Athenian borders throughout the Greek speaking world, thus acquiring a cosmopolitan character.<sup>20</sup>

Literary evidence attests to the continuous revivals of Greek plays at least until the end of the second century AD, from which point on, theatre performance gradually ceased. Due to the establishment of Christianity, the plays which stood any chance for long-term survival were only those used for educational purposes and included in the school syllabus.<sup>21</sup> Likewise, the Olympic Games continued to be held throughout Antiquity until the fourth century AD (until 393 AD more specifically) and, as with drama performance, they were banned in early Byzantium as part of the pagan tradition.<sup>22</sup>

The poetic genre particularly devoted to the praise of athletic achievement in the Panhellenic Games is epinician poetry, which reached its peak during the fifth century in the odes of Pindar and Bacchylides. The elements which this type of choral poetry shares with tragedy are first and foremost, its performativity, that is, the performance of the song by a chorus, as well as the reworking and reshaping of the mythical tradition and the exploration of major questions, such as the relation between fate and human will.<sup>23</sup> Allusions to the athletic ideal do occur in tragedy either in the context of praise or criticism. A notorious invective against athletes is preserved in a fragment from Euripides' lost satyr-play *Autolykos* (fr. 282 Kannicht). This monologue involves a criticism of the public feasts for victorious athletes, which are regarded as thrown to no civic benefit (ll. 13-15) – a view shared by Socrates in Plato's *Apology* (36d 5- 37a 1). Athletic training is also reprimanded in this satyr-play as holding one back from the pursuit of virtue at war and of prudence and justice in the administration of one's household and the city-state (ll. 3-12, 16-28).<sup>24</sup> Likewise, Plato in the *Republic* (407b) regards the excessive care of the body as an obstacle to the practice of virtue.

20. For the cosmopolitan dimensions of theatre after the fifth century, see Green (1994) 49-141, Gildenhard-Revermann (2010), Csapo-Slater (1994) 186-220.

21. See Garland (2004) 57-94, Easterling (1997c) 224-27, Hardwick (2003) 16-18.

22. See Spivey (2004) ch. 5, Toohey-Veal (2007) 23-24, Crowther (2007) 54.

23. See Athanassaki-Bowie (2011) *passim*, Currie (2005), Mackie (2003), Fearn (2007).

24. See the detailed discussion by Mangidis (2003) 19-39, 190-200.

I shall now address two specific cases referring to athletic competition in tragedy, both coming from non-extant tragedies of Euripides preserved in extensive papyrus-fragments. The *Hypsipyle* provides the aetiology for the foundation of the Nemean Games. Hypsipyle was princess of Lemnos and grand-daughter of god Dionysus. During the Argonauts' visit to Lemnos she had borne twin sons to Jason, who took the boys with him to Colchis. Having fled from Lemnos after a terrible massacre, Hypsipyle was sold as a slave to Lycurgus, priest of the rural sanctuary of Zeus at Nemea, and became nurse to his baby-son Opheltes. As the army of the Seven Argive leaders is passing by Nemea on their march to Thebes, Hypsipyle agrees to guide the Argive seer Amphiaraus to a spring, where he can find fresh water for a sacrifice. At that specific point, she fails to pay attention to baby Opheltes, who is killed by a serpent through her negligence. The baby's mother wishes to punish her with death, but Amphiaraus persuades the mother to accept the boy's fate, admonishing her to establish funeral games for the boy's death, which he regards as an omen for the failure of their expedition against Thebes. These games will be perpetuated as the Nemean Games and the boy will be remembered in cult as Archemoros ('The First to Die'). Hypsipyle's sons participate in the games and finally recognize their mother, with whom they return to Lemnos at the end of the play.<sup>25</sup>

Apart from the aforementioned ritual function of funeral games, these athletic contests also have an expiatory role corresponding to the need for atonement for the untimely death of a child. The foundation of a regularly held athletic festival often gives expression to a feeling of guilt, especially when one is directly or indirectly responsible for the child's demise. A ritual is thus established to appease the anger of the dead and atone for the guilt of the living.<sup>26</sup>

Another tragedy referring to the foundation of a funeral athletic contest is Euripides' *Alexandros*. When Alexandros "better known as Paris" was born, his mother Hecabe, Queen of Troy, had him exposed due to an ill-omened dream, according to which the newborn child would bring disaster to Troy. The child

25. For the plot of the *Hypsipyle*, see the hypothesis preserved in P.Oxy. 2455 and Bond (1963) 7-20, Cockle (1987) 39-49, Collard-Cropp-Gibert (2004) 170-76.

26. See Pache (2004) ch. 5; cf. also n. 7 above.

was raised by a herdsman, who named him Paris. Hecabe still grieving over her baby son's exposure persuaded her husband Priam to establish athletic games in his memory. When twenty years had passed, the boy raised as a shepherd came to manhood and participated in his own funeral games. Having been crowned winner, he infuriated his brother Deiphobus, who was ignorant of his true identity and demanded that Hecabe should kill him. The attack against him was averted in the nick of time, as his foster-father arrived and because of the danger was compelled to tell the truth. Priam and Hecabe thus found their long lost son and Alexandros returned to the Trojan palace.<sup>27</sup>

In this play, as in the *Hypsipyle*, funeral athletic games are established to atone for the untimely death of a child. Hecabe's distress at the loss of her baby son contains elements from myths of child-heroes: the emphasis on mourning, the ritualization of maternal grief, as in the cases of both Hecabe and Opheltes' mother, and the establishment of athletic games in compensation for the child's death.

An account of the athletic contest is preserved in the papyrus-hypothesis providing the plot of the play (P.Oxy. 3650. 21-22) and would have reasonably been located in the messenger-speech describing Alexandros' victory at the games (fr. 61d 5-15 Kannicht). The performance of a remarkable deed by the exposed child as a means of demonstrating his excellence is a standard motif in this tale-pattern. In particular, the hero's victory in an athletic contest is a recurring theme in Mediterranean legends, in which the story-pattern of the exposed hero is represented.<sup>28</sup> The hypothesis mentions that Alexandros won in running, pentathlon and another activity, which is nearly illegible in the papyrus and might involve a fighting event.<sup>29</sup> According to Philostratus (*Gym.* 3), pentathlon consisted of three 'light' events, namely a *stadē*-race, jumping and a javelin throw, and of two 'heavy' events, that is, a discus throw and wrestling. To win the pentathlon, the contestant should achieve three victories out of five.

27. See the hypothesis of the play in P.Oxy. 3650 and Coles (1974) esp. 23-32, Scodel (1980) 20-42, Collard-Cropp-Gibert (2004) 36-42, Huys (1995) *passim*.

28. See Jung-Kerenyi (1940) 130-34, 141, Huys (1995) 337-38.

29. See Coles (1974) 20.

Of these activities, jumping, javelin and discus throw belonged to the pentathlon exclusively. More running (involving all types of foot-race) and fighting events (wrestling, boxing and pankration) were practised as separate activities.<sup>30</sup> Similarly, in Sophocles' *Electra* (681-756) there is a messenger-speech conveying the false announcement of Orestes' death in an athletic contest in Delphi. Orestes is reported to have won the *stadē*-run, the *diaulos* and the pentathlon and to have been killed in the chariot-race, which is described in detail.

The *Alexandros* also presents the notion of envy (*phthonos*) to which the successful athlete is always vulnerable and from which the victor is solemnly warned to take precaution in epinician poetry. Accordingly, Deiphobus cannot accept his defeat at the athletic contest by Alexandros the shepherd and his feeling of distress for and resentment at the shepherd's victory in the games could be described as *phthonos*. According to Aristotle's *Rhetoric* (1387b 22- 1388a 24) and *Nicomachean Ethics* (1108b 3-5), this emotion is specifically associated with the notion of status and involves the indignation one feels at an inferior's encroachment on one's own high status.<sup>31</sup> It is the feeling of resentment against people who rise above themselves, violating the status rules of a highly class conscious society. Consequently, Deiphobus resents the encroachment on his royal status by the socially inferior herdsman who deprived him of the prize at the games, which the prince regards as his legitimate privilege and rightful possession.<sup>32</sup>

Conclusively, I hope to have identified the cultic, institutional and political features shared by ancient theatre and sports, as well as the thematic and ideological cross-fertilization between athletics and drama in the specific cases of the tragedies addressed.

30. See also Pausanias 5.8.6-11, Eustathius' scholium on Homer's *Iliad* Vol. IV, p. 799, 8-14 (van der Valk), Scholium on Lycophron's *Alexandra* 41 (Scheer), Scholium on [Plato] *Amatores* 135e 2-4 (Greene) and Crowther (2007) 62-71, Spivey (2004) 91-112, Golden (1998) 69-72.

31. See Ben-Ze'ev (2003) 106-12, Konstan (2003) 13-14 and (2006) 125-28.

32. See Scodel (1980) 75 and Karamanou (2011) 44-46. For the close association of ancient athletics with social status and honour, see Golden (2008) esp. ch. 1, Walcot (1978) 11, 18-20, 38-39, Bulman (1992) 27-28, Marquez (2005) 44-45.

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**THE EDUCATIONAL AND CULTURAL DIMENSION OF OLYMPISM:  
FROM THEORY TO PRACTICE – SPECIFICALLY FOCUSING  
ON HOW VALUES ARE PASSED ON IN DAILY PRACTICE**



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I regard it as a great honour to be allowed to address you at this time and place on the existing opportunities for implementing an Olympic education. When last year I had the pleasure of visiting the Olympic Academy for the first time, I immediately hoped that I would be able to repeat the experience. So I am delighted to be here today. I trust that from the point of view of sports science I will be able to say something to enrich you in the actual situations you encounter every day in your official capacities.

However, first let me thank the President and the Director of the Olympic Academy in Olympia for their kind invitation to myself as a young sports scientist to deliver this talk on “The Educational and Cultural Dimensions of Olympism: From Theory to Practice”.

**Introduction: The aims of Olympic education**

Right at the outset, in his famous radio address in 1935 on the “philosophical principles of modern Olympism”, Pierre de Coubertin referred to 5 basic char-

acteristics which in their interpretation by scientists such as Norbert Müller and Ommo Grupe have been highlighted to a greater or lesser degree. Essentially, in Olympism or later in the course of Olympic education, it is all about the process of passing on values which in recent times has been translated into didactic concepts by Deanna Binder and Rolf Gessmann, among others. In an educational pamphlet, Deanna Binder applies the Olympic values to the specific concepts of enjoying taking part in sporting activities, fair play, respect for others, achieving top performances, and the balance between the body, the desire to do one's best and the mind.

In my talk, I would like to address the topic of "The Educational and Cultural Dimensions of Olympism: From Theory to Practice" from the specific point of view of passing on values. In a brief overview, I will outline how our values have changed, how we generally arrive at the values of relevance to ourselves and, finally, I would like to put forward educational considerations which could promote success in the passing on of values within Olympic education.

### **How uncertainty about values comes about – Changing values**

Society and the behaviour of each of the persons belonging to this society are characterised by specifically valid values.

In socio-psychological terms, these can be understood as inner-psychic organisational concepts determined by culture and representing guidelines for behaviour. In the last few decades, throughout the Western world it has been possible to identify a change in values, with this also affecting sport as a sub-system of our society. Accordingly, values can be interpreted as "the ultimate control variables governing human actions". In this way, values are differentiated from requirements which rather tend to represent the biological side. *Hepp* describes how the change in values brought with it enormous qualitative and normative rejections: "Traditional normative orientations, attitudes and behavioural patterns lost their meaning, with reassignment of weighting and refocusing taking place".

This is documented accordingly in negative tendencies such as the loosening of

ties with communities, religion and the church, the general questioning of authorities and hierarchies, the erosion of secondary virtues and the bourgeois work and performance ethic, inflation in individual aspirations, a waning sense of community and a reduction in willingness to enter into any political commitment. At the same time, it is also possible to identify a trend leading away from values based on obligations and acceptance, in favour of values based on self-development.

In this context, I do not wish to stress the concept of “collapse in values” to an unnecessary degree, but to bring the ambivalence of the change in values into the foreground. This involves risks and opportunities, along with losses and gains. Any individual strives to be “subject to his or her own actions”, thus making one’s personal motivation, individual beliefs and needs subject to autodetermination and co-determination.

In almost all current studies of the behavioural values of young people in Germany, reference is made to a “collective climate” within which specific behavioural patterns are determined. So, according to Fritsche, on the one hand among young people we have “values of a hedonistic-materialistic orientation” in distinctly greater evidence than among adults, while on the other hand “individualistic values based on self-development” are greatly favoured by the former. The old ideas of binding values are being replaced by Kant’s “moral law within”, in which the *individual’s own* values are developed. This implies a diversity of values which, however, does not include a “process of collapse in values”, but an “observed collapse of intrapersonal permanence over all life situations” and a “supra-individual validity”. In this connection, some scientists speak of a “plurality of values”, which can lead to uncertainty on values, while in this context others point to concrete living conditions determining the decisions made, as opposed to ethical values. According to Fischer, education, job, family and leisure pursuits fall under scope of the “task of self-management of one’s personal biography as required by the situation, with it being no longer possible to rely on generally binding orientations or linear career paths”.

But how do children and young people come by a lasting system of values which makes a positive contribution at least to determining their entire sporting efforts or, even better, their entire life?

Leading scientists in the field of value research, such as the Berlin sociologist Joas, place basic emphasis on the “passive nature” of the concept of “value”, and the effect of “being affected” necessarily associated with it. In this way, they directly distance themselves from a free choice in respect of what is accepted as fundamentally good or bad. It is only as a result of a reflexive acceptance of or distancing from what I have had passed on to me by, for the most part, my parents in primary sociological terms, that values are adopted. This means that a value only acquires a certain binding nature over the longer term if it is applied from a certain distance in reflection of past experiences. According to Plessner, primarily, this calls for an eccentric positionality which makes it possible for me to evaluate my behaviour “from the outside”, as it were.

In educational terms, this means that secondary experiences, primarily passed on by parents, teachers and school in the early years, tend to have a significant function in the process of internalisation, even if only for a limited time. So primary experiences are of great importance, especially when examining values. Classed as primary experiences are those directly experienced by the individual himself. They make it possible for us to come to grips with the world through our own senses, and to reflect values.

Compared to values, standards are of a restrictive nature. Both help us live together, however in the opportunities for activity open to them, people are restricted by standards, rules and laws. It is not the same story with values which are, accordingly, “strongly held ideas on the emotional plane about what is genuinely desirable”.

### **Anthropological changes**

From the anthropological point of view, for some time now there has been an increasingly polarising development taking place in our bodies and in our associated perception. This is reflected in a process of disembodiment in our society and at the same time in the increasing importance we attach to our perception of our bodies. On the one hand, we have a trend towards secondary experiences

in the form of media or virtual experiences, and on the other, an extreme form of primary experience of our body. While some areas of our life are increasingly managed without any physical activities, such as most workstations or maintaining social relationships over the Internet, there are other places where physical experiences are consciously sought. Accordingly, there are some people who seek out their physical experiences in extreme sports such as running ultra marathons or working towards an ascetic kind of fitness. They are attempting to define themselves through extreme sporting activity and indeed obtain some kind of meaning in their life. It is specifically in this form of polarising developmental tendency that the holistic human existence comprised of body and mind becomes apparent. I interpret this form of overcompensation as a response to the neglect of a holistic development and a lack of certainty in values in the society in which children and young people are growing up.

Above all, in this context the possibility of a holistic education for body and mind – as adopted by Olympic education as its objective – clearly emerges.

### **Opportunities for implementation**

If Olympic education is to take place in the sense of passing on Olympic values, from the point of view of sports education I would like to take up the points raised by Arnold and Petzold and further recommend them:

- The dimension of content:
  - Self-image: sport can offer children and young people an opportunity to develop a positive self-image. Here, the holistic development of body and mind plays a central role. It is only possible to treat other people with humanity and respect if one has oneself developed a positive self-image. Accordingly, the process of passing on values must not simply amount to passing on any old values, but must be concentrated on promoting the self-image of a developing person. The knowledge of how children and young people see themselves and what their image of themselves

actually is, is regarded as an anthropological key making it easier for us to understand a person's behaviour. As they grow up in accordance with an Olympic principle based on ability, performance and competition, in the first instance young people can learn many lessons about their bodies and themselves.

Any instruction on values for children and young people can only be properly understood if it makes reference to their own actual (primary) experiences. Education along Olympic lines should allow for holistic experiences and inspire them to come to grips with values reflexively. An international sporting and cultural exchange can lead to lasting, reflexive experiences for young people.

- Avoidance of public stigmatisation and having nothing to do with humiliating and scolding: taking responsibility for one's self also means being able to deal with feedback of shortcomings and opportunities for development. However, it is harmful to development for this to take the form of being exposed to public ridicule. Persistent humiliation can even lead to impaired self-respect for the rest of one's life. Accordingly, in this respect teachers and trainers bear a particular responsibility towards young people.
- Material opportunities should not be overvalued: it is not possible to compensate for low self-esteem with material goods. Income, standing and other status factors do not in the long term represent any satisfactory substitute for self-esteem. Medals and money alone cannot help young people towards a successful life if, for example, they are based on some deception such as doping.
- Genuine expectations: expectations imposed from the outside on children and young people must have a justifiable basis. Bogus standard justifications such as "I want nothing but the best" should be avoided. Instead, it should be possible for children and young people to aspire to their own sporting objectives, as opposed to the objectives imposed by their environment.
- Encouraging activity on the part of the teacher/responsible person/

trainer in situations of personal importance: here the opportunity exists to offer children and young people scope for experience within which they can reinforce their self-esteem. For example, this can take the form of trainers allowing their athletes to join in the process of designing a training unit.

- Taking people seriously: discussions can reinforce people's self-image when they enjoy the experience of being taken seriously and for what they are.
  
- Personal dimension:
  - Genuine role models: for effective education, we need teaching personnel who are genuine. Education works better if based on role models, i.e. learning is more effective when it refers to role models as opposed to information passed on verbally. So it is important for those passing on values to adhere to their convictions to ensure that they can be taken seriously.
  - Managing one's own self-esteem: a lack of self-esteem can lead to negative educational behaviour, for example if the trainer or office bearer builds himself up by putting others down.
  
- Institutional dimension: The institutional framework is of great importance. Institutions convey messages through their work, both consciously and unconsciously. During my first visit to the Olympic Academy, I was immediately impressed by the harmoniously integrated buildings of this historic location. Buildings, office bearers, competitions, celebrations and much more form part of Olympic education and pass on lasting values.
- Social dimension: the social context (as indicated above) within which children and young people live today must be taken into account as people are confronted in the media with aspects of professional sport and its actual presentation at, and by, the Olympic Games.

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## CULTURAL ACTIVITIES BY THE NOCs AND NOAs FOR THE MOULDING OF THE YOUTH



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Problems of active involvement of youth in the process of Olympic education were in detail considered by the XIII Olympic congress in Copenhagen (October, 2009). In the resolution adopted by its participants (the section “The youth and Olympism”), a growing youth role in the Olympic movement was emphasized. The Olympic movement should, according to the resolution, pay more attention to work with youth, using sports as the catalyst for its education and development.

For more active participation of youth in sports and promotion of a healthy lifestyle the governments were urged to provide assistance to the sports organizations and youth sports, schools and other educational institutions.

The role of the International Olympic Academy as coordinator for the National Olympic Academies which are its branches, functioning as transmitters and amplifiers of the Academy’s ideas by means of the National Programmes of Olympic Education is extremely important.

The Olympic Programmes provide incentives for young people to study foreign languages and the cultural traditions of other nations, as well as provide information on environmental and peace issues, and on matters of the economy,

health and education. The programmes encourage the active involvement of young people in sporting activities and they are useful to the educational systems of the various countries.

Olympic Programmes of the IOA are developed with consideration that educational systems differ among different countries and that the structure and operation of NOCs and NOAs reflect those differences.

National Olympic Academies cooperate with various organizations in order to develop Olympic Education Programmes: with the IOA, National Federations, the Councils for Primary, Secondary and Tertiary Education, local authorities, and other sport and educational institutions.

In the framework of this lecture we are not striving to analyze activities of the National Olympic Academies in general. Therefore, we present only a few examples. And then activities of the Regional Olympic Academies of Russia will be described more detailed.

The purpose of *the NOA of Armenia* is to spread the Olympic values, the Olympic Movement and the Olympic Education not only in Armenia but also in the Armenian diaspora. Since 1994, the Armenian delegates have taken active part in the works of the IOA annual seminars through short presentations and presentations of films on the Olympic Ideal. The NOA of Armenia organizes seminar forums on Olympism and Olympic Education in the regions of the Republic, the Universities and the schools of Secondary Education.

*The Finnish Olympic Academy* (FOA) is a commission of the Finnish Olympic Committee. The role of the FOA is to promote the fundamental principles of Olympism, i.e. fair play, tolerance and togetherness. The FOA has an Olympic Education programme for Finnish schools with a material for teachers and pupils.

This material is always completed before the next Olympic Games. The FOA also cooperates with other Olympic Academies. More specifically, the Academy, since 2000, has organized international 'School Olympics' in cooperation with the Estonian Olympic Academy in Helsinki and Tartu in alternate years.

*The NOA of Sweden* spreads information about the Olympic Movement,

stimulates studies, research and debates with the Olympic aim. It organizes Olympic Sessions and chooses and prepares Swedish participants for the IOA's Sessions. In general, it cooperates with the IOA, the NOAs, the Swedish Sports Confederation, the Sports Federation and other partners in Olympic matters as well as Universities and High Schools.

*The United States Olympic Academy* ensures youth participation through a sport-oriented youth camp.

The youth programme of *the Canadian NOA* includes the following aims:

to educate about the Olympic Movement and the philosophy of Olympism;

to train participants in the Academy to be able to promote the values and ideals of the Olympic Movement;

to expand the COC's own capacity to propagate the principles of Olympism through its various programmes.

*The Cuban Olympic Academy* staff is composed of University Professors, Professors of the Physical Education School and Sports Schools, researchers, journalists and retired athletes. Among the activities they organize there are the following:

The History of Physical Culture is included as a subject in the Curriculum of the Sport University and the School of Physical Education Professors. There are Postgraduate courses in all the Universities of the country and Sports clubs, also the History of Sports is taught in primary and Senior High School. There is also Research, Regional and National courses in the Academy Scientific Forum, Master and PhD programmes Interviews of Olympic athletes transmitted on TV, Olympic Culture materials are also transmitted on TV.

*The National Olympic Academy of the Central African Republic* deals primarily with the diffusion and the propagation of the Olympic ideals in their country. However, the people involved in the dissemination of Olympic values encounter enormous difficulties related to the lack of premises for their Academy, as well as lack of a library and a museum, difficulties which they hope to surmount in the short term. On the whole, they wish to develop collaboration with all the NOAs of the world and exchange experiences.

*The Japan Olympic Academy* operated entirely by volunteers, is a membership

organization of sport organization personnel, professors, teachers, researchers, academics, journalists, and individuals who are interested in the Olympics from various aspects. Major programmes include reports by the IOA session participants and a panel discussion. The JOA publishes two periodicals – the JOA Times and the JOA Review. The former is for the JOA members, while the latter serves as a public relations magazine.

After disintegration of the Soviet Union there are 15 new independent states that came out on the international arena. All of them established National Olympic Committees and National Olympic Academies.

*The Olympic education in the Russian Federation* has always been and still is one of the most important tasks of the Russian Olympic Committee, of the *Central Olympic Academy*, of the *Regional Olympic Academies* and the specialized Universities and High Schools. All these organizations persistently distribute basic principles of Olympism and hold different events contributing to dissemination of information and knowledge on the Olympic movement among the population of our country.

I would like to concentrate on two main items:

- Activities of the Olympic Academies in the Russian Federation;
- Olympic Education in the State University of Physical Culture, Sport, Youth and Tourism.

Rule 31 of the Olympic Charter states: “National Olympic Committees... concern themselves with the establishment and activities of National Olympic Academies...”.

In the USSR the National Olympic Academy was founded in 1987, four years before the disintegration of the Soviet Union. The USSR Olympic Academy functioned mostly on the basis of one of the largest higher educational institutions on physical education and sport in Russia called now The Russian State University of Physical Culture, Sport, Youth and Tourism.

A year or two later, the Olympic Academies in the republics of the former Soviet Union, namely Lithuania, Latvia, Estonia and Kazakhstan, were established. The necessity to create similar Olympic institutions was also widely discussed in the Russian Federation.

The territory of Russia is very huge and covers 11-hour zones. That is why, the idea to create only one Olympic Academy in such a big republic as Russia would not meet the demands of the time. And finally an absolutely different idea was suggested and accepted.

The order of the State Committee on Physical Culture and Sport dated June 8, 1989, stated that the rectors of the higher educational institutions of physical culture and sport were charged to establish the Regional Olympic Academies. The Olympic Committee of Russia was also established in 1989.

After the disintegration of the Soviet Union and the demise of the communist ideology a new Russia appeared on the international arena as an independent democratic state and active participant of the International Olympic Movement.

Now the total number of the Regional Olympic Academies in Russia is 12, including the Central Olympic Academy into which the former Soviet Olympic Academy was transformed.

Nowadays, there is no National Olympic Academy in Russia, but this fact did not have a negative effect. 12 Regional Academies fulfill the functions stated in their Statutes, namely:

- explanation and promotion of values, aims, tasks and principles of Olympism;
- promotion of Olympic Education in the regions;
- coordination of scientific and research work in the field of Olympic Movement;
- participation in the process of coordination of sports in the region.

All Regional Academies are members of the Russian Olympic Committee.

It was very important to organize the coordination of activities of the Regional Academies. That is why a Council of Presidents of the Regional Olympic Academies was established and attached to the Russian Olympic Committee.

The Department of Olympic Education of the Russian Olympic Committee also coordinates the activities of the Academies. They work in accordance

with their own plans, but there is a joint coordination plan including the main events held by the Regional Olympic Academies in cooperation with the Russian Olympic Committee.

One of the main parts of this coordination plan includes the regional events devoted to Olympic education.

The state and public system of Olympic education in Russia was founded by the initiative of the Olympic Committee of Russia. On March 5, 1994, a joint document of the Ministry of Education and the Olympic Committee of Russia called "On the organization of the studies of Olympic Movement and Olympic Games" was adopted.

Thus, the organizational basis was laid down. Olympic education of school-children was included as the course "Olympic Knowledge" into the state curricula in all schools of Russia and approved by the federal Ministry of Education as well as the book "Your Olympic Textbook", written by the experts of the Russian Olympic Committee and known scientists.

Since 1996 ten editions of this book have been published. Its total distribution is over 250 thousand copies for 60 thousand schools.

It is obvious that such a number is not sufficient for the country where 60 thousand schools are functioning.

However, the system which has been successfully working for ten school years already, could not be effective enough without the Regional Olympic Academies, and their contribution into the organization, programmes and contents of Olympic Education.

The main trends of activities in the field of Olympic Education of the Regional Olympic Academies of Russia and the higher institutions on the basis of which they are created are:

- to execute the functions of the organizational and methodological center of Olympic education in the region;
- to organize and implement the regional programmes of Olympic education;
- to organize scientific conferences on Olympic Education and Olympism, to publish teaching aids and scientific books;

- to hold seminars and advanced training courses for heads of schools and schoolteachers together with the local administration bodies of sports and education;
- to develop and include special studies on Olympism into the curricula of the physical education institutions where students master methods of teaching Olympic knowledge at schools;
- to organize the regional rounds of the All-Russian contest “Olympic Education in Russia”.

The Olympic Committee published the second edition of the book “Olympic Academies of Russia” which reflects their long-term activities as well as their contribution into Olympic Education.

Once in four years the Olympic Committee of Russia under the aegis of the IOC holds the competition “Olympic World and I”. Schoolchildren present for the judges their compositions and drawings devoted to the Olympic Movement. The competition is implemented in two stages: the 1st stage – regional level, the 2nd stage – All-Russia.

The Northern Olympic Academy (Republic of Sakha (Yakutia)) held a republican competition on the best set of art posters on the promotion of the Olympic movement, sports and a healthy lifestyle among fine art studios, art schools and students of higher education institutions of an art profile.

The Northwest Olympic Academy created a gallery of winners of Olympic Games at the famous Maryinsky Theater of St. Petersburg.

The Central Olympic Academy in 2012 holds The Third Cultural and Sports festival with many cultural and sport events.

The IOC Commission for Culture and Olympic education organized in 2011 the “Olympic sports and literature” competition in which many regions of Russia took part.

During many years the State University of Physical Culture, Sport Youth and Tourism has been working out and developing special study programmes on Olympic Education directed at:

- forming among students fundamental knowledge on Olympic Games, the

Olympic Movement, their history, on values, aims, tasks and principles of Olympism, on humanism and the humanistic potential of sport;

- distributing knowledge which may help the students in their future work for motivation of the young generation to be engaged in sport activities, to wake their interest to the Olympic Games and the Olympic Movement and to realize through the means of sport basic humanistic values;
- propagating among students the principles of Fair Play, to contribute to the society understanding of the beauty of sport and the basic ideas of Olympism.

The analysis of the results of the special course “Olympic Education” in the State University of Physical Culture, Sport Youth and Tourism shows that the students have definitely improved their knowledge on Olympic Games and Olympism. Their interest to know more on this theme is obvious.

In the framework of the special course the students were engaged in the process of testing, researching, organizing different competitions like “Experts of Olympism” where they could demonstrate their competence in the history of Olympic Games, their past, present and future perspectives.

A task to create a talisman for the Olympic Games in Sochi-2014 was extremely interesting for the students. They suggested a lot of ideas. Finally a talisman “Dolphin on the Ski” which took leading positions on Internet sites for a long period, was recognized as one of the symbols for the Olympic Winter Games 2014.

The Central Olympic Academy’s activities are also closely connected to the All-Russian Association of Summer Olympic Sports.

The President of the Association Mr Vladimir Lisin, member of the IOC commission on education and culture started several projects of publishing illustrated albums and educational literature devoted to the history of the Olympic Movement (Summer and Winter Olympics) and Olympic Education. The texts of the books are written by historians of the Central Olympic Academy.

We will try to do our best to continue and develop this positive process in accordance with the definition of Olympism in the Olympic Charter:

“Olympism is 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 found in effort, the educational value of good example and respect for universal fundamental ethical principles”.

## THE ROLE OF CULTURE AND TRADITIONAL GAMES IN THE PROMOTION OF OLYMPIC VALUES AND OLYMPIC EDUCATION TOWARDS THE 2012 OLYMPIC GAMES



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### **Introduction**

The attitudes, feelings, values and behaviour that characterise and inform society as a whole or any social group within it make a person, coupled by the total range of activities and ideas of a group of people with shared traditions, which are transmitted and reinforced by members of the group. Hence one cannot talk of Olympism without including one's tradition and culture. In one of his speeches the President of the International Olympic Committee Jacques Rogge once said "the world of sport is not separate from the rest of the world." Olympism is a philosophy, combining in a balanced way the qualities of body, mind and will. It is a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles. Its core values are placing sport at the service of human development.

### **Culture**

Culture refers to the cumulative deposit of knowledge, experience, beliefs, values,

attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.

Culture is the systems of knowledge shared by a relatively large group of people. Culture is communication, communication is culture. Culture in its broadest sense is cultivated behaviour; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behaviour through social learning.

A culture is a way of life of a group of people--the behaviours, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

Culture is symbolic communication. Some of its symbols include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through its institutions.

Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.

Culture is the sum of total of the learned behaviour of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.

Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another.

### **Olympic Values and Olympism**

The three core Olympic values of the Olympic movement which inspire individuals and organisational levels are; excellence, friendship and respect.

***Pursuit of excellence***

This value stands for giving one's best on the field of play or in the professional arena. It is not only about winning but also participating; making progress against personal goals, striving to be and to do our best in our daily live.

***Friendship***

This value encourages us to consider sport as a tool for mutual understanding among individuals and people all over the world. The Olympic Games inspire humanity to overcome political, economic, gender, racial, religious differences and forge friendships in spite of all these differences.

***Respect***

This value incorporates value for one's self, one's body, for others, for the rules and regulations, for sport and the environment. Respect stands for fair play and for the fight against doping and any other unethical behaviour.

***Principles of Olympism***

The principles of olympism described below, amplify the Olympic values and allow them to be expressed in a way that drives far reaching social change.

*Non discrimination*; the Olympic movement strives to ensure that sport is practised without form of discrimination whatsoever.

*Humanism*; the Olympic movement's activities place human beings at the centre of its attention ensuring that the practise of sport remains a human right.

*Universality*; sport belongs to everyone. In all its decisions and actions, the Olympic Movement takes into account the universal impact sport can have in individuals and society.

*Alignment between sport, education and culture*; the Olympic movement is committed to promote the spirit of Olympism, which emerges at the convergence of sport, culture and education.

*Fairplay*; It is an attitude and also a sport concept. It includes issues such as harassment, sexual harassment, violence, environmental problems, sport for all and drug abuse.

*Balance between body will and mind;* Learning takes place in the whole body not just in the mind. Physical movements contribute to the development of both moral and intellectual learning. This became the foundation of Pierre de Coubertin's interest in revival of the Olympic Games.

## **Culture and Olympic Values**

The position that the ideas, meanings, beliefs and values people learn as members of society determines human nature. People are what they learn. The optimistic version of cultural determinism places no limits on the abilities of human beings to do or to be whatever they want. Some anthropologists suggest that there is no universal "right way" of being human. "Right way" is almost always "our way"; "our way" in one society almost never corresponds to "our way" in any other society. Proper attitude of an informed human being could only be that of tolerance.

The optimistic version of this theory postulates that human nature being infinitely malleable human beings can choose the ways of life they prefer.

The pessimistic version maintains that people are what they are conditioned to be; this is something over which they have no control. Human beings are passive creatures and do whatever their culture tells them to do. This explanation leads to behaviourism that locates the causes of human behaviour in a realm that is totally beyond human control.

Different cultural groups think, feel, and act differently, hence one of the Olympic Values is tolerance. There is no scientific standard for considering one group as intrinsically superior or inferior to another. Studying differences in culture among groups and societies presupposes a position of cultural relativism. It does not imply normalcy for oneself or for one's society. It, however, calls for judgment when dealing with groups or societies different from one's own. Information about the nature of cultural differences between societies, their roots, and their consequences should precede judgment and action. Negotiation is more likely to succeed when the parties concerned understand the reasons for the differences in viewpoints.

Ethnocentrism is the belief that one's own culture is superior to that of other cultures. It is a form of reductionism that reduces the "other way" of life to a distorted version of one's own. This is particularly important in case of global dealings when an individual is imbued with the idea that methods, materials, or ideas that worked in the home country will also work in another country.

### **Traditional Games and Olympism**

A traditional game is a structured playing involving passing on of history, beliefs or customs from age to age, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Play in traditional games is part of everyone's heritage. It links past, present and future. It fosters important social skills including sharing, turn taking, developing and consolidating friendships. It is an essential arena for the expression of one's feelings, anger, love and joy.

Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulational, or psychological role.

Attested as early as 2600 BC games are a universal part of human experience and present in all cultures in essentially the same way for thousands of years and these have been done through observation and imitation and differing cultures. Through traditional games athletes learn about the rules and values of their cultures. They also can be used to promote inter-cultural acceptance and understanding of others.

## **Link between traditional games, culture and Olympic values the Zimbabwean scenario**

### ***Mahumbwe (playing house)***

Mahumbwe is a social-dramatic play. It is a traditional children's play that is participated in by children in the age groups of four to fourteen years. These are children of both sexes. In the game, the youngsters play house. They assign one another roles such as fathers, mothers and children, as well as other members from the extended family like aunts, uncles, cousins, nephews and nieces. The plots of mahumbwe are very simple and elaborate. For instance, the mother-baby scene may just consist of feeding the baby, sleeping and waking up, while the husband-wife plot is more elaborate. It involves for example, the husband gathering food and the mother cooking and serving food.

An analysis of this seemingly simple traditional game is the link of Olympic Values of teamwork, respect and friendship; it also has the capacity to instil in the youngsters those cognitive skills that are valued in Shona culture. In fact mahumbwe is a very important rite in Shona culture in that it teaches and entrenches in the children's psyche the duties and roles they are expected to play when they have their own families. Gelfand (1979) highlights the importance of this stage in the children's learning curve. The mahumbwe play provides a way for the children to explore and rehearse social roles they shall occupy in the real adult life. As children play in mahumbwe, they get a chance to convince others of ideas during petty discussion at a dare (family meeting place for men). The children also learn to control their emotions as they simulate serious issues such as parenting and adolescence in a playful manner. They also get enlightened and have chances to explore and examine personal concerns in a non-threatening environment of real parents and adolescents. The play also enables youngsters to create self-understanding as the play affords them to be active, interactive and imaginative.

### ***Ndondos (it has no known English equivalent)***

Ndondo is a game that is peculiar to the Shona, specifically the Tangwena people who are domiciled on the Kaerezi Range, on Zimbabwe's border with Mozam-

bique. Males in the age range between five to late adolescence play the game. It is a game of hitting targets of shelled maize cobs that are placed on either side of the contesting parties. The players will be facing each other and they can play either as teams or as individuals. The ndondo itself is a disc made of broken pieces of squash that are used to make gourds. It has a hole in the centre. A carefully made short stick that is tightly fitted in plugs in the hole. The stick acts as an axis of the disc and enables it to rotate moving in the direction of the opponent's arranged shelled maize cobs aimed at knocking them down. Scores are based on each spin that knocks a cob. A draw results in the two ndondos being aimed against each other. The one whose ndondo is outspun and knocked down loses the game.

An analysis of this game as an indigenous way of knowing shows that the game instils in the participants good sportsmanship. These values include how to handle success and failure after a game. Through the challenges that the loser may throw at the winner, the participants are taught not to give up. For instance, the loser realises that his loss is only for that particular day, not everyday occurrence. He learns that losses are not permanent but are temporary setback that he can overcome with more practice. The lesson for life from this game is that setbacks are temporary. One has to only assess where they went wrong in order to do right it next time. The game also fosters goal and target setting in the participants. Patience is also fostered as the participants practice repeatedly. This patience is further instilled in the participants by Shona philosophy through proverbs such as, *Charovedzera charovedzera gudo rakakwira mawere kwasviba* (Practice makes perfect, the baboon went up precipice in the dark) and *Kumhanya handikusvika* (Being in a hurry does not ensure safe arrival).

The game is also useful in environmental management matters. It promotes a cleaner environment by the use of recycled waste since the ndondo disc is made from broken pieces of gourd material that would have broken and would no longer be useful for anything. The targets are also shelled maize cobs. The game at least ensures that unwanted materials and dirty things are not left strewn all over the place. Overall, the game instils a sense of discipline in children. They later carry this virtue into adulthood with them.

***Nhodo***

The closest equivalent to an English game to this one is that of jacks. This game is played by girls in the age range of about five to thirteen years old. The girls sit cross legged round a hole in the ground. (Today they can draw a circle on a cement floor since it is impossible to make a hole). When they play the game, they can use small stones or fruit seeds as play implements. One bigger stone or seed is used as the mudodo that is not allowed to hit the ground as it is thrown up and is caught. As mudodo is thrown up the same hands remove and return the other stones from a small hole in front of the players who sit around it and wait to take their turn in the event that other one in the round fails. There are several types of nhodo but all involve the mudodo and stones/seeds of fruits. One type involves throwing the mudodo and picking the other stone one by one or two by two and so on. Scoring is when a player successfully picks stones without dropping the mudodo. If one misses picking and in the process drops the mudodo, she passes the chance to the next player who also tries to win the round without dropping the mudodo.

When this game is analysed as an indigenous way of knowing, it shows that it teaches numeracy. Each player is taught to count since as each picks the stones, she does pick the stone singly, in twos or in higher numbers. This shows that players learn to count in an orderly manner in an ascending order.

In addition, as the player juggles between hand, eyes and stones, she improves her motor skills. Again, like ndondo sportsmanship and its attendant factors of winning, losing and practice are reinforced. There is a sense of responsibility instilled in the elder ones who teach the younger ones how to play. The learners learn to respect and appreciate the services of their mentors. In turn, this propels the young apprentices to aim high so that they can also be mentors of their own young sisters.

***Pote pote***

Pote pote is a game that is accompanied by a song. The participants are young boys and girls aged seven to thirteen. One participant goes round the others who will be seated or standing in a circle. The one with the turn goes round the circle singing. They then clap hands for the one who has completed his turn.

In the above play song, as the one who has the turn goes round, he sings out the attributes that his ideal partner should have. When he gets to the person of his choice he says the following words, “Simuka hande” (Stand up, let us go). This is an invitation to the chosen partner to follow. The two then sit or stand side by side and give the next person room to sing and choose a partner. If the number of participants is uneven, there will be a participant who remains without a partner. Such a participant is jeered at. There are also instances when even if the numbers are even, one may refuse choosing the remaining person because he may not be seeing her as the ideal one since from his knowledge she may not have positive attributes. Girls also take turns and sing the same song bringing out the positive attributes they want their ideal husbands to possess.

An analysis of this game shows that it teaches the participants to behave positively so that, among other things, they meet the expectations of an ideal marriage partner. As the participants choose partners, they echo the values expected in a partner such as *musuki wendiro* (cleaner of plates). The idea is not just of one who cleans plates, but is a reference to general cleanliness. The same is true when a girl goes looking for *muvaki wemba* (builder of a house). She will be looking for someone who is hard working. Normally those who remain without partners are known of bad behaviour such as laziness, being cruel and disrespect to the elders. The play song highlights the fact that the Shona value a different kind of beauty. To them beauty is not measured in physical terms, but positive deeds. That is why they have proverbs such as *Guyu kutsvukira kunze mukati muzere masvosve* (A fig may look appetising from outside, yet inside it is full of ants). This proverb and other related ones emphasise deeds and not physical appearance. In this play song, the participants will always strive to meet the norms and values of their community. The youngsters are being prepared not to be misfits in their society. The value of society is captured in the proverb, *Munhu munhu nevanhu* (A person is one because of others). It teaches that if one behaves in a socially acceptable way, then the others would readily accept him/her.

***Dede zangara uyu mutii?*** (What type of tree is that?)

This play song is done by the five to thirteen year olds who go out to herd cattle and goats. This play song is led by the questioner who sings out the question and the respondent mentions the name of the tree that is pointed out to him by the chorus. The song goes:

QUESTIONER: *Dede zangara*, what tree is that one?

RESPONDENT: It is a mutondo, there you are.

QUESTIONER: *Dede zangara*, what tree is that one?

RESPONDENT: It is a muzhanje tree, there you are.

They continue with the game until the questioner fails to point out trees or the respondent falters.

Whenever the other sings out the question, the respondent makes a response by naming and pointing at the identified tree. If the one naming the trees falters, another participant takes over the role of questioner and the game starts all over again. The idea is to give a chance to all participants to name the trees.

- When an analysis of this game is done, in promoting Olympic Value Education it can be found that it teaches youngsters to have an understanding of some aspects of their biophysical environment. The children are expected to learn to identify different types of trees and other plants. This indigenous way of knowing was useful and still is since it can become handy when identifying trees and plants that are used for different purposes such as building, firewood, medicines and herbs, fruits as well as edible roots and tubers. They also learn to identify poisonous plants. Such knowledge implies respect and learning to be at peace with one's environment. It also means that they will start exercising restraint in the cutting down of trees. The play song teaches responsible citizenship.

**Towards the 2012 Olympic Games**

“The greatest thing about being an athlete is that regardless of your background

and where you are from, we all speak the same language, the language of sport.”  
(Daniel Kowalski Silver Medallist in swimming, Atlanta 1996)

Below are some of the activities people can use to promote Olympic Values and Olympic Education through cultural activities towards 2012 games.

### ***Promoting environmental protection***

This activity allows athletes to design a poster to support environmental protection on topics such as Water Conservation, Air Pollution using a traditional game of their choice etc.

- Suggested procedure:
  - Get athletes to do an internet search on various environmental issues and select one for their poster design and relate it to their country;
  - Ask athletes to do a brief synopsis of their poster design using the sample template and relate this to Olympic Values(Poster Synopsis).

### ***Speaking for a cause***

This activity allows students to debate on various humanitarian issues and the role played by culture. This can be done by athletes whilst in camp. The following are two suggested motions:

- Youths can provide innovative solutions in a complex humanitarian crisis;
- The youths of today have an important role in the prevention and resolution of conflicts and in peace building.
- Suggested Procedure:
  - Divide the athletes into 2 groups;
  - Get students to air their views based on the motion;
  - Conclude by telling the athletes that every one of them has the right to have their own views. What is more important is to respect the views of others and suspend judgement;
  - Invite athletes to present their posters in class and explain the significance of their designs;
  - Organise a mini-exhibition of all posters for the school to provide students

with the opportunity to explain their designs and generate awareness of the various issues.

### ***Youth broadcaster***

This activity allows students to take on the role of young sports broadcaster and present a video clip simulating a television broadcast on Culture and Olympic Value Education.

- Suggested Procedure:
  - Divide the athletes into groups of 5;
  - Get groups to record a sports event/activity in a digital video format (e.g. Sports day, inter-class/intra-class games, culture week, inter-school competitions held in school);
  - Assign different roles to students within the group like videographer/video editor, interview/anchor-person presenting the report;
  - Invite the groups to present their edited video clip to the class. Digital video camera or Mobile phone with camera function;
  - Use sample questions for the interview (Some Useful Questions for an interview of an Event);
  - Provide students with access to video editing software or costumes (optional).

### ***Youth sports event organiser***

This activity allows students to organise and manage an intra-class games competition.

- Suggested Procedure:
  - Divide the class into groups of 10 to organise a competition on an Olympic sport of their choice and a cultural activity (use of traditional games is encouraged);
  - Appoint a leader to oversee the organisation while other members are assigned tasks such as:
    - briefing of teams and officials,
    - logistics needed for the event,

- registration and fixtures for the event(Sample of fixtures & Sample of participation forms),
- publicity of events e.g. Flyers(Samples of Flyer);
- o Give the groups about a week to prepare and then run their competitions over the next few lessons;
- o Invite groups to share their experiences while organising and managing the competitions;
- o Have groups report on Olympism.

## Conclusion

Education and culture are the heart of the Olympic Movement. To promote the fundamental principles and values of Olympism in our countries, in particular, in the fields of sport and education there is need to inculcate our cultural values and use traditional games as tools to spread Olympism, by promoting educational programmes in all levels of schools, sports and physical education Institutions and Universities. National Olympic Academies are encouraged to create Olympic Museums and cultural programmes related to the Olympic Movement.

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## THE ROLE OF OLYMPIC MUSEUMS IN CULTURE AND EDUCATION



**Dr Christian WACKER (GER)**  
*Director of the Qatar Olympic &  
Sports Museum*

On 23rd June 1993 the former president of the IOC Juan Antonio Samaranch inaugurated *The Olympic Museum* in Lausanne. The first museum had been founded, which explicitly covered Olympic heritage, the history of the Olympic movement with memorabilia, interviews and films. Already in the 90ties sports museums curators met frequently in Lausanne to exchange their ideas, created awareness for Olympic and sports heritage. Collecting memorabilia became more and more popular from flea market style fairs to professionally organized Olympic trade fairs and auctions. The value of memorabilia did not only grow ideologically but also financially recalling the sensational purchase of the Spiridon Louis trophy for £ 541.250 at a Christie's auction from 18th April 2012.

After 20 years the Olympic Movement finds itself in front of a permanently growing sensibility for the history of the Olympics, their athletes and their legacy. Museums covering the heritage of one Olympic games' edition like Lake Placid or Lillehammer and National Olympic museums like the ones in Germany, China or Qatar are opening their doors. Most of those museums are connected together since 2006 through the Olympic Museums Network OMN, endorsed by the IOC president Jacques Rogge and empowered by Francis Gabet, the director of *The Olympic Museum*.

Around 20 museums are actually dealing with Olympic content, collect Olympic heritage and teach their visitors the Olympic values. More Olympic museums are under constructions or in planning. This alone should justify a closer look to the role of museums in general and in particular to Olympic and sports museums. An analysis will further examine their cultural and educational programmes with a view to two case studies how to implement programmes of Olympic education in museums.

### **Museums and their objectives – a brief overview**

The modern museum has long since largely forsaken its original objectives. For the benefit of visitors, the ancient high school of Theophrastos, the Lykeion in Athens, founded by Aristotle, already contained a “Museion” with a gallery not only of important philosophers but also of statesmen. Later, these functions were performed by large collections of, for example, the Louvre, the Prado or other national museums as well as by the many private collections of small principalities and prosperous bourgeoisie families. Valuables were also exhibited in these collections, their prime function was to satisfy the aggrandisement desires of private individuals, aristocracy, monarchs and nations. Although, since the Renaissance, collections of exhibits had been assembled, maintained, exhibited and thus partly conserved, it was not until the 20th century, that the potentials of explaining exhibits were discovered.

Since its foundation in 1946, the International Council of Museums ICOM has been frequently updating and modernizing the definition of what is a museum. Following André DESVALLÉES and François MAIRESSE, (eds) *Key Concepts of Museology* (2010) “*a museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment.*”

Explaining cultural assets has a long tradition in tours of cities, castles and monasteries. The *Herrenchiemsee Castle* of the Bavarian King Ludwig II, for

example, rapidly became a well-attended tourist attraction a few years after his death 1886, when guided tours were organised by the local populace. In the 1920s and 30s in particular, museums began training expert guides, who ensured a structured presentation. Around the mid-thirties, there was even a gramophone in the *Märkisches Museum* in Berlin, which broadcast acoustically authoritative knowledge as a sort of nascent version of today's audio-guides. In those early days, information was usually informal, i.e. explanations about exhibits were communicated to the recipients or visitors without interaction or feedback.

Not until the advent of the sixties, did educationalists begin to systematically care for museums; guided tours were designed around the exhibits, initially for adults and, much later, for children and youth groups. Museums of Cultural History are trendsetters in this respect. For example, as early as the 1970s, the *German Museum* in Munich encouraged youngsters to join in and interact with exhibits. Interaction with the museum visitors was actively promoted and the management was taken over by educators interested in learning processes. Today, large museums without museum educationalists are inconceivable. They develop thematic tours, set up special rooms for experimentation and assemble the already legendary museum tool-kit as a sort of dissecting instrument set for investigating the artefacts. Today, museums and their educationalists play an important part in educational systems, an example of which the German nationwide "School and Museum" project is worth mentioning. Specific subjects are intentionally delegated to museums, for example, the process of coming to terms with the history of the Holocaust in the often-redesigned exhibitions in the documentation centres of the former concentration camps. The same applies, of course, to other faculties and historical epochs such as Roman Antiquity and the Middle Ages. Museums of Natural History, Industry, Technology, Art and other specialist museums fulfil their functions as extracurricular educational institutions and are becoming increasingly popular nationwide. Educational programmes are not only developed for museum permanent exhibitions but also for specific special exhibitions. Some of these special exhibitions are primarily developed for school classes, thus additionally stimulating interchange between school and museums.

Programmes in the fields of extracurricular education are to be found in almost

every type of museum. However, sport museums, which have only become established as a specific group within recent years, constitute an exception. Here, we are not referring to the many collections maintained by sports clubs but to those museums, which have a thematic or historic-cultural background in sport and operate in accordance with the standard ICOM guidelines. As a rule, these sport museums have a national (e.g.: the *Musée National du Sport* – National Museum of Sport in Paris) and/or an Olympic orientation (such as the *Deutsches Sport & Olympia Museum, Köln* – The German Sport and Olympic Museum in Cologne or the *Qatar Olympic & Sports Museum*).

### **Collect Sports!**

To collect tangible and intangible heritage and take care about this collection is one of the first and central goals of a museum in general, and of course also of a sports or Olympic museum in particular. Quoting again DESVALLÉES and MAIRESSE (2010) a museum collection can be defined as “*a set of material or intangible objects (works, artefacts, mentefacts, specimens, archive documents, testimonies etc.), which an individual or an establishment has assembled, classified, selected, and preserved in a safe setting and usually displays to a smaller or larger audience, according to whether the collection is public or private.*”

Due to their topics, sports museums usually collect items of minor economic value, but of socio-historical importance. Sports and Olympic museums therefore are connected to the group of historical/cultural museums, even though they are not yet listed as an independent group at ICOM. In contrary to art museums, where the object plays the central role (economical value, rarity), sports museums use the language of edutainment to inform, educate and entertain their visitors. With a combination of sports items, media presentations and even life acts they are attracting their audience. Collection policies usually follow these principles beyond the “*l’art pour l’art*” idea.

The question will arise about the type of objects to be collected. The answer is simple, but complex at the same time. Every object, which is directly or indirectly

connected to sports, is of potential interest. This could be a trophy, a medal, a diploma, a pin, clothes, sports equipment but also entrance tickets, videos, DVDs, tapes, photographs as well as intangible collectibles like interviews. Of course the museum will not be able to collect everything and therefore choices have to be made. Objects, which tell stories, are more interesting than objects without soul. The collection cannot afford all types of sports clothes used during the last decades, but it has to store shirts and shoes from famous sportswomen and sportsmen. Although it is not possible to define clear-cut rules concerning a collection policy, it is possible to describe some guidelines to help the museum identify objects which contain condensed information and therefore have museum quality (i.e. to match the profile of the collection). In this process of appraising the information value of objects the following five central questions are helpful:

- Does the object document Olympic history in general?
- Does the object document national or cultural sports history from the concerned entity?
- Does the object document the history of a sports person (athlete, functionary, fan, spectator journalist etc.), a sports association or a sports club?
- Does the object document a sports event of international (indicating an object's outstanding value), national (indicating an object's high value) or local (indicating an object's high value or irrelevant value) importance?
- Does the object document a significant development of sports equipment (material, production etc.)?

The more questions can be answered positively the more likely it is that the object being evaluated is of museum quality and matches the profile of the collection. However, if the museum, for example, aims to illustrate that the development of swimming suits results in new world records with each technological improvement, only question number five has to be answered positively for an object to be of museum quality. On the other end of the scale an object may not be included in the collection – even though all answers are positive – because identical or similar items are already part of the collection.

It is not only important to collect objects from the past and deliver them to the museum but also from the present times. If for example the first women cycling tour is organized in Qatar, we should get the signed yellow jersey of the winner, as this event “*writes history in the Arab world*”, as Eddy Merckx recently said. With this kind of acquiring the collection can be enriched; but it also documents the permanently ongoing sports activities in the country of Qatar.

Collecting tickets, medals, posters, stamps, pennants, mascots, pins or signed tickets certainly shouldn't be scorned, especially when the passion for collecting strives for completeness, rarity or other personal motives. In a sports museum, not only the maintenance and growth of the collection but also other factors play an important role. In an active museum, exhibiting and communicating are paramount; that is to say, the exhibits must tell a story or convey a message. The following examples may illustrate the importance of story telling.

In May 2006, a football branded “Kabul Star”, which at first glance was similar to one of the many copies of the '74 ball, was donated to the German Sport and Olympic Museum. The historical relevance of this object already started with the act of donation itself, which was performed by the *Paderborn Afghanistan Aid Organisation*. This initiative is engaged in the rebuilding of the country, in particular in supporting social and educational projects. The ball is one of the first in a series of sports gear produced in Kabul, to enable the children and youth of Afghanistan to actually play football. Hitherto, there were virtually no footballs available. A small number of the first batch of this production was signed personally by President Hamid Karzai, which gives the history behind this ball deeper significance. This “Kabul Star” football itself virtually tells its own story. In principle, no explanation is necessary.

Many sports objects on the other hand are interchangeable (e.g. shoes, sports shirts, pennants) and do not become historically relevant until they are assigned to specific personalities or items. Nobody would deny that a football boot produced by Adidas in the 1970s could compare with an identical looking boot, which however was worn by Franz Beckenbauer, Pelé or Johan Cruyff. Even a diagonally fractured cycle helmet can become an important object, although, in normal circumstances it would just be destined for waste disposal. Such a special

helmet, however broken, was worn by the multiple world champion track-cyclist Michael Huebner and saved his life in a serious crash. Hardly anyone would deny the importance of this helmet as an example of safety in sport and in general for accident prevention. Objects without obvious association to persons or events can only tell a story when, as in the foregoing example, the corresponding association can be authenticated.

Sports museums may also create their objects to cover sports history or sports events. The Qatar Olympic & Sports Museum i.e. created a project to remember the sportive heritage of the Arab Games 2011 in Doha. From most of the participants photographs had been taken together with relevant information (age, sports discipline, country of origin) and a small plaque signed by these athletes. These small items together with the photographs and information connected can be ideally used for an installation inside the museum.

### **The history of Sports- and Olympic Museums**

Sporting artefacts have only been assembled and documented for a little over 100 years. To the best of our knowledge, the earliest sports collection is that of the former sports museum of the Czech Republic in Prague, which dates back to the beginning of the Olympic Movement in the early 20th century. The collection of souvenirs of the Olympic games and later of other great sporting events heralded the beginning of sport-related collecting.

The idea of collecting Olympic history and memorabilia goes back to Pierre de Coubertin, who started to build an archive in the attics of the *Casino de Montbelon* in Lausanne after moving the headquarters of the IOC in 1915. In 1922 the collection was transferred to a pleasant mansion inside the city's park *Mon-Repos*, where it was constantly growing due to gifts from the Olympic family all around the world. In 1970 the permanent exhibition there closed its doors. With the election of Juan Antonio Samaranch as IOC president the awareness of collecting and exhibiting Olympic heritage got a significant boost. During the 80s a so-called 'showcase' in the heart of Lausanne was used to display more than 40 temporary

exhibitions and budgets were created to acquire Olympic collections. The basis was laid out for *The Olympic Museum*, which opened its doors in 1993. Millions have visited this museum since then and it can be expected, that a new concept after a restoration period with a re-opening of *The Olympic Museum* scheduled for 2013 will arrest even more attention.

During the last decades a variety of Olympic museums opened their doors, which can be divided into several groups:

- The Olympic Museum (SUI)
- National Sports and Olympic Museums: These entities usually cover the sports heritage of a country integrating also relevant Olympic history.
  - Brazilian Olympic Museum (BRA)
  - China Sports Museum (CHN)
  - Estonian Sports Museum (EST)
  - The Sports Museum Foundation of Finland (FIN)
  - Deutsches Sport & Olympia Museum (GER)
  - Seoul Olympic Museum (KOR)
  - Muzeum Sportu i Turystyki (POL)
  - Qatar Olympic and Sports Museum (QAT)
  - Sports Museum Singapore (SGP)
  - Australian Gallery of Sport and Olympic Museum (AUS)
  - Museo Olímpico Colombiano (COL)
  - The National Sports Museum of Sweden (SWE)
  - Olympic Exhibition of the Egyptian Sports Museum (EGY)
- Olympic Museums without national dedication: Those are museums, which are not connected to a national sports and/or Olympic heritage, but promote Olympism in general.
  - Sportimonium (BEL)
  - Tianjin Dagon Olympic Museum (CHN)
  - Xiamen Olympic Museum (CHN)
  - Museu Olímpic i de l'Esport Joan Antoni Samaranch (ESP)
  - Thessaloniki Olympic Museum (GRE)

- o Olympic Stadium Amsterdam (NED)
- o Hong Kong Legacy Olympic Museum (CHN)
- o The Olympic Experience (ISR)
- Museums for Olympic games editions: Various Olympic cities decided to keep their Olympic heritage connected to one Olympic games' edition inside specialized museums.
  - o The 1932 and 1980 Lake Placid Winter Olympic Museum (USA)
  - o Olympic Hall of Fame and Museum, Calgary (CAN)
  - o Olympic Heritage Museum, Squaw Valley (USA)
  - o Centennial Olympic Games Exhibition, Atlanta (USA)
  - o Norwegian Olympic Museum, Lillehammer (NOR)

This list cannot be regarded as complete, because a variety of museum projects are currently in planning or under development. Especially cities, which are bidding for or organizing Olympic games, develop a sensibility for Olympic history and recognize a need to showcase their Olympic and sports heritage. Very often plans for Olympic museums are a logical consequence, as can be stated in London, Sochi and Istanbul. The fact, that the world of today is embraced by a compact network of Olympic museums can be regarded as a legacy going back to Pierre de Coubertin and even more strongly to Juan Antonio Samaranch, one of his successors.

To this day, also a world-wide-networked collector's scene of sporting artefacts and Olympic memorabilia has developed which attempts to get top prices when selling rare torches or unique Olympic diplomas. Today, museum collections no longer play a major part in the buyers' market since competition from investors, speculators and wealthy private collectors has become too strong. A similar development is evident in the football memorabilia market, where, especially in England, six-figure buyers' bids at auction are no longer unusual.

## Cultural and educational programmes in Olympic Museums

The Olympic Charter (version 2011) states under paragraph 27, which defines the mission and role of NOCs, that the NOCs should amongst other things to “*promote the fundamental principles and values of Olympism in their countries, in particular, in the fields of sport and education, by promoting Olympic educational programmes in all levels of schools, sports and physical education institutions and universities, as well as by encouraging the creation of institutions dedicated to Olympic education, such as National Olympic Academies, Olympic Museums and other programmes, including cultural, related to the Olympic Movement.*”

Olympic museums are identified as institutions to promote Olympic education. But what exactly is Olympic education, how can it be defined? The term ‘Olympic Education’ was introduced by Norbert Müller in 1975, characterised by him and the content defined thanks to his influence in various institutions. Primarily, the *International Olympic Academy*, which since 1961 has been located at the edge of ancient Olympia, is responsible for promoting the Olympic ideal and is regarded as the central Olympic educational institution. In addition, the national Olympic Academies, which are usually associated with the National Olympic Committees, are responsible for the implementation and distribution of the main rules of the Olympic Charter.

Norbert Müller’s ‘Olympic Education’ is based on the educational concepts of Pierre de Coubertin, who first spoke of a *pédagogie olympique* in 1918, and hitherto described his system of an integral education in the context of a general *pédagogie sportive*. The harmony of body and soul was a central tenet of sport education primarily in France, which was wanted and demanded by the educator Coubertin. Anyway, Coubertin regarded himself more as an educationalist than as a sports functionary or even as a sports strategist and expressed the principles of Olympic Education in this well-known quotation. “*It cannot be enough that this pedagogie Olympique – of which I recently said is based simultaneously on the cult of physical effort and the cult of harmony – in other words, on the taste for excess combined with moderation – should have the opportunity to be celebrated in front of the whole world every four years. It also needs its*

*permanent production facilities*” (Quotation from the year 1918; after Müller, N.: Olympic Education; in: Grupe, O. / Mieth, D. (Eds.), *Lexicon of Ethics in Sport* [Schorndorf 1998] p. 388).

The eclecticist Coubertin had never defined the fundamental principles of Olympic Education in detail or even written a rulebook, but had repeatedly dealt with the subject in innumerable accounts and articles. In his deliberations, two basic premises played a substantial role: the idea of peace and the ideology of Olympism.

The preoccupation with antiquity combined with contemporary philosophy prompted Coubertin to develop an ideology, which he himself called Olympism. “*Olympism embraces as in an aura all those principles which contribute to the improvement of mankind*” (Quotation from the year 1917; Müller 1998, p. 387). Behind this, an ideal of universalism of the graecophile Coubertin is hiding, true to Juvenal’s famous remark *mens sana in corpore sano* (a healthy mind in a healthy body). As physical strength is principally tied to strength of will, the athlete must always press on towards achieving the unattainable. Here, the athlete is also regarded as the example of a man, who is striving to achieve something, which perhaps seems impossible. These efforts form the character and the movement. According to Coubertin, the man cannot be defined; he isn’t that which he is but that which he can become. Thus, Olympism isn’t a set of rules, but an ideology of ambition, endeavour and effort. Anyone who thinks in terms of perfectionism and makes the total achievement of his aims a basic condition has failed to understand Coubertin and his Olympism. (Müller 1998, p. 395).

Unlike specialised training in widely diverse subject areas, Olympic education pursues global, integral and total physical and mental dedication from the individual. Olympic education is possible for all, independent of age, profession, race, nationality or religion. Unlike the attempts of non-sportive education models, Coubertin put greatest value on a sports ethic or *religio athletae*, to be able to fulfil an integral educational aim. He gave solid support to the promotion of sport and physical exercise in schools and repeatedly emphasised the roll of the sports associations. His ideas on the ancient gymnasium as a theoretical and practical training centre should be projected in municipal sports centres or educational

institutions. Coubertin's greatest wish for a *Centre d'études olympiques* was unfortunately never fulfilled in his lifetime, although the National Socialist regime under the leadership of Carl Diem maintained such a centre in Berlin between 1938 and 1944. It is to be hoped that today's *Olympic Study Centres*, *the Olympic Academies* and *the Olympic Museums* take on the functions of Olympic education as envisaged by Coubertin and update and use them as envisaged by Norbert Müller.

Interfaces and possibilities for implementing Olympic education in museums are multifaceted and should be regarded as an extension to school and association curricula. The afore-mentioned network of Olympic museums in particular is ideally suited for introducing appropriate programmes or, if they already exist, for extending and refining them. In the *Musée Olympique* in Lausanne, a large selection of programmes explains vividly the Olympic idea and Olympism in an exhibition based on exhibits, films and images. This can be done in the form of guided tours, workshops or a series of talks. The potential of an Olympic sports museum lies in its inventory, i.e. with a torch, a piece of sportswear or a well-known athlete's medal, visitors can become directly and emotionally involved. Large Olympic sports museums with attractive collections use such opportunities to tell stories of the Olympic Movement and to combine the principles of Olympism with souvenirs of Olympic heroes and their exemplary performances. This applies not only in *The Olympic Museum* of the IOC as International Olympic Museum but also in national Olympic museums, such as the *Finnish Sports Museum* in Helsinki for example, the *Olympic Sports Museum* in Seoul or the *Olympic Museum* in Barcelona opened in 2006. These institutions are just some examples, which demonstrate how Olympic education in museums can work.

The museums' educational programmes are usually tailored according to age. During guided tours often accompanied by sporting participation the children, teenagers and adults get to know a 'lively and active' museum. The staff of sports museums does not regard itself as instructors but as educators, who prompt the visitors to think about content and activities and who train the critical consciousness and strive to foster the use of the knowledge gained. The museums' potentials extend beyond informal and formal education methods, as they are applied

in schools. An education and particularly Olympic education at the museum is not tied to a curriculum and doesn't have to be systematised. The programmes are modular, can be repeated and provide self-contained incentives beyond a formal educational syllabus.

By combining a theoretical guided tour with hands-on and sporting activities, many (sport) educational extra-curricular activities beyond the school are available, thus providing the basis for implementing an Olympic education. In the individual sections theoretical explanation of values is imparted based on historical examples, other stations provide a direct link to active sportive participation. For example, the subject of 'aggression' is illustrated in the *German Sports & Olympic Museum* by Boris Becker's famous smashed tennis racquet. There it is also possible to assess one's limits in a boxing ring. Central themes such as 'self-awareness' or 'limits of performance' can not only be taught at such stations but also experienced.

Two case studies may further illustrate educational possibilities in Olympic museums:

1. The *German Sports & Olympic Museum* organised an exhibition about Olympic games and values during the Olympic games 2008 with an intensive educational programme. Part of this programme had been a competition called 'Create your own Olympics' with cultural categories like performing art, visual art, media art and poetry. School classes could participate to perform as groups but also individuals. Amongst more than 100 participating schools 30 had been invited to the museum for final presentations in each category. About 1000 kids, youngsters and teachers experienced one day of Olympic education on stage and inside the galleries, where they created their own exhibitions.

2. The *Qatar Olympic & Sports Museum*, which is still under development, already executed various exhibitions and programmes during the last three years. One of the ongoing projects is the capturing of oral histories, where athletes and coaches tell their experience and will encourage museum visitors directly to become an active sports personality. In so-called LIVE exhibitions during sports events the staff of the museum collects items and stories directly 'from the field' to save the authenticity of the moment. These stories could be available on the spot

through social media and the web and also be stored in the museum archives. It is worth to mention that the collection policy regards also oral histories as intangible collectibles.

In the concept of the permanent exhibition, the exhibits, images and media are intentionally selected such that in each case, based on different examples, the ideas of human perfection, ethical principles, the idea of peace and other tenets of Olympic education can be presented in a striking way. These facilities combined with the representation of great Olympic sports heroes, who play an important role as examples in Olympic education, make sports and Olympic museums unique locations to experience the *Olympic spirit*.



*Short presentations  
by the participants*





*The NOAs' and NOCs' delegates are presenting their Olympic education activities during the past year and their scheduled ones for the following.*



**HOW TO SPREAD AND EDUCATE OLYMPISM BY SIMPLE WAYS  
IN YOUNG GENERATION. ANNUAL REPORT FOR THE ACTIVITIES  
OF THE ALBANIAN OLYMPIC ACADEMY (AOA)<sup>1</sup>**

**Prof. Asc. Dr Perparim FERUNAJ (ALB)**

*Director, NOA of Albania*

**Junida POGONI, Msc. (ALB)**

*Member, NOA of Albania*

## **Introduction**

In Albania during approximately 50 years of the wildest dictatorship of west European countries, Olympism as philosophy was not known and was absent from the materialistic and cult of dictatorship philosophies of communism. Only after 1992, following the strategy of the Albanian Olympic Committee to spread the educational values of Olympism, the Albanian Olympic Academy (AOA) took the responsibility to introduce to the general public the main concepts of Olympism. Our aim was not only to spread Olympism, but to make it known within the youth and teachers of physical education.

## **Documentation of our activities**

Within the period 2011-2012 AOA improved its work and focused on two aspects of Olympism. First, the practical work in different schools of Albania, such as

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1. The presentation was made by Prof. Asc. Dr Perparim Ferunaj.

in Peshkopia, Gjirokaster and Kukes by organising different games and physical activities, such as forming olympic circles with children's bodies, and secondly the organisation of workshops and seminars with the kindergarten and elementary school teachers. The purpose of organising such activities was to show and educate the children of this age in Olympism and the Olympic Games. Thus, we used very simple methods, such as encouraging the children to draw the olympic circles with different colors and explained to them the meaning of the circles and the colors. We introduced to them some simple games creating an enthusiastic atmosphere. In addition, we organised the Senior Session on "Olympism in our Educational System" on the 23rd March 2012. The teachers of physical education and the officials responsible for general education from different towns of Albania attended the 4 themes presented by members of our AOA in this session with special interest.

1. "*Olympic Education in elementary school*" was presented by Elvira Baze, member of our Olympic Academy, the aim of which was the spread and education of the values of Olympism and sport culture to children and their parents and teachers.

2. "*Sport and art live together*" was presented by Hermon Madhi, a Teacher in National Artistic School "Jordan Misja". The presentation showed the long way of sport merging with art, beginning from very famous Greek sculpture, such as the Diskobolus of Myron, The Doryphoros and the boxer of Lysippos, their relation with sport and how the heroes of ancient times served as models for all.

3. "*Olympism in our University System*" presented by Perparim Ferunaj, was another approach to see this philosophy as a possibility to be included within the curricula of different faculties, mostly sociology, history, art, sport, and psychology. Taking into account the "boom" of numerous private universities and their concurrence for the future, we have put forward the idea of the possibility to include Olympism within some of these curricula.

4. "*Implementation of Olympism through our culture*" presented by Silvana Delia, AOA member, was the last, but not the least. In her presentation Mrs Delia showed to the audience how Albanian Culture can be influenced to spread Olympic Values to the young generation.

## **Conclusions**

Living in the reality of Albania, where Olympic Education is not the priority of official responsible institutions for education, it is our professional obligation to do our best to reach our aim of spreading and educating Olympism and Olympic Movement. It is up to us to find the right ways and cooperate with all of those who have in their hearts Olympism, regardless of their being related or not to sport or physical education. Considering that Olympism as a philosophy of life does not belong only to athletes who participate in the Olympic Games but to all of us, it is not limited in time only in the Olympic Games days but lasts for ever, we have hope and belief that our vision is in their right direction.

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## 2011-2012 ARGENTINE OLYMPIC ACADEMY REPORT<sup>1</sup>

**Lic. Mario MOCCIA (ARG)**

*President, NOA of Argentina*

The Argentine Olympic Academy which was founded in 1982 is a Commission that belongs to the Argentine Olympic Committee.

### **The Olympic Education programme**

The Argentine Republic is made up of 23 provinces, and the Autonomous City of Buenos Aires, with a federal educational structure that allows the Argentine Olympic Committee to sign assistance and cooperation agreements with each of the above mentioned. Thus, an Agreement was signed in 2010 with Entre Rios province, in order to include Olympism in the curricula content of physical education classes.

In connection with this programme, which is coordinated by Ms Silvia Dalotto, the following activities took place in 2011:

- Olympic education bibliographic material was published with the support of Olympic Solidarity.
- Five meetings were held with the attendance of 15 former Argentine Olympic Academy students on each occasion, in order to instruct them in the objectives of the programme as well as in the dynamic and teaching materials to be used in training courses.

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1. The presentation was made by Prof. Silvia Dalotto (ARG).

- 7 one-and-a-half-day training sessions were held, each time, in the different areas of Entre Rios province which were attended by 830 physical education teachers.

At the end of the course, the teachers were allowed 30 days to hand in a report on some activity made with their students; it was supposed to be duly documented with photographs and videos. Only after the presentation of these reports could the course be passed. They received a diploma and a DVD with the videos and the power point presentations.

532 teachers passed the course, but there are still some presentations pending.

- 5 one-and-a-half-day training sessions will be held in different areas of Entre Ríos in 2012.

The year 2012 will continue with the training in Entre Rios province and agreements will be signed with other provinces in order to continue spreading the Olympic values all over the country, but, to be able to do this we are also working on 3 key points:

- Training sessions with teachers of different areas of the country, in order to have the human resources available to grow with the programme;
- Generating teaching materials;
- Looking for sponsors for the Olympic Educational Programme.

## **The Sessions**

Since its foundation the Argentine Olympic Academy has organized sessions for the young which are attended by representatives of the different national federations and from different regions in the country.

They must be between 20 and 34 years old. A maximum of 40 people attend the sessions; they are evaluated and then the representatives of the Argentine Olympic Academy at the International Olympic Academy are selected.

Our session lasts 5 days; the participants get together at a club with conference and sport facilities, which are very similar to those of the IOA. They attend the conference in the morning and they have discussion groups and sport activities during the afternoon.

In 2011, the session was held between the 5th and 9th September and we had the special honour of having Mrs Jan Paterson as a lecturer. She is the Director of Olympic Relations with the CONs of the British Olympic Association, and a well-known professional in the world of spreading Olympic values.

Working together with the British Embassy in Buenos Aires, the participants attended the diplomatic venue, where they were photographed with the reproduction of the official count-down clock for the XXX Olympic Games located in Trafalgar Square in London, and they learned about the preparation of the XXX Olympic Games.

The session was very fruitful and Ms Camila Bollini and Mr Facundo Ciparo were appointed to attend the 52nd International Session for Young Participants in Olympia in 2012.

Mr Juan de Arma, former student of the AOA and the IOA attended the postgraduate seminar on Olympic studies in Olympia in 2011, representing the Argentine Olympic Academy.

The year 2011, and with the permanent support of the Argentine Olympic Committee, saw the creation of the Pierre de Coubertin Committee, in order to delve and communicate the life, way of thinking and work of the person who restored the Games in the Modern Era. Its president is Mr Daniel de la Cueva, former AOA and IOA student.

The year 2000 saw the foundation of the Argentine Olympic Academy Participants Association, an institution that has become an important source of collaboration with the Argentine Olympic Academy to promote the spread of olympism. Its current president is Mr Antonio Bachmann.

Apart from the session for the young, 2012 saw the II Session of the Itinerant Olympic Academy for people between 35 and 65 who are active in sport and education as relates to communicating the Olympic philosophy, and that for some reason, have not been able to attend the session for the young. This is a biennial session.

Now, with great expectation, we are looking forward to organise at the beginning of October the XXX AOA Session.

Olympic Education and spreading the values of the Olympic Movement have become one of the management pillars for the Argentine Olympic Committee, and, from the Olympic Academy we are striving in this direction with commitment and passion.

## PROMOTING OLYMPIC EDUCATION IN BURUNDI THE SPECIFIC CASE OF THE RUSIZI VALLEY AND LAKE TANGANYIKA

**Tharcisse HARERIMANA (BDI)<sup>1</sup>**  
*President, NOA of Burundi*

### **I. Introduction**

Ancient Greece, the cradle of Olympism, is a living symbol of the Olympic truce that was respected when there were wars in this region, and highlights the importance and impact of the Olympic Games in Antiquity. At a time closer to us, when the Burundian athlete Venuste Niyongabo won an Olympic medal in Atlanta (1996) the whole nation was filled with joy despite the many ethnic and political differences that still torment the country.

We have to admit, however, that sport is not used sufficiently as an instrument for Peace despite the many efforts of the IOC and the OCOGs, as well as other institutions like the NOCs, the IOA and NOAs. The National Olympic Academy of Burundi organizes its activities, with the support of the IOC and the NOC, in conflict and post-conflict zones and, in particular, in the Ruzizi Valley and Lake Tanganyika, an area that covers 4 countries (Burundi, DRC, Rwanda and Tanzania) in a region of the world that is most affected at humanitarian and ecological level.

In this valley there are 3 Youth Centres, the Kanyosha Olympafrica Centre, the Youth Centre of Gihangha, the Gatumba Youth Centre (under construction) and the Youth Centre of Luvundi-Bwegera in the Democratic Republic of Congo.

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1. The presentation was made by Bernard Mfubusa.

## II. Socio-political situation in the Rusizi and Lake Tanganyika Valley

<i>PERIOD</i>	<i>EVENTS</i>	<i>REFUGEE RECEPTION FACILITIES</i>
1959	1st Rwanda War	Burundi, DCR and Tanzania
1964-1966	War of Mulelistes (DRC)	Burundi, Tanzania and Rwanda
1972	1st Burundi War	DRC, Tanzania, Rwanda and Burundi
1993-2005	2nd Burundi War	Rwanda, DRC and Tanzania
1994	2nd Rwanda War	DRC, Burundi and. Tanzania
1996	2nd Congo War	Burundi, Rwanda and Tanzania
1998-2003	3rd Congo War	Burundi, Rwanda and Tanzania
2010-	Presence of armed movements	DRC

## III. The consequences of the war are preventing the teaching of Olympic education and sport in the Rizizi and Lake Tanganyika Valley

- *The victims of genocide and crimes against humanity are numerous: a module for a pedagogical course will be developed.*
- *Hatred and the seed of revenge among the populations make it more difficult to teach Olympic education in this region. Hatred is like a volcano that can wake up at any moment.*
- *There are many war orphans and pandemics such as AIDS. These children have no parents and no tutors of course (apart from some NGOs) and so the NOA often has no interlocutor.*
- *The collapse of moral values is alarming; traditional values are disappearing more and more. Respect for others has ceased to exist.*
- *Poverty and unemployment are rampant; young people are attracted by activities that can bring profit and it is difficult to direct them to voluntary work.*
- *The frequent absence of region-specific health and environmental manage-*

*ment programmes does not make it easy for the populations to join the fight against the dangers that threaten man and his environment.*

**IV. The concepts and values taught by the NOA in conflict zones: workshop tasks whose subjects can be read from left to right or right to left**

*“Banish fear, break the silence, chase away hatred, build peace”*

<b>Suffering</b>	Solidarity	Mutual assistance	Generosity
<b>Victory</b>	Emotion	Passion	Happiness
<b>Defeat</b>	Surpassing oneself	Fair play	Respect for others
<b>Democracy</b>	Discipline	Consultation	Dialogue
<b>Friendship</b>	Love	Faith	Humanism
<b>Respect</b>	Strength	Kindness	Wisdom
<b>Anti-racism</b>	Equality	Freedom	Justice
<b>Combat</b>	Loyalty	Courage	Determination
<b>Beauty</b>	Aesthetics	Perfection	Grace
<b>Education</b>	Ethics	Dignity	Tolerance
<b>War</b>	Hope	Reconciliation	Peace

## THE CANADIAN OLYMPIC SCHOOL PROGRAMME CELEBRATES 25 YEARS AND LAUNCHES A NEW NATIONAL STRATEGY

**Monique ALLAIN (CAN)**

*NOC Manager, Educ., Youth & Community Outreach*

**Lisa WALLACE (CAN)**

*NOC Education Committee Member*

*Prof. of Sport Management, Humber College*

### **Canadian Olympic school programme inspires learning through Canada's Olympic heroes**

#### **Overview**

The Canadian Olympic School Programme (COSP) has operated since 1987, in 2008, so as to increase access nationally and internationally, the Canadian Olympic Committee (COC) created a new website, housing all the COSP resources. The COSP's main purpose is to provide teachers and students across Canada with Olympic-themed classroom and school resources. The programme has seen a tremendous increase in membership use over the past five years. In fact, since 2007, there has been an increase of over 400% in membership with almost 66,000 registered members, with an astounding use in the winter months in 2010, when Canada hosted the Olympic Winter Games in Vancouver. The programme has been used in all Canadian provinces and territories and viewed by 122 countries world-wide. Accessible online at [www.olympicschool.ca](http://www.olympicschool.ca) and [www.olympicschool.ca](http://www.olympicschool.ca)

ecoleolympique.ca, the COSP is filled with free values-based lesson plans, polls, contests, games and interactive components. The COSP's objectives include:

**Programme Primary Objectives:**

- Promote the Olympic values and inspire the application of these values in the lives of Canadian teachers and students daily;
- Increase awareness and connection to the Canadian Olympic Team amongst teachers and students nationwide (sharing stories of the Canadian Olympians journey); and
- Engage Canadians in the Olympic Movement.

**Secondary Objectives:**

- Promote healthy active living at all levels; and
- Challenge students to adopt and maintain healthy lifestyles through healthy behaviours such as: reducing screen time to less than 2 hours a day; eat in accordance to Canada's Food Guide; daily physical activity and focusing on positive thoughts that lead to a belief in self.

To measure the success and impact of the COSP's resources, teachers participated in a survey. Overall, teachers felt that the lesson plans were engaging, easy to implement and helped raise awareness about the Olympic Movement, and students benefited academically from the suggested activities. The following statistics demonstrate the use and impact of the COSP resources:

- Over 70% of teachers surveyed (sample size of over 500) felt that the lesson plans raised awareness about the Olympic movement;
- 88.6% of teachers believed that their students really benefitted academically from the lesson plans;
- 70.5 % of teachers found that the COSP is most helpful in their support of building literacy of their students, a current priority for Canadian teachers.

In general, teachers shared that students really enjoyed connecting with

their heroes through athletes' stories. Overall, teachers believed the content was relevant, easy to understand and provided many opportunities for students to make connection to Olympians and Olympic hopefuls. They were happy to find a way to be a part of the Olympic excitement. The following section will describe the 2011-2012 COSP modules and approaches.

## 2011-2012 COSP Modules

Various Canadian Olympians and Olympic hopefuls have been featured throughout the COSP. For the 2011-2012 school year, Jennifer Abel (Diving); Mary Spencer (Boxing) and Simon Whitfield (Triathlon) share their stories about their passion, determination and journey in becoming Olympians. They also challenge the Canadian students to *give their everything* and to adopt and maintain healthy lifestyles. The focus of the programme is three fold: to develop each student's *mind, body and character*. The themes of *leadership, respect and healthy active living* provide the foundation of the athletes' stories. The resources available for 2011-2012 include 10 Modules, targeting students' grade 2 to grade 12, with specific activities suggesting modifications for the kindergarten and grade 1 student and include:

- Athlete Stories
  - Jennifer Abel – *Leadership*
  - Mary Spencer – *Respect*
  - Simon Whitfield – *Healthy Active Living*
- COSP Challenge
- Cultural Olympiad
- Destination London
- Multimedia Campaign
- Summer Sports Day
- Training Log
- Teachers' Guide

These modules are described in greater detail in the following section and include the new and revised modules.

### **COSP 2011-2012 New Modules**

- *Training Log*: Focusing on comprehensive school health and holistic well-being, a team of health professionals offer tips to students and teachers. This team of experts appointed to the Canadian Mission Team for the London, 2012 Olympic Games (Chef Medical Officer, doctors, dietitian, mental training consultant, physiotherapist) share their knowledge and offer advice to students, including the young and aspiring athletes.
- *COSP Challenge*: Encouraging students to take the Canadian Olympic School Programme Challenge, by exercising the mind, body and character with some of Canada's finest Olympians and Olympic hopefuls, students will earn their Canadian Olympic School Programme Passport to London.
- *Cultural Olympiad*: Considering that the Olympic Games reach far beyond sport, these international multi-sport Games also feature local and international cultural and art components, featuring well known artists from across the World. This module was created in conjunction with Burke Taylor (Executive Producer for Vancouver's 2010 Cultural Olympiad) and Francesca Canty (UK and International Cultural Programmes and Partnerships Manager). This module supports the Language Arts, Social Studies, History and Arts areas.
- *Multimedia Campaign*: Focusing on the social media means for promoting Canadian Olympians, the Olympic Games and other related activities, students are challenged to create their own multimedia "campaign". The younger students can focus on more traditional ways (print, radio or television) or new emerging social media trends (Facebook, Twitter, You tube, etc.). The older students prepare requests for proposal (RFP) and present their ideas to the executive director of marketing (teacher). The Canadian Olympic Committee is looking forward to seeing students' campaigns!

- *Summer Sports Day*: Students and teachers can catch the excitement of the London 2012 Olympic Games by hosting a School Summer Sports Day. 18 modified versions of the summer sports in the Olympic Games programme is provided that allow for students to experience their own *Olympic Games*. By participating in modified versions of some of the summer sports in the Olympic programme, students will possess a better understanding of the sports, athletes' journeys, Olympic values, and a sense of connection to the Canadian Olympic Team. It is anticipated that this module will create a buzz for the London 2012 Olympic Games as students are encouraged to go outside and be active.
- *Athletes' Stories*: In adding to the many stories already shared through COSP (previous years), three new stories focus on *leadership, respect and healthy active living*. Each athlete's story, featuring a well-known Canadian Olympian or Olympic hopeful, is brought to life with activities that engage students in literacy, physical activity, character challenges, numeracy extensions and audio and video podcasts. In addition to the new 2011-2012 modules, three existing modules (Destination London, Teachers' Guide and the COSP Challenge) have been revised to reflect the 2012 London Olympic Games. These modules suggest opportunities for students to learn about Canada's top summer athletes and London, as the Host Country. Students are also challenged to adopt the Olympic Values and healthy lifestyles through a connection to the Canadian Olympic Team.

### **Education Youth and Community Outreach 2012-2016 Vision**

The COC has recently created a five year Education, Youth and Community Outreach (EYCO) national strategy. Supporting the COC platform and the rebranding of the Canadian Olympic Team, the national strategy is based on a "mental fitness" framework. Mental fitness has been defined as "state of psychological well-being derived from our thoughts and emotions, and is based on *our need to be recognized* for our strengths and positive qualities (competence), *need*

to *belong* (relatedness) and the freedom to make *choices* (autonomy) (Deci and Ryan, 2007). In order to “give your everything” these three mental fitness needs must be fulfilled. Once the conditions have been created to foster these needs, individuals feel engaged and as a result feel supported in setting and achieving their performance goals. It becomes imperative in developing and implementing COC EYCO activities that mental fitness provides a framework that best supports the EYCO goals:

- To promote and inspire the application of Olympic Values through actions (*Excellence, Fun, Fairness, Respect, Personal Growth, Leadership, Peace*);
- To increase awareness, support and connection to the Canadian Olympic Team while inspiring Canadian children and youth to pursue the dream of becoming Olympians; and
- To create a readiness for change that engages Canadians in adopting and maintaining Healthy Active Lifestyles (increase physical activity, healthy eating and enhancing mental fitness).

There is an opportunity to learn from educators, coaches, club leaders and role models who are successful in engaging their students or athletes. Research demonstrates that when people, regardless of their age, feel engaged, they perform better, as a result, students become motivated in “*giving their everything*”. Educators, coaches and club leaders need to become aware of the conditions that foster students’ mental fitness needs. There is an obvious correlation in that high student engagement leads to high performance:

**High Engagement includes:**

- Knowing Others (relationships)
- Recognizing Strengths
- Listening to Each Other
  
- Engaging/ Motivations
- Empowering Others

**High Performance includes:**

- Sharing a Common Vision/Expectations
- Planning Actions Collaboratively
- Bring out Individual Leadership (strengths interests and passion)
- Experience a Sense of Accomplishment
- Celebrate Successes

## Traditional versus Positive Psychology Approaches

Traditional interventions in schools often emphasize problems or challenges. These approaches are often required to remediate or address areas of risk, need or concern related to student behaviours and performance. For instance, schools may have smoking cessation programmes, Teens against Drunk Driving or Anti-bullying committees that focus mainly on risk behaviours, whereas initiatives based on mental fitness are required in motivating youth to adopt and maintain healthy behaviours. These initiatives not only create the conditions that enhance student's mental fitness but also focus on the prevention of risk behaviours. Recent better practices in school/performance wellness research have been demonstrating the importance of *moving beyond a problem-focused approach* and to embrace a more positive view of students and mental fitness. As such, EYCO initiatives are based on the following positive psychology approaches:

- Make use of students' strengths, motivations and interests;
- Value positive, personal and healthy relationships, experiences/stories, past and present accomplishments and successes; and
- Apply strategies that promote wellness, resiliency and protective factors.

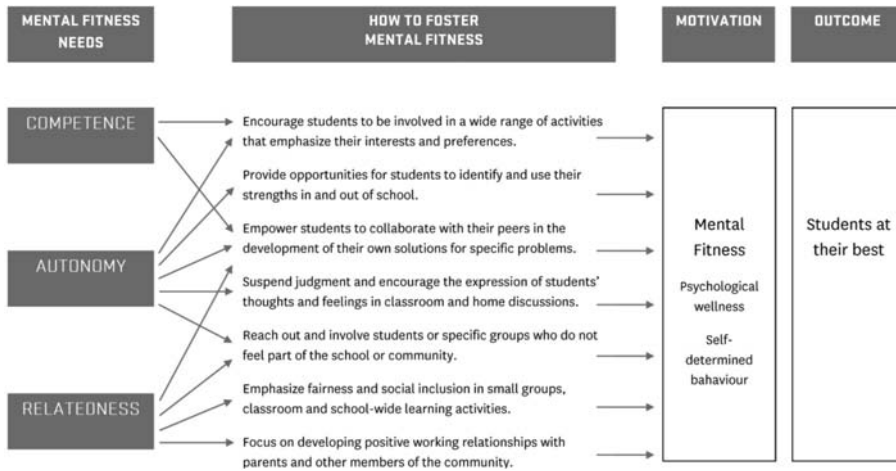
Educators, coaches and community leaders are encouraged to use strength-based language rather than deficit-based.

For instance:

- We look at *empowering* our students and *not fixing them*;
- We look at the *possibilities* and not at the *limitations*;
- We see students' *strengths* and not their *weaknesses*;
- We work on a *solution together* and not only focus on *the problem*;
- We see what is *present* and not what is *missing*;
- We *invite students to take part* – making them feel *part of the group*;
- We look at the *future* and not just at the *past*;

- We act as facilitators; *in engaging our students in finding solutions rather than looking at treating a problem.*

The following chart provides tips that foster Mental Fitness in Schools and in Communities. Creating an awareness of mental fitness and the conditions that focus on children and youth strengths and positive qualities must become embedded in the Canadian school and sport cultures.



Source: Health and Education Research Group (HERG). 2007

## Conclusion

It is evident that fundamental programme development shifts made in 2007 created a foundation for the success and participation of teachers and students in the Canadian Olympic School Programme during the Vancouver 2010 Olympic Winter Games. With the COC's recent rebranding and through the creation of the most inspiring campaign ever, an EYCO national strategy based on the mental fitness framework will result in:

- Increased knowledge, commitment and actions that promote the Olympic Values;

- Increased recognition, support and connection to the Canadian Olympic Team;
- Increased awareness and participation in Healthy Active Living opportunities;
- Enhanced sense of engagement that fosters a high performance environment;
- Increased hope and collaborative efforts that support Canadian children's and youth's dream of becoming an Olympian; and
- Increased podium success of the Canadian Olympic Team.

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## THE PROMOTION OF CULTURAL ACTIVITIES OF THE CHILE OLYMPIC COMMITTEE AND OLYMPIC ACADEMY IN THE FRAMEWORK OF OLYMPIC EDUCATION

**Jaime AGLIATI VALENZUELA (CHI)**

*President, NOA of Chile*

- The Olympic Academy of Chile from 2005 to date and the Olympic Museum Traveling performed, simultaneously with courses in sports management as its name suggests, travels throughout the country, visiting different schools, introducing the history of the ancient Olympics until the Games of the modern era through PowerPoint presentations; then they made a tour of the panels containing photographs, through the clothing, sports equipment used, Olympics, etc.

- The Olympic Academy programme in conjunction with the Sports Administration Course Olympic Solidarity running in Chile, developed a joint work of dissemination and promotion of Olympic values through a course of Olympism, the fundamental unit in the programme training for sports administrators.

From 2008 to date the National Olympic Academy has worked closely with the Education branch of the COCH in the National Training Programme Sport “CND”, delivering the training and development of the sports community a vision of the Olympic principles and values; this task is done through the educational curriculum of the programme and also through a subject called Olympism, the content of which is the history of the Games, their philosophy and Olympic Values.

In 2009 the Olympic Academy in conjunction with St. Thomas University, which runs the Sports Science Department have included Olympism within the subject History of sport; this unit aims to analyze the evolution of the phenom-

enon in general and Olympic sports, and to bring up to discussion the role played by this professional society responsible for sport and physical activity.

- Since 2010, the Olympic Academy and the education branch of the Olympic Committee of Chile, with support from the SOI, began the study and implementation of the “Olympic College”. During the period 2010-2011 the following areas were developed: Official Recognition, determination of demand, pedagogical and curricular area. For 2012 and 2013 we have to work on the development of the infrastructure project and by 2013 or 2014, we intend to launch the Olympic College; this project will be based on the philosophy of the Olympic Movement.

- The purpose of the school is to enhance training of athletes who are in various stages of development to high performance federated, linked synergistically with the processes of formal education with athletic training under the principles of the Olympic movement.

- In 2010, prior to the Youth Olympic Games “Singapore 2010” 3 sessions with athletes ranked respectively were held to address specific issues:

I. History

II. Olympic Values – philosophy

III. Analysis of the videos “Triumph of Humanity” and its values as well as its educational impact.

In 2010, the Olympic Academy of Chile, signed an agreement with the University of Concepcion, to develop research studies related to Olympism and the sociology of sport in Chile.

- During the first half of 2011, we worked with the Olympic Committee’s technical area in a virtual platform for athletes; coaches and officials were involved or participated in mega sporting events (JJ.SS., JJ.PP., JJ. OO.); this platform is also the personal and technical background, a space where each of them can read and perform formative evaluations of the three components (Olympism, rules of

participation and doping); the goal is for each participant regardless of fulfilling the function to get to know and understand these three elements before traveling to any of the above events.

- In the second half of 2011 an event was run by the National Olympic Academy at the University Southern Region XV, from 12 to 14 December. The central theme was Sport and Education.

### **Objectives and proposals for 2012**

- To specify 2 study centers agreements with the institution of the Olympic College;
- Creating a Virtual Library of Olympism, through which the entire community has access to the themes or content of publications such as these of the Olympic Study Centres;
- To realize at least a year Olympic Academy;
- Creation of a virtual library of Olympics Studies.

## FOSTERING CULTURE THROUGH OLYMPIC EDUCATION: A CHALLENGE FOR THE COLOMBIAN UNIVERSITY

Germán ANZOLA MONTERO (COL)  
*Vice-President, NOA of Colombia*

That Baron Pierre de Coubertin led on June 23, 1894 the creation of the International Olympic Committee in a ceremony held at the University of Sorbonne in Paris, is, without any doubt, one of the landmarks of world's sports history. And it is precisely, so because such an important organization was born in the bosom of a University.

Since that moment, the distinguished French educationalist and historian, being a visionary, found in the University an excellent setting for discussion and promotion of the philosophy of Olympism as a privileged means for educating the youth.

Loyal to the principles of Coubertin, the Colombian Olympic Academy has assumed the challenge of binding Universities to its ideals, through the implementation of pedagogical experiences for the integral formation of students. In that sense, for the Colombian University it is crucial to tackle Olympism and Sports in their educational processes, taking into account philosophical and historical perspectives. Moreover, the University has the commitment to disseminate the conception of Olympism as a state of balance between body and soul, spirit and matter, considering that Olympism covers much more than sports itself and is inseparable from education, having found in fair play its best path. For all those reasons, Olympic Education is a reality in today's Colombian University.

From the premise that Olympism and its historical and social evolution are

highly unknown, those who have traditionally enjoyed and are still enjoying it are mostly people related to physical activity and sports, and those belonging to organizations *ad latere* the sports sphere, in contrast to the majority of the population –and particularly the new generations– that are unaware of the concept.

We must not forget that sports has its justification: social, as a mass phenomenon; human, for the integral development of the individual; political, as a means to integrate the community; economic, for the generation of employment; educational, to bring up values; environmental, to make people more sensitive to the surrounding conditions; in health, to prevent diseases; at labor level, to increase man's work capacity; artistic, to express beauty. All those aspects make up the foundations on which a genuine sports culture can be generated.

One successful experience of the Colombian Olympic Academy, is the implementation of the Chair in Olympic and Sports Studies, that is offered in some universities. The purpose of this educative activity is to stimulate the formation of a peace culture through the study of Olympism and sports in general terms, as a means to foster values aimed to strengthen pacific coexistence, prevalence of justice and respect of Human Rights and the environment, all of them cardinal precepts of the Colombian Political Constitution.

The Rectors of the Colombian universities that lead this initiative are fully convinced that sports and Olympic philosophy are the way to support the construction of a national culture. In that regard, the University as a source of knowledge must be committed to those ideals, which allow the rational dialogue with society. It is important to indicate that our country, its Government, its People, has been fighting for years to reach a steady peace. For that reason, actions such as the Chair and others deriving from the application of the philosophy of Olympism in our universities, will doubtless contribute to the harmonious co-existence of Colombian children and young people, in opposition to the deeply-rooted individualism that prevails within the sports and education communities; that is, with the inception of a formation system based on participation, not on competition.

Since 1993, the Colombian Olympic Academy has led, with the support of some universities, another educative and cultural initiative, which has already given its first results. I refer to the Olympic Gatherings that have turned into spaces

to discuss relevant topics in the national and international context. The dialogue or discussion among the members of a community, mainly the sports one, has made possible to understand some problems that may affect the Olympic Movement. Doping, violence, gender or racial discrimination, the influence of mass media, among others, are transcendental issues in the life of teachers, students, sportspeople, trainers, managers, judges, sponsors and parents. Gatherings or *tertulias*, although informal spaces that do not take part in an educational process, have also become an opportunity for reflection and deep thinking that has favored the building of a Olympic culture. The Olympic Movement has been approached through history, sociology, philosophy, philanthropy and physical education, providing a vision not of an organization but of a whole way of life.

Taking all that into account, a wide sector of the Colombian University believes that the Olympic Movement is a philosophy to be strongly preserved and spread among the youth, to forge true and sustainable citizenship values and generate a healthy and supportive coexistence among nations.

## THE HELLENIC OLYMPIC ACADEMY (2011-2012)

**Dora PALLIS (GRE)**

*Member, NOA of Greece*

The Hellenic Olympic Academy, since 2009, began its work in a difficult period for our country. From the beginning, we have set high goals with emphasis on the children and youth of the country.

Thus, with mascot the wise man 'Acadimos', with the slogan 'Pame Psila' and with the educational community corresponding each time to the call of the National Olympic Academy of Greece, the 2nd National Programme "Reforestation & Sports", in which participated, voluntarily, hundreds of students, several teachers and Greek Olympic champions was accomplished, in November 2011, in Pendeli, the wounded mountain of Athens.

With this ambitious programme for the environment, we participated, one year ago, in the IOC international competition and we were distinguished in the final list of 6 candidates, which encouraged us to continue the programme next year.

The National Olympic Academy of Greece with the environmental programmes, up to date, has given life to 9 cities of Greece, relating sports with nature. The sites chosen were important and each date was fixed so that each environmental action coincides with either a Global Environmental Day or any day for the Olympic movement, such as the Olympic Day.

In all areas the activity in question begins with the Olympic Anthem. The main objective of the programme is the identification of sports activities with actions to protect the environment. The programme aims at: a) bringing students from schools all over the country closer to sport, the Olympic Games and the

Olympic Movement, through their practical engagement with nature and the field of sustainable sport and environment, b) sensitizing and encouraging Greek students, to act in order to save the environment and set sustainability as a priority, through their contact with the Olympic ideal and c) encouraging the implementation of environmental practices and contribute to environmental education and the development of the concept of student-sports community on environmental issues and sustainability.

Our objectives in all programmes are measurable. The survey results were a clear indication that children want to come in contact with sports and Olympic sports, through nature. In addition, these results give hope that similar programmes in the future will have even greater success. From our research it is clear that such initiatives are supported by teachers – and this is the only way to contribute to the integrated environmental education of children by enhancing simultaneously physical activity and health.

I briefly mention that the second National Programme “Reforestation & Sports” in the framework of the *International Year of Forests 2011-2012*, began in Northern Greece-Alexandroupolis, continued in *Thessaloniki* in view of the World Environment Day, in *Rhodes* celebrating the International Day for the Ozone Protection, immediately after Kalamata celebrating the World Car Free Day and ended in Athens-Pendeli with the celebration of the World Science Day for Peace & Development.

The activities of the National Olympic Academy of Greece did not stop here, they continued on April 6, 2012 with the project: “Olympic Education Day”, which applied for the second consecutive year, aiming to establish an annual celebration of the first Olympic Games held in Athens. The institution of the Games travels the world bringing to all peoples and cultures the universal and timeless values of Olympism, fraternity, peace, understanding, solidarity and fair play.

Thus, through the arts (music, dance and painting) we revived April 6, 1896!, always aiming at the promotion of the Olympic Education across the country.

The event of the Olympic Education Academy was entitled: “The first Olympics in Athens... April 6, 1896” and took place in the stadium where the first modern

Olympic Games were revived 116 years ago, at the “Panathenaic Stadium”. In the programme participated students of primary and secondary education from schools around the country.

The opening of the revival was made by students of a music school singing the Olympic Anthem under the sounds of a children band.

Then, the ‘Estiada’ of the Lighting of the Olympic Flame, Nefeli Maistrali, narrated the history of the 1896 Games to the children and the choreographer of the Lighting Ceremony of the Olympic Flame, Artemis Ignatiou, revived with her choreography the history of the Revival of the Games, which involved 45 players.

The event ended with a tour of the stadium by the Greek Olympic champions and then by all the students. At the end, the students took a special diploma of participation and painted on the “Olympic Truce”.

The participation of students in the programme exceeded all our expectations. The response was really touching. On the day of the anniversary of the first modern Olympic Games, 50,232 students from primary and secondary education schools around the country accompanied by 1,503 teachers and 95 parents passed the gates of the Panathenaic Stadium holding flags and banners displaying this way messages in favour of sport and Olympism, which were prepared from recycled material in their schools.

Our goal in this project was to introduce students to the modern Olympic history through an alternative form of education and to improve the level of their Olympic Education. The final goal of this programme was to investigate the level of Olympic Education in primary school students of sixth grade, and to find ways to improve it.

The results showed that the level of the Olympic education in students can be improved by a structured and planned approach.

The Academy renewed the appointment of the students for April 6, 2013.

Finally, a week ago and with great success in Greece we accomplished the 18th World Olympic Collectors Fair with the participation of 96 Olympic collectors of Memorabilia from 16 countries. In this framework the Exhibition of Olympic Memorabilia was organised in Athens, in Zappeion Megaron.

The Hellenic Olympic Committee and the National Olympic Academy of Greece took the initiative to register the works of Greek artists that have been inspired by the Olympic Games since their revival until today, thus spreading the Olympic ideals by highlighting significant items but also the contribution of Greece to the Olympic movement.

The impressive result of this work was that young and old people had the pleasure to visit the Exhibition entitled *“The Modern Olympic Games 1894-2012: The Contribution of Greece to the evidence, on 15-20 May 2012”*.

In addition, this initiative of the HOC and the National Olympic academy of Greece leaves an important and valuable legacy in the country and our youth, as in the framework of the above mentioned exhibition, was created and organized a digital library that can be used by anyone interested as an educational and training material.

1200 memorabilia and artworks from 145 artists were presented, while 43 entities and collectors worked together in order to make the exhibition of the 118 years of our Olympic history a reality. In the Exhibition, executives of the Academy guided students from schools all over Greece.

On Wednesday, May 31, the National Olympic Academy of Greece will be in the city of Gytheion with 2000 students to implement the 4th Athletic «Fair Play» Conference, for the promotion of sport, the principles of Olympism and the sporting spirit in young children.

## ROLE OF THE CROATIAN OLYMPIC ACADEMY IN CONNECTING CULTURE, SPORT AND EDUCATION

**Sasa CERAJ (CRO)**

*Head of International Cooperation, Education and Informatization,  
NOA of Croatia*

### **Introduction**

The Croatian Olympic Academy (COA) was founded following a decision of the Croatian Olympic Committee Council made on 27 June 1996 in accordance with the provisions of the Olympic Charter, the International Olympic Committee and tasks of National Olympic Committees in the area of the promotion of basic Olympic principles at national levels. The activities of the Croatian Olympic Academy are based on the guidelines of the International Olympic Academy, determinants of the Croatian Olympic Committee and promotion of cultural values, fair play, the Olympic idea, education of expert staff in sport and publishing. The Croatian Olympic Academy places special focus on promulgating ethics principles of the Olympic Charter, connecting sport and art, cooperating with the International Olympic Academy and the Olympic academies of other countries and encouraging scientific papers and expert texts on ideological, philosophical, ethical, cultural and public aspects of Olympism. The COA continuously cooperates with scientific centres and universities in Croatia and abroad, educating and training persons in specific sports-related activities, especially leaders, coaches and instructors, together with implementing museum activities and the basic principles of Olympism, the Olympic idea and Olympic solidarity.

## Connecting Culture, Art and Sport

Based on the 2012 Sport and Art contest of the International Olympic Committee, the COA held a national contest titled the 2012 Olympic Sport and Art – Croatia, featuring students of Croatian Fine Arts Academies from the cities of Zagreb, Rijeka, Split and Osijek. The best sculpture and painting on the topic of “Sport and Olympic Values of Excellence, Friendship and Respect” were selected at the contest. The 2012 Olympic Sport and Art – Croatia exhibition was opened by IOC Member and Member of the Culture and Education Commission and Honorary President of the Croatian Olympic Committee Antun Vrdoljak in the presence of President of the Croatian Olympic Committee Zlatko Matesa, Secretary General of the Croatian Olympic Committee Josip Cop and Director of the Croatian Olympic Academy Milan Kolman. The exhibition was put on in the Croatian Sports Museum, and the best works were announced by sculptor Ante Guberina, winner of the first, 2000 Olympic Sport and Art international contest. His sculpture titled “Olympic Chain” won the first prize in the sculpture category. The 2012 Olympic Sport and Art - Croatia catalogue was also published for the exhibition in 500 copies. It contains photographs of the works of art and basic information about them, but also the artists’ biographies in Croatian and English. Among around 50 works of art, the jury decided to award the first prize in the sculpture category to Olympic Watercolour, a sculpture consisting of a watercolour box, five basic colours and a pertaining brush designed like an Olympic torch with the tip in the form of the Olympic flame. The Olympic Games begin with the lighting of the Olympic flame; a work of art begins with the artist painting it. Art and sport are connected by the fire that both athletes and artists carry within themselves. The work titled The Flame of Nations was awarded in the painting category; its central motif is the Olympic flame in the Olympic rings colours, which indicates true burning through untrammelled sports competition and respect among nations, representing equality, freedom and freedom from discrimination, political and cultural prejudices, which enables one to see the world from a different perspective. The awarded artists in the sculpture and painting category will represent Croatia at the international contest. Besides the awarded works, the Croatian

Olympic Academy will also acquire a few other works of art and exhibit them in the COA premises, and in this way support the young artists in their further work. This is the third time that the Croatian Olympic Academy has participated in the international contest, which the International Olympic Committee has been holding annually as part of the celebration of the Olympic Games aimed at building a stronger connection of sport and art. Connecting culture, art and sport through its programmes, and organizing the national contest, together with putting on the exhibition and publishing the catalogue for the young artists, the COA is actively promoting the Olympic idea in the society, pointing to the noble values conveyed by sport and art.

### **Promoting Olympism**

In the part of its programme pertaining to promoting the basic principles and values of Olympism, the Croatian Olympic Academy implemented 16 programme activities in 2011. They included 4360 persons and were implemented in cooperation with the International Olympic Academy, the International Olympic Committee, the European Olympic Committees, the Croatian Olympic Committee, the Croatian Olympians Club, the Croatian Sports Museum, the Croatian School Sports Association, the Croatian Kinesiology Association, the Education and Teacher Training Agency and Dora Humanitarian Organization.

### **Olympic Day**

On the occasion of the 2011 Olympic Day, the Croatian Olympic Academy organized activities in five cities in cooperation with the Croatian Olympic Committee and the Croatian School Sports Association. They included 2350 children, 985 young persons and a total of 4260 participants. The programme included competition in 13 sports, publishing educational brochures and lectures, workshops and presentations on the history of Olympism, promoting the Olympic

idea and movement among students and in the public. 250 students and 30 teachers participated in the Olympic Stories workshop, and presentations and workshops were held and 300 CDs on the Olympic movement, produced by the COA, distributed at the 20th Croatian Kinesiologists Summer School.

### **Implementation of Education and Training Programmes**

Within its education and training programmes, the Croatian Olympic Academy implemented international category referee training programmes, courses, seminars and symposiums, as well as international expert meetings in 2011. The referee training programme encompassed 9 sports, 16 programmes, 11 towns and cities and 42 participants. In cooperation with 16 national sports federations, 37 courses were organized with 597 participants and 111 lecturers in 15 towns and cities. Within the seminars and symposiums programme, 42 seminars were held in 13 sports in cooperation with the Croatian Sports Psychologists Association and the Sport for All Croatian Sports Recreation Association. They included 2435 participants and 135 lecturers in 25 towns and cities in Croatia and abroad. 322 sports experts from 17 sports and the Croatian Sports Medicine Society received further training at 34 international expert gatherings. Four of those training programmes with eminent international guest lecturers were held in Croatia and 30 abroad. In 2011, the Croatian Olympic Academy implemented 165 programmes, which included 8355 persons, 257 lecturers from Croatia and abroad and 55 topics. Besides the mentioned activities, a great number of educational materials were printed and the Olympic Museum brochure "How Well Do You Know the Olympic Games?" was translated into Croatian.

### **Conclusion**

In its public work, the Croatian Olympic Academy cooperates with Sports Television, the world's first television company owned by a National Olympic

Committee and founded following the recommendations of the International Olympic Committee from the 13th Olympic Congress in Copenhagen in 2009. Special attention in the Sports Television programme is paid to young people's sport and to raising the level of sports culture as an important integral part of general culture and a modern way of life, ensuring sports variety through positive perception of sport from the perspective of culture, art and entertainment. By implementing its annual programme, the Croatian Olympic Academy promotes the Olympic Idea in the society, organizing various actions in accordance with the Olympic Charter, fostering cooperation with the International Olympic Academy, the International Olympic Committee, the Olympic Museum and other relevant bodies at the international and national level.

## OLYMPIC VALUES AND THEIR ASSESSMENT BY THE CZECH YOUTH

**Prof. Antonín RYCHTECKÝ (CZE)**

*President, NOA of Czech Republic*

Ideals and values are the foundation of the integration and socialisation of individuals, cultures and even nations. They do not remain just thoughts – consciousness; they influence lifestyle and relationship to the world – the behaviour and conduct of individuals and society. Ideals and values, even interiorised, do not lose their quality and cannot be consumed in the material sense. In the same way, Olympic ideals cannot be looked upon as an unchanging system, a sum of values, but as living attributes, beacons in the Olympic movement and in sport (Parry, 1998). The fundamental Olympic ideals and values are presented in Pierre de Coubertin's legacy and codified in the Olympic Charter.

### **Design of the study**

The objective of the study was to ascertain how Czech youth aged 12-19 years (1274 boys and 1090 girls, selected according to quota selection rules) assess the importance of 52 selected Olympic values and their actual presence in the Olympic Games. A part of the "Olympics Questionnaire" was used in the form standardised under the project "Sportive Lifestyle, Motor Performance, and Olympic Ideals of Youth in Europe: Cross-Cultural Studies on Youth Sport in Europe" (Telama, Naul, Nupponen, Rychtecký, & Vuolle, 2002).

Table 1. Olympic Games really support and should improve:  
n = 2364 males and females, 12-19 years old

Items	reality in %	desirability scale 1-4
Beauty	25.17	2.54
Competition	77.96	1.33
Freedom	35.56	1.82
Fair play	63.35	1.33
Popularity	55.36	2.12
Earn money	50.89	2.37
Willpower	58.76	1.45
Cultural understanding	34.72	1.94
Professionalism	55.52	1.81
Optimism	32.93	1.82
Nobility	25.79	2.05
Cunning	35.88	2.41
Mutual respect	55.38	1.55
Pride	21.59	3.32
Ethnic tolerance	46.21	1.73
Moral principles	47.03	1.58
Honesty	33.32	1.78
To behave like a gentleman	31.21	2.00

Legend to scale in all tables: 1 – totally agree, 2 – quite agree, 3 – quite disagree, 4 – absolutely disagree

## Discussion

The results found in the tables document the assumed preference of Olympic values closely tied to the attributes of sport: competition, willpower, profession-

alism, mutual respect, physical fitness, co-operation, joy in effort, harmonious body and mind etc.

By contrast, cultural values – cultural understanding and cultural enrichment, ethnic tolerance, rejection of discrimination, and solidarity – are preferred by few respondents, who, at the same time, declare that the development of these values is not always supported by today's Olympic Games

Among the less appreciated values are pride, beauty, earning money, cunning, victory at all cost, etc., which, according to the respondents, do not have a substantial influence on today's Olympic Games (Rychtecky, 2011).

Table 2. In your opinion does participation in Olympic Games lead to... ?  
(n =2364 males and females, 12-19 years old)

Items	reality in %	desirability scale 1-4
Harmonious body and mind	46.3	1.7
A better world	30.3	2
Recognition	45.6	1.8
Richness	45.6	2.6
Broadminded	38.1	1.7
Physical fitness	74.9	1.3
Co-operation	60.3	1.5
Cultural enrichment	40	1.9
Solidarity	28.9	1.9
Job career	49.7	2.2
Rejection of discrimination	31.5	1.9
Purity	21.6	2.2
Nationalism	21.6	2.7
Victory at all costs	36.6	3
Cheating	31	3.4

Joy in effort	60.5	1.5
Sincerity	34.9	1.7

Legend to scale: 1 – totally agree, 2 - quite agree, 3 - quite disagree, 4 – absolutely disagree

Table 3. Which values the Olympic Games should promote?  
(n = 2364 males and females, 12-19 years old)

Items	reality in %	desirability scale 1-4
Pursuit of excellence	53.9	1.9
Peace	49.2	1.6
Commercialization	35.0	2.7
Modesty	21.4	2.2
Success	71.1	1.5
Fellowship	41.1	1.6
Drug abuse	23.7	3.4
Goodwill	42.3	1.6
Obedience	31.0	1.9
Respect of rules	56.8	1.4
Youth coming together	37.5	1.9
Virtue	26.4	1.9
Willingness to exert to maximum effort	64.5	1.4
Self-control	44.0	1.6
Amateurism	11.8	2.8
Equality	43.3	1.6
Sportsmanship	64.7	1.3

Legend to scale: 1 – totally agree, 2 – quite agree, 3 – quite disagree, 4 – absolutely disagree

## Discussion

As regards the opinion on which values the Olympic Games should promote, the values of success, willingness to exert maximum effort, sportsmanship, respect of rules, and pursuit of excellence are generally acknowledged. Negative attitudes can be registered with respect to drug abuse and, surprisingly, amateurism and even greater commercialization of the Olympic Games. Adolescents equate the Olympic Games more with moral ideals, but also with the negative features of today's Olympic movement, more clearly than younger counterparts do.

## Conclusions

The overview of ideals with the slightest differences between desirable and real assessments documents the current state of the perception of Olympic values, as these are reflected by youth and as these are manifested in sport.

Young people are often unable to imagine what the presented values mean exactly and how they are manifested in sport. The aim of Olympic education is not only knowledge of Olympic values but also an understanding of such values.

The philosophy of Olympism, the ideals and values of Olympism, cannot be implemented only through the objectification of texts that describe rituals, customs, traditions and forms of human existence; youth should experience them through active participation in sport.

The results of this study will be used for the preparation and specification of Olympic education study programmes at basic and secondary schools in the Czech Republic.

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**THE DOMINICA OLYMPIC COMMITTEE  
AND THE INTERNATIONAL OLYMPIC COMMITTEE  
IN COLLABORATION WITH THE NATIONAL YOUTH COUNCIL  
INTRODUCES THE NATIONAL YOUTH ROLE MODEL PROGRAMME**

**Woodrow LAWRENCE (DMA)**

*Director, NOA of Dominica*

*Member, NOC of Dominica*

### **Development Partners**

- Dominica Olympic Committee [DOC]
- Government of Dominica [The Sports Division]
- National Youth Council [NYC]

### **Mission**

- Establishment of a Youth Role Model Programme for the development of the holistic Individual; achieved by propagating the doctrine of the Olympic values of Excellence, Friendship and Respect.

### **Vision**

- Developing a cadre of young individuals who will be better prepared to respect themselves and instilling national pride; focusing on development

of the total person with specific concentration on the enhancement of Mind, Body, and Soul.

- Mens Sana en Corpore Sano – A healthy Mind in a Healthy Body.

### **Concept**

- This idea came about due to disciplinary concerns emanating from the 2010 Youth Olympic Games in Singapore.
- Reports from these games were quite embarrassing to us as a nation and therefore the DOC at its subsequent board meeting decided to develop a new approach to deal with ill discipline among those representing our country overseas.
- In working along with its key partners the DOC created the National Youth Role Model Development Programme [NYRMDP].

### **Objective**

- Develop the understanding of Olympic Values while instilling discipline and pride in our youth.
- The outcome is expected to result in the development of stronger commitment to our nation while presenting a greater sense of social responsibility and personal accountability.

### **Operation**

- The NYRMDP will be under the guidance of the National Olympic Academy (NOA).
- The NYRMDP will be further supported by the National Youth Council [NYC] and the Division of Sports.

- In order to sustain this initiative, twelve [12] District Olympic Academies (DOA) will be created to promote the national effort.

### **Organizational chart**

- IOC – Funding
- DOC – Resources and Facilitating
- NOA – Oversight
- NYC/DIV of Sports – Supporting entities
- DOA – District Olympic Academies – Facilitating entities to the DYRMC;
- DYRMC – District Youth Role Model Corp
- SPOYRM – Special Pole of Youth Role Models

### **Process Flow**

- The NOA, NYC and the DIV OF Sports authenticates and provide guidance in the following areas:
- Implement the five pillar training programme for establishment of the Youth Role Model Corp, headed as follows:
  1. Appreciation/Olympic Values
  2. Ethics
  3. Protocol
  4. Pride
  5. Discipline

### **District Olympic Academies**

- The NOA will engage a coordinator to establish the twelve [12] reporting districts;

- The NOA will oversee the twelve [12] Districts;
- The DOAs will recommend those who will feed-into the Youth Role Model Corp;
- Implement programmes authorized by the NOA;
- Provide reports as required to the NOA;
- Create and submit district specific programmes or general requirements to the NOA for funding and other support.

### **Districts Olympic Academies**

- Each DOA will be led by a five [5] member management committee;
- Shall promote the five disciplinary model within their Districts, and;
- Shall be guided by established constitution linked to the DOC constitution and criteria for selecting role model candidates.

### **Special Pool Of Youth Role Model [SPOYRM]**

- To be established by the National Olympic Academy [NOA];
- Members will be recommended by the DOAs;
- Criteria for selection to be developed in consultation with the DOAs;
- Selected members from the District Youth Role Model Corp (DYRMC) will form the Special Pool of Youth Role Models [SPOYRM].

### **Dominica Youth Role Model Corp [DYRMC]**

- Shall consist of selected members of the SPOYRM;
- Shall be managed as a special unit under the general management of the NYC and NOA;
- Selectees will be evaluated not only on athletic capabilities but academic, social involvement and personal conduct;

- The DOC plans to offer scholarships to elite athletes meeting this criteria;
- Selectees will also be required to carry a pin which would be ceremonially awarded.

### **Benefits**

- Participation at the annual forum in Greece for NOA young Participants;
- Participation in Youth Olympic Games;
- Involvement in the annual Olympic Day celebration in Dominica;
- Development of young administrators;
- Development of pride and appreciation for the country;
- Engage and empower the NYC to implement values and discipline model in the development of youths;
- Decentralize Sport by empowering youths at district levels;
- Offering Scholarships to those within the Dominica Youth Role Model Corp.

### **Individual Benefits**

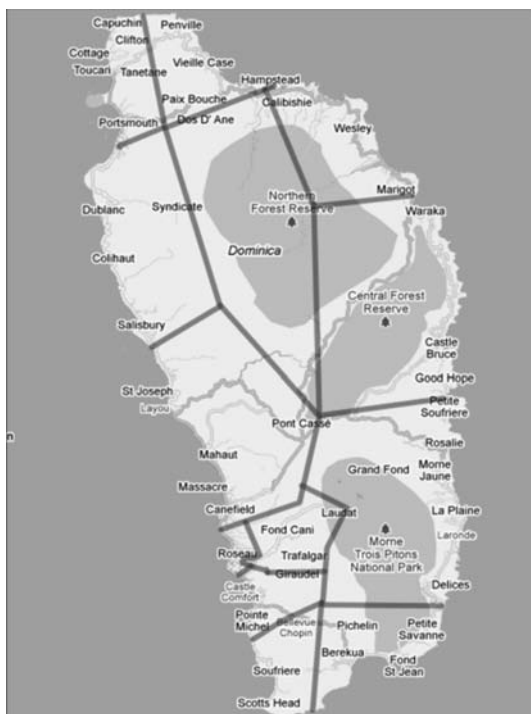
- Fun;
- Respect;
- Access to all;
- Fair Play;
- Personal Development;
- Health and Well Being;
- Being a positive role model;
- Self Esteem;
- Self Confidence.

## Planned events

- District Sport meets to prepare for major events;
- Launching of the annual National Youth Games commencing in 2014;
- Develop national and district training and coaching seminars;
- Enhance access to playing facilities by incorporating establish facilities and working with Government to develop non-existing ones;
- General Assembly of DOAs – July 8th 2012.

## Conclusion

- This programme seeks to develop holistic individuals;
- Seeks to instill national pride and development under a system of award and recognition and;
- Ensures that succession planning with regards to our sports Administrators and model athletes are maintained.
- We therefore implore on ALL nationals of Dominica to assist us with this initiative which has tremendous potential to develop our young ones and protect our future.
- With the support and blessings of the IOC, resolution of the DOC and support of ALL we must succeed in developing a Nation of responsible people through our YOUTHS!
- The YOUTH – “Children are our FUTURE” – TEACH them well – HELP them LEAD the way!



## LEGEND

1. Roseau District
2. Roseau Valley District
3. West Central District
4. West District
5. North West District
6. North North East District
7. North East District
8. East Central District
9. South East District
10. South Southwest District
11. South District
12. South West Central District

## THE EGYPTIAN OLYMPIC ACADEMY (2011-2012)

**Nehla Mostafa MORSY (EGY)**

*Olympic Library Director*

First I would like to thank the IOA for giving us this great opportunity to come from different countries and share our experiences as part of the Olympic Movement and the Olympic Family. I am here to represent the Egyptian Olympic Academy, and I am very glad to be part of this session and to be around the place where it all started. It is such a great honor to be here.

Visiting Greece and Olympia, the cradle of the Olympic Games and Olympic Ideals, is a dream come true. As the Head of the Olympic Library at the Egyptian Olympic Academy I am surrounded all day long with a number of printed materials such as books, pamphlets, magazines, games reports... etc. Yet, I feel really sad that these books are not available for everybody to see (we are not a public library open for the general public). But what gives me comfort is that PE students and academics come to us when they need any information about the Olympic movement.

I don't want to keep talking because I am so excited and I will never stop. So I will just tell you briefly about the activities of EOA and ENOC with respect to Olympic values dissemination and propagation that took place this past year.

First let me start with the activities of EOA:

Olympic ideology is one of the mandatory materials taught by EOA as part of all the courses organized by it. Olympic ideology deals with the following:

- Introduction of the Ancient Olympic Games;
- The establishment and evolution of the Modern Olympic movement;
- The Olympic Trilogy (Olympic Movement International Olympic Committee and International Olympic Federations);
- The objectives of Olympism and the various principles it entails;
- The obstacles facing and faced by the Olympic movement.

In addition, as part of this programme of Olympic ideology, participants are ushered to the Egyptian Olympic Museum which exhibits many valuable and precious items concerning Olympism, Olympic Games and Olympic movement, as well as medals, torches, athletes outfits, games official invitations and many interesting materials.

As for ENOC Activities the following are the highlights of this year in terms of Olympic education:

- Olympic Day: Every year the ENOC holds the Olympic day run. During this day a number of students from schools and universities, athletes, PE teachers and academics, leaders of the Olympic and sports movement in Egypt are brought together in a very special event simulating the Olympic Games. Competitions are held, in addition to displaying some materials (audio visual materials) to introduce the participants to the history of the Olympic Games and movement and educate them about Olympism and its values. Winners in sports competitions receive medals and honorary certificates.

This year we have partnered with the British council in Egypt to promote practicing sports in schools and highlighting the importance of PE in schools. That is why in April an Olympic day will be carried out to propagate the ideals and principles of Olympism and emphasize the importance of practicing sports as a way of life.

- IOC Sport and Art Contest: ENOC as usual took part in 2012 IOC Sport and Art Contest. We held a local or national phase of the contest in Egypt and

a special gallery showcasing all the art works that were submitted by young and talented artists and sculptures will be made soon. In addition the art works that won in the national version of the contest were sent to the IOC for the international phase.

## THE NATIONAL OLYMPIC ACADEMY OF FINLAND (2011-2012)

**Petri HAAPANEN (FIN)**

*President, NOA of Finland*

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 Finnish Olympic Academy promotes international Olympic Education also by sending Finnish participants to the sessions of the International Olympic Academy. The yearly Sessions of the Finnish Olympic Academy brings together local decision-makers, officials, teachers, coaches, representatives of sports organisations, athletes and students. We have a Teamwork Programme for Youth Olympic team and Olympic Day Programme for Sport teams. Our Academy’s new ideas are Facebook for teachers, co-operation with sports institutes in Finland eg. international week for students at Vierumäki and Alumni session at Varala.

### **Finnish Culture: High education system**

In Finland, the basic right to education and culture is recorded in the Constitution of Finland. Public authorities must secure equal opportunities for every resident in Finland to get education also after compulsory education. The basis of instruction is Finnish culture. In the instruction, the diversity of learners is taken into consideration. The Finnish education system offers

everybody equal opportunities for education, irrespective of domicile, sex, economic situation or linguistic and cultural background. Basic education is completely free of charge (including instruction, school materials, school meals, health care, dental care, commuting, special needs education and remedial teaching).

Basic education encompasses nine years and caters for all those between 7 and 16 years. Schools do not select their students but every student can go to the school of his or her own school district. On all school levels, teachers are highly qualified. Teachers work independently and enjoy full autonomy in the classroom.

Individual support for the learning and welfare of pupils is well accommodated, and the national and local curriculum contains guidelines for the purpose. Special needs education is integrated into regular education as far as possible. The student assessment and evaluation of education and learning outcomes are encouraging and supportive by nature. The aim is to produce information that supports both schools and students to develop. National testing, school ranking lists and inspection systems do not exist.

### **Finnish Culture: Olympic history**

The history of the Olympic movement has been really successful in our country. It started in London Games, in the year 1908. The only gold medal was won by the wrestler Verner Weckman, who thus became the first Finnish champion at official Olympic Games. The Games of the XV Olympiad took place in Helsinki 1952. With 4,925 participants from 69 countries, including for the first time the Soviet Union and the People's Republic of China, they were the largest Olympic Games held to that date. Finland is known for many really famous sportsmen and women e.g. Paavo Nurmi, Lasse Viren. The Olympic Games are the most watched sports event. The success has always been considered important for us (Exercise Research 2009-2010: The Finns want top-level sports success). However, we don't have so wide and so many

academic studies of Olympism as we should expect. Olympic values are not totally written into our society.

Ever since 1995 the Finnish Olympic Academy has worked in close cooperation with teachers and pupils of elementary schools. We have our own Olympic Education material *Citius-Altius-Fortius*, a “handbook” for teachers. After many years of basic work the Finnish Olympic Academy has launched large-scale school projects, which aim to introduce Olympic issues and ideas in the classrooms of Finnish schools.

### **Finnish culture: Know how is at high level in sport organisations and associations, but how to work together remains to be achieved**

Our main target for this year 2012 is *Move to London* – programme for schools and preschools in co-operation with the Paralympic Committee and Young Finland Association. Our main marketing events were the National Trading Event for Educators and *London 2012* – info tour for schools.

We should link together with those who have same ideas and values. We must have the right person in the right place. One can create excellent material while the other could make better connections with important people. Our academy has been producing material for schools for many years. The number of schools is increasing all the time. We must find the right way to go to schools because Olympic Education is not included in our curriculum but it exists only as a cross-curricular theme. Our aim is supported by the Ministry of Education and Culture and the National Board of Education.

We have 21 physically active pilot schools. Those schools arrange at least one hour physical activities during school day. Distance between active and non-active children is rising; this fact needs to be recognized. I suppose there will be many more physically active schools in Finland in the future.

We have to move first from projects to programmes, second from working alone to working together. Young Finland Association has made great programmes for schools (*Move it Adventure*). Over 2,000 schools and

preschools will participate in “Move to London” programme. Schools can do different kinds of things between April and September. Our project manager is Tiina Kivisaari, a member of the NOC and the NOA. We got many of our ideas in Olympia last year. Thank you very much for this great opportunity to come here.

GERMAN OLYMPIC ACADEMY – LONDON 2012 –  
ACTIVE OLYMPIC EDUCATION

Tobias KNOCH (GER)

*Managing Director, NOA of Germany*

On 3 December 2011 in Berlin the General Assembly of the German Olympic Sports Confederation (DOSB) resolved to make every effort to communicate clearly the positive impact of the Olympic Idea and the Olympic Games on sport, society and business, irrespective of a concrete application to organise Olympic Games, in order to anchor such Olympic principles as performance, friendship, respect and fairness even more firmly in the minds of children and young people.

The German Olympic Academy (DOA) welcomes this initiative whole-heartedly and is naturally prepared to contribute its experience, expertise and facilities to promote the interests concerned, especially since this largely reflects its task as set out in its constitution.

An initial incentive for “active Olympic education” with longer-term effect will be provided by campaigns and initiatives launched by the DOA and directed to the Olympic and Paralympic Games in London 2012:

**1. Olympia calls: Join in!**

***Teaching materials for the primary and secondary level***

Supplied for the first time on the occasion of the 1988 Olympic Games in Seoul, the German Olympic Academy’s teaching materials, entitled “Olympia calls: Join

in!” have established themselves as a central source for the promotion of Olympic education – a source which, with the approval and support of the competent authorities in all 16 German states, has long been distributed across the whole country. That real use is made of these materials is proved by numerous examples – all of them positive – of projects which have been undertaken.

As regards the games in London, too, the DOA will be supplying its well-trying materials, though for financial reasons the “package” for the secondary level will “only” be available as an online facility. But past experience shows that this version is practicable, too. Thus the download for these materials on the DOA website was activated more than 20,000 times in connection with Beijing 2008.

Naturally the materials for the primary level will also be available online, but will also be produced as a brochure in traditional print versions, in an edition of 15,000 copies.

## **2. Olympic Travel Guide**

As an ancillary product, as it were, to the “Olympia calls: Join in!” brochure, the German Olympic Academy will be supplying an “Olympic Travel Guide” – something it already did at the time of the Winter Games in Vancouver – which will be a handy brochure, provided again to members of the German Olympic Team. As feedback from the Olympic Year 2010 shows, there is great interest in this publication, and a considerable demand for it, among both athletes and their support staff.

## **3. The fascination of Olympia: Five Rings – One Idea**

### ***Exhibition***

In the very run-up to the games in London the DOA exhibition entitled “Fascination of Olympia: Five Rings – One Idea”, comprising twelve display boards, will be given a prominent presentation.

Since its first public show at the start of July 2011 in Munich, the exhibition

has been very popular and has already been shown on numerous occasions, such as the DOSB General Assembly in Berlin, and the World Table Tennis Championship in Dortmund. A transportable version is in use in schools almost constantly.

### ***Poster edition***

The great success of “Fascination of Olympia” marks another reason for bringing out an edition in A1 format, based on the existing posters, in good time before the London Games, for provision to schools in a publication which is of a high standard, both in content and “look”, and which can be used in a varied number of ways. The edition will comprise 5,000 sets.

### ***Film***

At the same time as the poster show was being developed, the idea was underway of producing a “film of the exhibition”. Thorough consideration was also given to the content and design of the film, support was ensured from the International Olympic Committee (IOC) of German TV Channel 2 (ZDF), and an experienced author – with suitable “Olympic” qualifications and awards – was found in the person of Eike Schulz.

## **4. Olympic Sport and Art**

### ***IOC art competition***

In the Olympic Year 2012, as many times in the past, the German Olympic Academy, having been so commissioned by the DOSB, has been glad to hold the IOC “Olympic Sport and Art” competition, and in mid-February, with the help of an expert jury, a winner was selected from among a series of works, some of them of very high quality, and passed on to the IOC.

## 5. “Olympia – as I see it”

### *Painting competition for schools*

Given its nature, an even greater response – at least as far as quantity is concerned – can be expected again from the German Olympic Academy’s painting competition for schools, which has likewise now become something of a tradition, and which has been held in collaboration with the German Association for the Teaching of Art (*Fachverband für Kunstpädagogik*). Under the slogan “Olympia - as I see it”, school pupils will be asked to express in artistic form their perceptions of the Olympic ideal and of the associations which it evokes for them, for submission by mid-October 2012, to win a prize in four age categories.

The results of the last competition in 2008 were impressive, not just in quantity – nearly 3,000 submissions – but also in quality, as a DOA Calendar on the subject has recorded.

## 6. Young people train for Olympia

A long tradition likewise stands behind the German Olympic Academy’s collaboration on the world’s biggest school-sports competition, “Young people train for Olympia.” That our facilities find a good response not just among school pupils and their teachers but also among those in charge, can be seen by the interest which the German School Sports Foundation is showing in collaborating with the Academy even more closely in future.

## 7. Olympic Day

In a way very similar to the impact it achieves by the central events of “Young people train for Olympia”, the Academy can also make its influence felt through the “Olympic Day”. So it goes without saying that since the start of the IOC initia-

tive of this name – earlier entitled the “Olympic Day Run” – it has contributed its best efforts to the event at all times.

## **8. German Olympic Youth Camp**

After the success of the German Olympic Youth Camp at the 2010 Winter Olympics in Vancouver, the authorities of the DOA and the German Sports Youth (*Deutsche Sportjugend*) are already looking forward to the Olympic Youth Camp for London 2012. This time too an opportunity will be given not only to support the sixty selected participants in their sporting ambitions but also to acquire them long-term as committed and convincing ambassadors and ambassadors of the Olympic Games.

## **9. Olympic study trip**

If the events and initiatives outlined above form a more or less firm component of the DOA portfolio, a noteworthy addition is to be made to the range of familiar facilities in the shape of an “Olympic study trip” to the games in London, to be organised for the first time. The offer is directed to active disseminators of the Olympic idea, viz. to men and women taking part in the regular teachers’ further training courses and Olympic seminars for students of the DOA in Olympia, Greece.

## **Outlook**

Naturally the Olympic Games always provide a central point of reference and view for the work of the German Olympic Academy. This reflects the way it views itself and the task which it is given under its constitution. Thus, the Academy will devote proper attention to the games in London with all their manifold

implications, even beyond the focal interest outlined above. For instance, consideration is being given – as it was before the Beijing and Vancouver Games – to an “Olympic countdown”, an event at which the coming great event will be illuminated from various angles and all the advance pleasure of the games will be brought together.

In addition, the DOA will also contribute to ideas about the 1972 Munich Olympic Games and to the question of how, forty years on, this event – so memorable in many respects – can be commemorated. Commemoration of Munich '72 in the summer of 2012 will, as it were, bring the Olympic past and the Olympic present together, thus providing an additional challenge, but also an opportunity in the meaning of Olympic education.

Naturally this year, too, the German Olympic Academy wishes to utilise the public attention generated by the Games for a broad range of Olympic topics, but it intends its work on Olympic education to have an impact and gain value addition over and beyond the day. So we should be glad to discuss the results of the Olympic Year 2012, and consider what has been learned from it, in the form of a workshop, as announced last year, for Europe's Olympic academies, and to strengthen and extend existing networks. We shall therefore be inviting those responsible to Frankfurt am Main from 19 to 21 October 2012 for an event entitled “Olympic Education in Europe: National Experiences – International Perspectives”. Other interested parties will of course be cordially welcome. You will find further information and registration details at: [www.doa-info.de](http://www.doa-info.de).

## PROJECT “HOODLINKS”: PLAY AND SPORTS AS A TOOL TO DELIVER OLYMPIC VALUES TO YOUTH OF MARGINAL AREAS IN GUATEMALA

**Amapola ARIMANY (GUA)**

*Member, NOC of Guatemala*

The name “*HOODLINKS*” comes from *hood*, a slang word for neighborhood used by street gangs. It is a project that ‘links’ sport and social topics taking into consideration the importance of the delivery of values to the target group. The target group is children 9-14 years old living in marginal areas. Six Sports Federations will provide coaches and equipment adapted to kids who will practise their sport in a marginal area settlement during this week and on a sports park on Saturday. These children are growing up without adult supervision, many of them members of dysfunctional families and increasingly younger, at risk of getting involved in the “attractive” street delinquency where easy provision of goods and money come hand in hand with the acceleration of delinquent gangs’ involvement. Without an intervention these kids tend to get into an endless cycle of the more complex structured gangs (“*maras*”), and this will affect the future of these youngsters involved, potentially leading them into very unhappy endings.

The project is the result of the thesis work in the Olympic Solidarity’s Executive Masters in Sports Organization Management, by a participant in the English MEMOS XIV, Amapola Arimany, Member of the Guatemalan Olympic Committee Executive Board who graduated last September, 2011 in Lausanne, Switzerland.

The preparation of the coaches is important for the success of the project. Fifteen coaches have started to help meet these objectives, by participating in the

“Teach the Coach” Workshop/Seminar, held this November with the collaboration of the known academic Deanna Binder (PhD), adapting her OVEP (Olympic Values Education Programme) Manual: *Teaching Values, An Olympic Education Toolkit* to the new curriculum that is being developed to teach in the marginal areas. This seminar was sponsored by the Guatemalan Olympic Foundation, with a lot of support of Guatemalan IOC Member Willi Kalschsmitt, and by the IOC Development who truly believes in the project.

Settlement Las Torres in Guatemala City will be used as a pilot study to validate a model proposal that will be emulated in future phases of the project. The pilot study will start in January 2012 and it will take 6 months to obtain results. Its proper evaluation and analysis will be done to obtain a model and then expand to other settlements in marginal areas. This pilot study has been mainly financed by the IOC Commission for Culture and Olympic Education, the Guatemalan Olympic Foundation and some local sponsors including six Sports Federations: Athletics (performance sport), Gymnastics (Competitive art sport), Badminton (racket sport), Handball (team sport), Boxing and Wrestling (contact sports). The HOODLINKS coaches are properly trained to deliver Olympic Values through sports and 240 youngsters will be part of this pilot study. The project intends to make a difference in the lives of Guatemalan youth.

The pilot study is the Action Plan of the project and the resulting model will be used for expanding the project to other marginal area settlements prevailing in Guatemala City. For this reason the local government, the Municipality of Guatemala, signed an agreement with the Olympic Foundation in order to work towards the emulation of the model in settlements of the City, where delinquency and violence due to gang activity is more evident. The administrative structure of the Municipality has integrated the Hoodlinks project into the Social Development Department and from there they will seek along with the International Cooperation area further agreements with entities or agencies that can help finance the future and sustainability of the project, of course with the continuous support in many ways of the IOC Department of International Cooperation and Development. National entities like the Ministry of Culture and Sports also participate in Hoodlinks.

The interest in the project is huge, due to its dual developing of *socio-sportive* activities: First by enhancing the importance of the “prevention” of violence and delinquency in our youth while delivering the Olympic values education by training and selecting the right coaches as leaders of these kids, and secondly by catching the interest of the federations to meet their sports for all goals or providing the opportunity to look for sports prospects. This is a win win situation for all the groups engaged in Hoodlinks.

There is a new marginal settlements curricular application. The model proposes a new educational development for these areas, somehow forgotten by many, with the potential to be applied in other regions with similar conditions such as Mexico, Central and South America, the Caribbean or some African countries. The Olympic Education can provide a way in to deliver education in values through sports to these families and a way out for these kids from the gang activity that they are faced with on a daily basis.

**ACTIVITY REPORT FOR THE 2011  
KOREAN OLYMPIC ACADEMY'S SESSION  
NOVEMBER 18th - 20th, 2012**

**Prof. In Sung YEO (KOR)**  
*Committee Member, NOA of Korea*  
*Yonsei University, South Korea*

The activities and spirit of the International Olympic Academy was introduced to South Korea for the first time in 1966. The Korean Olympic Academy (KOA) was officially established on June 23rd, 1977. Since that time, the KOA has hoped to contribute to the IOC and the Olympic Family's goal of the spreading the Olympic Movement. The KOA has played a great role in educating and promoting the Olympic movement and Olympism in Korean society.

The 23rd Korean Olympic academy was held in the PyeongChang Bokwang Phoenix Resort from November 18th to November 20th, 2012. PyeongChang is the host city for the 2018 winter Olympic Games in Korea. Lots of people (96 students, 4 educational panelists, 4 instructors) participated in the session.

The main issue of the 2011 Korean Olympic Academy's annual session was "Making Successful Plans for the 2018 PyeongChang Olympic Winter Games in Korea." Panelists invited for the 2011 KOA lectured on various topics about the ancient and modern Olympic Games. The following were the topics that were covered by the panelists:

- Olympic History and Philosophy;
- Olympic Values and Spirit of Fair Play;

- Olympic Education;
- Preparing for the 2018 PyeongChang Winter Olympics;
- 2018 PyeongChang Bid Process of Sports Diplomacy.

The followings were sub issues discussed concretely during the 2011 Korean Olympic Academy's Session.

- *Plans for the development of winter sports in Korea*  
During this session the future of winter sports and development of winter sports interest in Korea was discussed. Ideas such as using celebrity power as well as give free transportation incentives to students were proposed.
- *Plans for the 2018 Winter Paralympics*  
During this session discussions were held regarding how the Paralympics could receive more public attention and interest in Korea.
- *Training programmes for winter Paralympic Sports of Korean athletes*  
During this session it was discussed how training sessions could be organized and funded by both private and public institutions as well as by government support.
- *Plan for the development of Korean winter sports for all*  
During this session discussions centered around making the winter Olympics facilities available for public use after the games finished, as well as the promotion of individual winter sports for the Korean community with efforts made on making them accessible to everyone.
- *Public information of Korean culture during the 2018 PyeongChang Olympic Process*  
During this session ideas were put forth regarding which methods would be the most effective for educating the world about Korean culture. Ideas included creating a special bus system which would have different colored buses, each representing a different part of Korea culture moving throughout the Olympic areas during the event.
- *Legacy plan for the management and use of the facilities of the 2018 PyeongChang Olympic Games*

During this session the various ways in which the winter Olympic facilities could be used after the games finished were discussed. Various ideas were included but were not limited to community centres and recreational venues.

The KOA wants to help spread Olympism through college students, professional sports organizations, sports teachers and the general public, and to provide a means to make eligible candidates to apply and participate in the next International Olympic Academy.

From a historical viewpoint, I think that numerous problems have prevented the realization of Olympism. As we all know, some nations regard the Olympic Games as a symbolic war without weapons. Due to the influences of excessive nationalism, commercialism and the emphasis on winning, the Olympic Games are presently in a crisis. When I looked back at the history of sport in Korea until the 1988 Seoul Olympic Games, many international events including the Olympic Games seem to have been utilized for political purposes. However, nowadays, the Korean government and Korean Olympic Committee have tried to develop the Olympic movement. The KOA has contributed to the spread of Olympism through Olympic education. Furthermore, the KOA will contribute to the development of moral and ethical values in sport through the Olympic movement. In particular, I believe that in this nuclear age, the Olympics are man's best hope. The Olympic Games will play an important role for world peace for years to come.

## 2011 ACTIVITIES OF THE NOA OF PORTUGAL

**Rita Mafalda Amaral NUNES FERREIRA (POR)**

*Member, NOA of Portugal*

2011 was the year of the 25th anniversary of our Academy, 25 years dedicated to the promotion of Olympism, mainly in schools and city halls, with activities like sessions, conferences, exhibitions and artistic contests.

### **25th anniversary**

A special commemorative session marked the celebration of NOA Portugal's 25th anniversary, on December 4th, 2011, in Lisbon. The session took place in the National Olympic Committee's headquarters and included a lecture by José Ribeiro Ferreira, PHD in Classical Studies, who delivered a speech on "Values of past and present in the Ancient Olympic Games".

The programme was opened by the choir of Alcochete Impartial Society, performing several pieces and, in the formal moment, the Olympic Anthem, sung in its original greek language.

A philatelic exhibition was opened, showing a number of stamps, FDC and other pieces on sports and Olympic subjects. A special stamp issue, a commemorative envelope, an FDC with the day's specific mark and a special medal have been created and presented on the day, for the delight of collecting fans.

A distinctive mark for the celebration was created by national awarded designer Carlos Rosa, a regular collaborator with NOA Portugal projects who conceived a modern looking logo.

### **Activities promoting olympism**

Activities have been developed to promote Olympism in cooperation with primary and secondary schools, private institutions (seminar on Olympic Movement and Sports Officials) and NOC Athletes Commission (“Olympic Week”, where an NOA stand displayed several olympic uniforms used in previous Olympic Games by portuguese teams).

### **IOC Olympic Sport and Art Contest**

NOA Portugal has been in charge of the national phase of the IOC Olympic Sport and Art Contest-2012, implemented in both categories: sculpture and graphic works. It would be in 2012 that the jury would meet to choose the winning works to be rendered to te IOC so that, in accordance with the rules, they could take part in the international phase of the contest and in the exhibition in London, during the Games of the XXXth Olympiad.

### **International activity**

In 2011, our NOA took part in the 11th International Session for Directors of National Olympic Academies (11/5/2011 – 18/5/2011; Mr Ribeiro da Silva and Mr Alexandre Mestre) and in the 9th International Session for Educators and Officials of Higher Institutes of Physical Education (2/6/2011 – 9/6/2011; Mr Paulo Marcolino and Mr Paulo Nunes).

### **Internet**

The NOA website ([www.aop.pt](http://www.aop.pt)) has been redesigned and restructured in order to make it a better tool for dissemination of olympic values and research on olympic subjects.

Simultaneously, a Facebook page [www.facebook.com/academiaolimpicadeportugal](http://www.facebook.com/academiaolimpicadeportugal) was created aiming to work as an easier way of contact between academy members and other people interested in Olympism.

These activities were presented through a video mixing the Portuguese music Fado (recognized by UNESCO also in 2011 as World Heritage) and Olympism.

## LESOTHO NOA ACTIVITIES

**Ntšili MOTSIELOA (LES)**

*Member, NOA of Lesotho*

### **Introduction**

Lesotho National Olympic Committee (LNOC) became a member of the International Olympic Committee (IOC) in 1971. Around the same time LNOC was also admitted into the Commonwealth Family. LNOC is a member of both the IOC and the Commonwealth Games Federation (CGF), and therefore functions as both the National Olympic Committee (NOC) and Commonwealth Games Association (CGA). LNOC has participated in the Olympic Games since 1972. It has presented the country to all the Games except the Games of 1976 in Montreal when African NOCs boycotted the Games because New Zealand, which supported apartheid South Africa, was taking part in the games.

The Lesotho National Olympic Academy (NOA) is one of the LNOC Commissions formed in 2001. Its mission and mandate is to facilitate and disseminate Olympic Education, assist in the promotion of Olympic Values (OV) and educate relevant stakeholders on the Olympic Movement. 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.

## **Lesotho NOA objectives**

- Promotion of the Olympic Movement in Lesotho;
- Development and facilitation of Olympic Education through Physical Education;
- Facilitate, within the different Commissions, the promotion of OV;
- Management and facilitation of the promotion of OV.

## **Major activities of the past 3 years**

### ***June 2009***

Joint Plenary Session of NOA and Culture and Education Commission. The aim of the session was to draw out a programme of the Olympic Education to provide society with basic knowledge of Olympic Education. It was attended by the National Federations and was carried over two days.

### ***June 2010***

Seminar for the Secretary Generals of National Federations to educate them on Olympism and its impact as the world looked forward to the first Olympic Youth Games.

### ***April 2011***

Seminar for Academic Multi-sport National Federations with the theme “Appeal to the Olympic Truce.” The purpose of the seminar was to have a dialogue on how sports could develop peace in Lesotho. Once peace prevails, how sports could be used to develop the country. The seminar looked into the relationship between sports, peace and development.

## **Planned activities**

### ***National Sports Debate***

*Theme – The Impact of Olympic Movement on Lesotho’s Society.*

The activity is meant to instil Olympic Values to young upcoming Olympians. It is targeted at High schools. It will be carried in the three demarcated regions of the country by three schools from each region.

### ***Olympic Symbols Campaign***

*Theme – The Power Behind the Rings*

The campaign is meant to show that the rings symbolise the linkage of the world. This linkage materialised from Coubertin’s first principle which he termed “the Olympic idea.” After 1910 this “idea” was referred to as “Olympism”, which is now thought of as the Olympic Movement. The campaign will be done through a seminar for National Federations and teachers at schools.

### ***Art in Sport***

*Theme – The Beauty of the Living Sculpture*

The Lesotho NOA in conjunction with the Culture and Education Commission will organise an art competition to design the Team Lesotho logo. The logo is meant to embrace the country’s identity. The competition will be open to the general public.

### ***Youth Olympic Festival***

*Theme – The Power Vested in Youth*

This will be a music festival aimed at the youth to educate them about Olympic Values. There will be different booths put throughout the venue that has various information on the Olympic Movement.

## **Challenges**

The Academy is run and administered by members who work on a volunteer basis. It is therefore a big challenge to retain members. Lack of finances also hampers the Academy's progress. There is also a need to produce more trained people in the Olympic Movement so as to disseminate knowledge of Olympic Education.

## **Conclusion**

Since its inception the Academy has continued to work tirelessly on its mission and mandate. Its partnership with the Culture and Education Commission is hoped to alleviate the challenges it faces.

## EXCELLENCE: CHOOSING THE MOST COMPETENT OR THE BEST AVAILABLE? (THE MALAYSIAN EXPERIENCE)

Dr Siew Eng TAN (MAS)  
*Director, NOA of Malaysia*

### **Introduction and objective of Presentation**

In this short presentation, I would set forth the question of striving for excellence, one of the Olympic values dearly supported and upheld by many. Here, I would like to share with the delegates, the Malaysian model on how the most outstanding male and female candidates to the IOA Youth session are chosen from the participants of our Annual National Olympic Academy (NOA) Session for Young Participants for the past 3 years (2010-2012) with the intention of stimulating discussion and consequently reflection on our respective selection criteria and practices for our candidates to the IOA sessions. A general idea of what we have done, how it was done, the results and the implications of implementing this model will be highlighted. This would be a case of norm referenced or criterion referenced evaluation vis-a-vis the Olympic value of excellence, the need to be mindful of quality, and the implications when using each method and the follow up action.

### **Statement of the Problem**

Should the concept of excellence in the selection of candidates to the IOA Youth session be norm-referenced or criterion-referenced?

## **Methodology and Instrumentation**

Attitudinal and performance skill testing based on frequent and continuous observations of behavior in formal and informal activities and on incident based behavior was adopted in the evaluation of the candidates.

It is a thoroughly thought-through process that involves specific technical criteria (criterion referenced evaluation process) to evaluate the attitude and performance of the participants. Each technical criterion is qualified and supported by specific indicator behaviours that are used to measure a specific characteristic. Performance skills and attitudes have to be assessed continuously to reduce chances of the participants acting and pretending. Facilitators have actually discussed and moderated this evaluation process. A set of 11 criteria for leadership qualities was adopted and used in the test instrument.

## **Evaluators**

The evaluators/facilitators are a group of volunteers comprising of people with expertise and passion to run this programme with the purpose of spreading Olympism and fair play. The facilitators have no personal or hidden agenda in their involvement and certainly a neutral and objective party when doing their job. If they have any bias, it is towards upholding fairness, universal values, quality and excellence.

Only facilitators who have sat in almost all of the sessions from 6.30 am till 10.00 pm for the whole duration of the course were involved in the selection panel. The opinions of others who were only present in certain sessions were used as additional or supplementary indicators. Facilitators were in frequent contact with each other to standardize the evaluation criteria.

Feedback and evaluation from the course participants were taken as additional information to the evaluators when making the final decision, though however, participants are NOT part of the evaluation panel.

## Results

The final evaluation is based on a collection of observed behaviors and incidences of behavior with particular attention to expressed or manifested sub-conscious behaviors in their unguarded moments. A participant who tried to deliberately project himself or herself for the sake of being noticed could be detected through careful and close observation and cross-checking with all available data and between facilitators.

Hence, the evaluation is a triangulation and summation of observations by facilitators of the participants in all assigned tasks, in their unguarded moments, and also through interviews conducted. In this case, some verification is done by talking to the participants regarding their opinion of their fellow participants to verify suspect and fake behavior. A set of scores ranging from 1-5 are tabulated to indicate the level of the performance competence of the candidates in the 11 areas identified for leadership. The desired competency level for each criterion is 4 and above to indicate outstanding qualities as a leader though scores of 3 in one or two criteria are acceptable. However, it is not to be concluded that there is a set profile for the outstanding candidate though we expect that he or she should score 4 and above in almost all the 11 criteria. When we were forced to select the candidate through norm-referenced evaluation, (in compliance with the policy that the best candidate from the lot be chosen) the criterion-referenced evaluation procedures was still used but the minimum competency levels were not specified and the candidate who had the best of the profile in the group was selected.

## Implications

It is the considered and unanimous opinion of the facilitators that the candidates nominated to represent Malaysia in the IOA session in Greece should be exemplary candidates exhibiting the values of Olympism and be a credit to the NOA, OCM and the country. Candidates should be considered as the representative of the

country and not themselves and should have excellence according to established criteria. What is the implication of the criterion-referenced evaluation method? If for that given year the participants do not have the desired competencies then there is a probability that no outstanding candidate would be chosen. What would happen if candidates are selected based on norm referenced evaluation? If the batch of participants are not ideal or outstanding or the choice is severely limited, then the candidate selected, though termed the most outstanding, would actually be mediocre or even weak. Let me share with you the scores of the candidates chosen through the norm-referenced evaluation. How would you rate this candidate? Weak, average, good or outstanding? Much has to be done for this candidate in those areas where the score is 3 and less. So the NOC has to do much remedial and developmental work to prepare this candidate for the IOA session if it wishes to subscribe to the Olympic value of excellence. Would this be done? Or would it be better not to send such a candidate?

### **Food for Thought**

A comparison could be made with similar or different other models used by other NOAs. This model might be relevant to countries which have yet to have an objective method of assessing their IOA candidates. It is also hoped that the delegates will ponder if the concept of excellence in the selection of candidates should be norm based or criterion based.

## OLYMPIC EDUCATION ACTIVITIES AROUND THE WORLD



Albania



Argentina



Canada

Chile





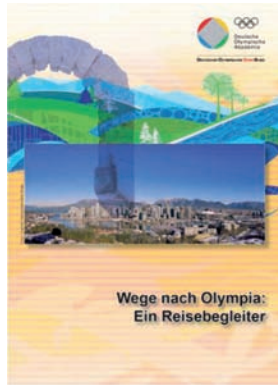
Chinese Taipei



Croatia



Finland



Germany



Greece



Libya



Korea



Malaysia



Poland



New Zealand



Portugal



Seychelles





Romania

Peru



Togo

Spain



Tunisia





Thailand



Ukraine



Zimbabwe

## LIBYAN OLYMPIC ACADEMY – OLYMPISM IN PRACTICE

**Dr Haffed GRITLY (LBA)**

*Director, NOA of Libya*

**Foundation date 31st July 2007, autonomous and independent.**

### **Objectives**

- Dissemination of Olympic spirit & values.
- Support of Elite sports & sport for all.
- Educational Academy

### **Activities before 2011**

- Participation in NOA directors session 2009 & 2010;
- Participation in young participant camp 2010 & 2012;
- Systematic Olympic education of National teams & delegation;
- Full time educator responsible for OVEP before 2011;
- First youth Olympic education Camp;
  - o Targeted participants: Athletes participating in the first African youth games and first youth Olympic games 2010;
  - o Camp duration: 5 days (10/6-15/6) 2010;
  - o Lectures and workshops: Ancient Olympism, modern Olympic movement, the necessity of the youth Olympic games, Athletes as role models,

the impact of sports on the environment, deleterious effects of doping, Information technology.

- The young reporters training camp (Singapore 2009);
- LOA Environmental programme;
- LOA presentation: Mediterranean environment the responsibility of its inhabitants;
- LOA Anti-doping programme;
- Support of Elite Sports – Excellence;
  - LOA Sports sciences & testing department;
  - Many successful stories: football teams, Judo, athletics, cycling.
- Olympic day run 2009;
- LOA during the 17Feb Revolution;
  - All activities were put on hold by Feb 21 2011;
  - Good example by transferring the academy contents to our houses;
  - After the liberation of Tripoli, LOA was site to secure Tripoli sports city and a mobile company nearby;
  - Financial support of oppressed families of cities under the old regime fire during the war;
  - Foundation of Latahzen charitable organization. Helping the amputees of war.
- Social support;
- Social events to communicate with the society and to participate in helping children overcome their psychological trauma of the war;
- Libyan Olympic Committee Relief Campaign;
- LOA Olympic Museum;
  - Scheduled Public school visits;
  - Activities: LOA tour / lectures: Olympic movement and sport & environment.
- The Olympic Caravan project;
  - Olympic Education: Public & sport society;
  - Athletes Awareness programme: Anti-doping, sports nutrition, injury prevention, environment protection;

- o Onsite medical examination & treatment of athletes in clubs;
- o Public schools anti-smoking campaign including prospective study of smoking among the youths and participation in sports activities;
- o Partners: Libyan Olympic Committee (others invited).
- SABRATAH AN OLYMPIC PLAY  
SPIRIT OF THE OLYMPICS A Culture and Education Project for the Promotion of Olympic Spirit & Values  
Project production in Libya is a collaboration of:
  - o Libyan Olympic Committee;
  - o Libyan Olympic Academy;
  - o Lukas Maximilian Hüller and his team;
  - o ASBL Human R and Fine Atrs LLC.

## OLYMPIC EDUCATION IN NEW ZEALAND

**Gillian HEALD (NZL)**

*Chairperson, New Zealand Olympic Education Commission*

I am pleased to present this report on the current and future initiatives in Olympic Education undertaken by the New Zealand Olympic Committee (NZOC) and New Zealand Olympic Academy.

### **The three main components of Olympic Education in New Zealand**

1. Olympic Values Education resources
2. ASB Olympic Schools rewards
3. NZ Olympic Museum

The current programmes are focused on the primary school sector (up to age 13) and are all supported by comprehensive teacher notes covering the learning areas Health & Physical Education, Social Sciences and Literacy. New Zealand schools are encouraged to participate in the Olympic Day celebration in the week leading up to 23 June, in a variety of physical activity events based around the Learn, Move, Discover theme.

Paper based resource booklets on Olympism that were produced and incorporated into the secondary school Physical Education Curriculum are still being used and are well regarded by educators, as is a CD/DVD Physical Education resource “Ethics Through Sport” which is used at Level 3 (final year) of the NCEA (National Certificate of Educational Achievement).

1. The free, curriculum aligned digital resources available to schools include:
  - Living the Olympic Values – a digital interactive resource
  - Digital Olympic Stories – provide interesting and inspiring values stories based on real-life examples
  - Chat with a Champion – live and recorded values-based interviews with New Zealand Olympians
  - London 2012 – e-books for primary and secondary schools with worksheets and athlete profiles in pdf
  - Olympic Day resources.
  
2. 'Olympic' schools receive a set of medals, flag, certificates, and access to Olympic Ambassadors and these resources can be used in conjunction with the teaching resources. Increased interest has been generated because of London 2012 and currently over 600 schools have signed up to be Olympic Schools.
  
3. The *New Zealand Olympic Museum* is the centre of legacy for our Olympic history and provides links for learning and understanding Olympism and Olympic Values through connection with real and virtual objects and champions. The Museum gallery continues to attract visits from schools and general public and materials are now available via the website through a new Museum App which can be used on laptop or iPad. Another new initiative has been the development of a Mobile museum exhibition, in partnership with Samsung, incorporating interactive touchscreen technologies and targeting schools and sporting events.

Further information is available on [www.olympic.org.nz/education](http://www.olympic.org.nz/education)

An independent *Review of Olympic Education* was conducted at the end of 2011 to investigate the effectiveness of current initiatives and to explore

how the NZOC could better target and align strategy and develop strategic partnerships. In a small country with limited resources, it is important that NZOC targets initiatives that will have the most impact in achieving its objective of:

*Inspiring young New Zealanders to explore, engage with and model the Olympic Values through participation in sport and the celebration of the Olympic Games.*

The outcome of the Review is an intention to focus on two major areas:

**A. Ages 8-12 years (upper primary school)**

The purpose is to build on the current initiatives and to integrate them into a ‘package’ for schools that is compelling and endures beyond the peaks of high interest generated in Summer Olympic Games years to become essential, values-based ‘business as usual’ for all primary schools. This will require teamwork, strategic partnerships, teacher training and support for sports coaching and event management.

**B. Ages 16-19 years (upper secondary school)**

The purpose is to develop upper secondary school ‘Olympic’ sports leaders and coaches who will work in their own schools to support others but will also work within the cluster of primary schools in their locality to assist with sports coaching and event management, thus supporting strategy A.

Initial planning has begun in partnership with Sport NZ and representatives from key government ministries for a trial “Sport in Education” project that will increase participation in sport in secondary schools and will incorporate the objectives of the NZOC.

Following the Review, an *Olympic Education Commission* of persons with experience and high profile has been established to advise the Board on the development strategies to achieve its goals. The Education Commission will operate at a strategic level to add value to the Olympic Education programme

development and implementation through defining success criteria, strategies and key partnerships for the projects. The Commission will monitor progress through evaluation, feedback and ongoing research and will report to the NZOC Board.

## THE PROMOTION OF THE OLYMPIC VALUES THROUGH CULTURAL ACTIVITIES IN PERU

**Mariana QUINTANILLA (PER)**  
*Peruvian Olympic Committee*

In Peru the National Olympic Committee and the National Olympic Academy work very closely to accomplish one of our main objectives which is “to promote the Olympic values through educational programmes at all levels”

Every year we hold the Peruvian Olympic Academy annual session, in 2011 the main public targeted was composed by the technical coordinators from the National Federations, we think that the Olympic education of this group is very relevant since they have direct contact with the athletes and they will help to spread the Olympic spirit in their respective NF.

Along with this session we have a variety of activities related to the Olympic education in our country, some of them characterized for being mainly cultural and some others for combining the culture and sport with the aim to reach as many people as possible. We work mainly with students from primary and secondary schools in partnership with the IOC through Olympic Solidarity, National Federations, the Ministry of Education, local governments and educational institutions.

Here we will present a summary of our 2011 activities in the field of Olympic Education:

- Every year we hold an *Olympic Drawing and Painting Contest* among students aged between six and eleven years old; this year 150 schools took

part in it and 803 students were the finalist in 6 different categories; the final of this contest takes place at the Olympic Park in Lima.

- Along with the permanent exhibition of our Olympic Museum we have created an *Itinerant Olympic Museum*, taking to schools part of our collection to be exhibited during big festivals in the schools that are interested in it, and also in the schools that are already involved in some of our Olympic educational programmes.
- Since 2010 we organise the “*Expolímpica*”, a massive event in which we present different sports and the Olympic values through cultural presentations giving the young population a unique opportunity to interact with a new sport and to meet, greet and get inspired by outstanding national athletes.
- In partnership with the Ministry of Education, we have the programme called “*Olympic Schools Value Yourself*”. The particularity of this programme is that in every school that takes part of it they have selected role models among their own students, these amateur athletes have to be also good students; therefore becoming role models for their own classmates, promoting mainly social inclusion and diversity; they also get the chance to meet our elite level athletes.
- *Tras las huellas de un campeón* (Chasing a champion’s trace) is an event organised and executed in partnership with the Municipality of Lima, more than 10,000 students aged 10 and 11 years old from 105 schools took part in this programme. They have first athletics competitions in their own school and then the final is held in a bigger event enhancing the Olympic symbolism.
- We have a project exclusive dedicated to schools girls, *SUMA*, in this project we work with a specialized team of coaches that bring to the girls workshops about Olympic values applied to develop their self-esteem in daily live activities.
- “*Promoting Olympic Values in the Peruvian Amazonas*” is an Olympic educational programme in the specific Amazonas area in partnerships with local schools; we are not only spreading the values of Olympism there but

also we try to value again traditional sports linking them to actual Olympic sports, this programme teaches specifically archery and canoe.

We also want to mention two more programmes that do not involve directly school students but certainly they are very relevant to the development of the Olympic values in our country and region.

During the previous year we organised the Sports and Environment National Forum, presenting and discussing environmental topics linked to the main ideas of Olympism, we think it is very important to create an awareness of the relation among sport and environmental issues.

Also we have held the International Peace and Sport Forum in Lima with participants from 19 different countries and our National Olympic Academy speakers, reaching interesting conclusions that are worth spreading.

We strongly believe that the conduction of cultural activities is a great and effective tool to communicate and spread the Olympic ideals, since we teach and show, mainly to the young population, that Olympism is much more than just competing and winning and hopefully they will also embrace Olympism as their own philosophy of life.

**OLYMPIC EDUCATION AND PROMOTION OF OLYMPIC MOVEMENT  
IN BOOKS RECENTLY PUBLISHED IN COOPERATION  
WITH THE POLISH OLYMPIC ACADEMY**

**Prof. Halina ZDEBSKA (POL)<sup>1</sup>**

*University School of Physical Education, Krakow, Poland,  
Polish Olympic Academy, Polish Fair Play Club*

**Dr Filip KOBIELA (POL)**

*University School of Physical Education, Krakow, Poland  
Polish Olympic Academy (Council of the Young)*

## **Introduction**

Olympic Education in Poland is supported by The Polish Olympic Academy, institution established in 1984. Since that time many books and articles concerning Olympic Education have been published in Poland. We would like to present the two recently published books which represent different kinds of humanistic reflection upon the Olympic Movement. There are also other institutions working in this field, like the Polish Fair Play Club (see below), which cooperate with the Polish Olympic Academy.

### **1. “Fair Play in Sport and Olympism – Opportunity or Utopia”**

It is with a great pleasure that we recommend you the book “Fair Play in Sport

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1. The paper was presented by Halina Zdebska.

and Olympism – Opportunity or Utopia”, edited by Fair Play Club. In Poland the Fair Play Club, working with the Polish Olympic Committee, has the leading role in this field and for many years has been very effectively directed by Professor Zofia Żukowska. Together with Professor Ryszard Żukowski they invited a wide range of people to take a part in this project – highly competent – scientists, teachers, coaches, journalists, athletes, officials and high ranking members of global sport organizations, active in the field of promoting fair play. They were asked about their personal views concerning the books contents. After careful analysis of received editorial, they offered us 22 texts divided into three sections:

### ***Objectives and fundamentals of fair play***

The General Secretary of the International Fair Play Committee Jean Durry introduces us to this section with the IFPC Declaration “Sport and fair play in XXI Century”. It is followed by very original texts on Fair Play and Olympism, looking at the subject from the historical, ethnographical, axiological, philosophical, sociological and pedagogical perspective. This chapter can indeed enrich and widen our knowledge and understanding of Fair Play.

### ***Fair play – reality and expectations. Doubts and worries***

In this part the authors assess the reality of sport and Olympism and the functions of Fair Play.

### ***Modern solutions to the Olympic education.***

This part of the book attracts special attention. It presents attempts and methods from many different countries, of how to promote Olympic education and principles of clean play among the broad spectrum of societies, and young people in particular. We find there motivating examples and ideas from Poland as well as Germany, Slovakia, Czech Republic, Belgium and New Zealand. They are worthy of consideration and emulation.

This book (edited in Polish and English) is accessible in the library of the IOA too. Editors will be very grateful for your remarks, comments and opinion.

## 2. “Olympic Education for High School. Guidebook for Teachers”

The second book we would like to present is “Olympic Education for High School. Guidebook for Teachers” (partly in polish, partly in english), by Michał Bronikowski and Małgorzata Bronikowska, Poznań, eMPi2 2010.

The handbook “Olympic Education” is addressed to teachers of various subjects who teach in middle schools. It could be also interesting and useful for students. The authors used both their vast knowledge and rich experience in the field of Olympic education and Olympic pedagogy. The subject matter of the book is presented in a way enabling teachers to capture the interest and commitment of students. The topics include, among others:

- the nature of Olympic Games,
- ancient history of Olympic Games and their modern revival,
- Olympic traditions between the ancient and modern Olympic Games,
- Pierre de Coubertin’s ideas,
- problems of ethics and fair play etc.

An important part of the book comprises of Plans of English lessons on Olympic sports and a Dictionary of vocabulary and phrases on sports and the Olympics.

The book is full of interesting exercises, inspiring thinking activities and contemporary examples addressed to young people. Thus it could be supportive of the dissemination and implementation of Olympic education and Olympic values into the school.

This book is available online (free) at the link below:

[http://olimpijski.pl/pl/files/Download/Edukacja\\_Olimpijska\\_internet\\_v\\_20.pdf](http://olimpijski.pl/pl/files/Download/Edukacja_Olimpijska_internet_v_20.pdf)

Editors will be very grateful for your remarks, comments and opinion.

## **Conclusion**

The two above mentioned publications – together with many other books, articles etc., supported by Polish Olympic Academy – serve the development of the Olympic movement in general, and Olympic education in Poland in particular.

## THE CULTURAL ACTIVITIES PROMOTED BY THE ROA WITHIN THE FRAMEWORK OF OLYMPIC EDUCATION / 2011

**Maria Doina SOTIRIU (ROU)**

*Secretary, NOA of Romania*

The Romanian Olympic Academy is an institution of the Romanian Olympic and Sports Committee that was established in 1991. From the beginning its main objective has been to enhance and promote the ideals and principles of the Olympic Charter in Romanian sport. The Romanian Olympic Academy is a social, educational, cultural, athletic, humanitarian, non profit, non political and non sectarian institution, which brings together educators, personalities of the world of sport, experts of top performance sports and other fields who are all involved in the development of sporting activities in a voluntary capacity.

During its 20 years of experience, the ROA has launched programmes and developed projects adapted to the needs of today's society. The variety and diversity of the Olympic education projects it proposes contribute to the promotion of universal Olympic values. The interest of young Romanians for these educational programmes has been aroused by the innovative projects which Olympic education initiates by effectively promoting a different lifestyle based on the individual's harmonious development.

In Romania, Olympic education is provided by local branches, 46 in all, which cover the whole country. These branches share a common strategy, as they intensify their efforts to attract a large number of volunteers to Olympic education, fight against discrimination, promote fair play and condemn and discourage doping.

The Romanian Olympic Academy also conducts a large variety of programmes and educational projects targeted at the public at large.

The annual organization of school competitions at national level, *The Olympic Games in children's imagination* and *A feather called FAIR PLAY*, has encouraged artistic and literary creation on sport and Olympic themes among children and young people with a very high participation rate.

The traditional events of the Olympic month, the cross country race of the *Olympic Day*, the competition on Olympic culture, *who knows Olympism wins*, as well as the other events dedicated to the *Olympic Day* were special activities during 2011 where the Olympic spirit prevailed.

Research is also a priority activity for the ROA. We annually organize thematic conferences, debates, scientific communication sessions or round-tables with the view to presenting the new research trends in the Olympic domain or hold meetings that highlight Olympism as a universal phenomenon.

Roving exhibitions on the history of ancient and modern Olympic Games, retrospective shows dedicated to the athletes who have received medals and the important personalities of the world of sport, posters, art and documentary photographs, works of art on Olympic themes, book presentations, have all showcased the Olympic symbols and events: the Olympic Games and World and European Championships.

*Olympic Spirit*, the ROA's annual Newsletter, substantially contributes to the promotion of educational activities, which are always carried out under "the emblem of competency and excellence and contribute to the implementation, in a thorough and responsible way, of the recommendations of the IOC's Copenhagen Congress of 2009 regarding the educational dimension of the world of sport" as Octavian Morariu, the President of the Romanian Olympic and Sports Committee, pointed out.

The *Olympic Month*, a project with quite a long tradition, whose content is extensively diversified every year.

With the support of the Department of Olympic Education and School and University Sport, the Romanian Olympic and Sports Committee organized, during the 2011 Olympic Month, various events in most Romanian cities: the

cross country race Olympic Day 2011, demonstrations and competitions of football, handball, basketball, table or field tennis, sport dances, fencing, badminton, athletics, swimming, cheerleader teams, sports contests, to mention only a few.

We should point out that in Sirnea, in the County of Brasov the Olympic tradition is promoted in the context of a traditional event, *the Olympic Colors Relay*, which is now in its 29th edition. It is held during the Olympic Day, on 23 June and includes athletic, cultural and artistic competitions for primary and junior school students. Professor Radu Fruntes, the Director of the Brasov ROA and the initiator of this event has received the IOC's *Sport and Social Responsibility* trophy, for his involvement and dedication.

800 athletes of all ages participated in the national cross country race that was held in Bucharest, on 5 June 2011, on the occasion of the Olympic Day.

In 2011, the ROA's branch in Timis organized during the Olympic Month complex events of a transnational nature, which was a first for the ROA. They were the *Friendship Contest – The DKTM Cup* for athletics (speed race, cross country race, football). The letters DKTM represent the initials of the rivers: Danube, Kris, Tisza, Mures. During the cross country event of 28 May 2011, athletes from Hungary, Serbia and Romania covered, in a symbolic way, the territories of the three countries.

The meeting between the ROSC and the ROA, that took place in September 2011 in Izvorani, was a true exchange of views focusing on the organization of specific cultural, educational and athletic events during the *European Mobility Week*. In the modern facilities of the Sydney 2000 Olympic Complex, the Directors and Secretaries of the ROAs district branches, Board members and experts in fields related to education and sport presented their proposals and offered their support to the *National Programme of Olympic education through sport intended for Olympic volunteers*, stressing the creative and challenging importance of dialogue and insisting on the idea that *sport has its own ethical rules and value system*.

Confirming our concern for the protection of the environment and our relations with our continental partners around the world, we planted 49 trees in the Sydney 2000 Sport Complex for each National Olympic Committee of Europe.

The administration, the sponsors and partners of the ROSC, a large number of Romanian Olympic champions and medalists attended the ceremony, which was watched by a large public and widely promoted by the media.

Through the variety of its academic sessions and programmes, the International Olympic Academy, as a multicultural and interdisciplinary center wishes to explore in greater depth Olympism's contribution to humanity in this 21st century. Through their interventions and presentations at the international session (*IOA, 50 years of Olympic education*) and the international conference (*Sport for all – Beijing, 24th edition*), the Romanian participants showed their great interest for *health as a major benefit of sport for all*.

We also wish to underline the importance for the whole Olympic family of the inauguration of the new headquarters of the Romanian Olympic and Sports Committee and the Olympic Museum on 27 September 2011, an impressive and modern building, which combines elegance and functionality. The presence of personalities from all fields at the official celebrations like the President of Romania Traian Băsescu, IOC President Jacques Rogge, EOC President Patrick Hickey, as well as several representatives of National Olympic Committees, ambassadors, government officials and ROSC partners added a touch of glamour to the event. The guests stressed that this exceptional institution, the Olympic House, represented a major achievement, the culmination of the prestigious performances of Romanian athletes at the Olympic, world and European competitions.

The Romanian Olympic Academy is proud of the results obtained during its 21 years of activity and feels that it has fully responded to its volunteering obligations contributing through its efforts and expertise and the generosity of its members, co-workers and partners to the success of Olympic education activities and the promotion of the Olympic spirit.

**OLYMPIC ACADEMY OF SERBIA**  
**FOUNDATION OF SPORTS AND OLYMPISM – OLYMPIC MUSEUM**  
**OLYMPIC EDUCATION ACTIVITIES 2011/2012**

**Natasa JANKOVIC (SRB)**

*Executive Board Member, NOA of Serbia*

*Director, Foundation of Sports and Olympism*

The Olympic Academy of Serbia is the body inside the NOC Serbia. All activities related to Olympic education, Olympic history, promotion of sport activities and healthy lifestyle are planned and performed jointly by the NOC, NOA and Foundation of Sports and Olympism – Olympic Museum.

The first fundamental principle of the Olympic Movement says that “*Olympism is 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 life based on the joy of effort, the education value of good example and respect for universal fundamental ethical principles.*” The statement emphasizes the fact that Olympism is a life experience and educational movement that uses sport, along with culture and education to promote the Olympic ideals and to educate youth.

In order to further develop Olympic Movement in Serbia several programmes have been created with the main aim to spread Olympic ideas and promote Olympic values:

- Olympic Day
- EcOlympics Serbia

- Olympic Class
- Traditional Sport Games
- EcOlympic Games

## **Olympic Day**

Traditionally each year NOC Serbia together with its Olympic Academy and Foundation of Sports and Olympism is celebrating the Olympic Day. In order to promote Olympism, healthy lifestyles, outdoor physical activity, family values and environment protection, traditional running event is held every year. Apart from “Children Race” on 200m and 400m, “Joy Run” on 3600m, “Family run” and “Sponsor Relay Run” are organized every year. Each participant who finishes the race gets Olympic Day t-shirts, while the biggest running family receives a special award.

## **EcOlympics Serbia**

The project’s goal is to inform and educate school children about ecology and Olympic values through sports and entertainment. The project “EcOlympics” is realized through three separate activities: EcOlympics Playground, Fair Play Football and ARCTOS workshop.

Within EcOlympics Playground children learn how to recycle and make medals and cups from the cans and special materials, as well as how to keep and protect nature. In addition they learn about the unity, Olympic and Serbian flag, appropriate cheering, fair play and how to sing the anthem. At the end of the activity they present what they have learned through the closing ceremony with special choreography.

Fair play football activity is designed for school children, both males and females. Regardless of flexibility, there are approximate rules that should ensure the matches are held fairly and correctly. In addition to the basic rules, all other

rules are decided on the spot by the players to be stimulated to think about fair play and fairness. Rules can be changed or modified, but only if all members of both teams agree upon that.

ARCTOS programme (Anti-Racism Tools in Sport) is a programme that relates to the education of children in the fight against discrimination of any kind. The programme is very interactive and applicable to various types of discrimination (racial, religious, ethnic, gender, etc.), considering the used video materials. The designed programme is very dynamic. Formed groups of 30 participants initially meet each other through interactive discussions and explore the terms of discrimination and fair play. In 2011 around 7000 children took part in EcOlympics from six different cities in Serbia.

## **Olympic Class**

The main objective of the project “Olympic Class” is to educate young school children through sport in a spirit of five educational values: joy of effort, fair play, respect for others, pursuit of excellence and balance between body, will and mind.

The project is realized in local schools’ gyms which are transformed into a modern interactive classroom with polygons. Each of the five Olympic values is presented by one Olympic circle colour, one continent and one workshop station where children can learn something new related to Olympism.

One part of the class is led by famous athletes who are considered as role models and who tell unique stories to children about their sport careers and educate them about proper values.

For the youngest kids the book “Olympic Tale” has been published. An “Olympic Tale” is a fiction book with elements of classic fairy tale. Twelve chapters deal with basic human, ethic universal and Olympic principles through various magical and real life adventures and issues.

Olympic Class was successfully led through 2011 in five different municipalities and 2500 children were actively involved.

## **Traditional Sport Games**

The main goal of this programme is to attract both younger and older generations to become physically active in their daily life and improve their general physical condition. Another objective is to preserve traditional sport games, remind older generations, and teach youngsters how to play these, somewhat forgotten games. Also, it is very important to teach participants about fair play and that the usage of the simplest tools and equipment can lead to a fun time spent playing sports.

Some of the games that children take part in are: long jump from steady position; throwing the rock from the shoulder; jumping with stick over the sand/water pit; rope/tree climbing; throwing a horseshoe; carrying the girl; run over natural bars and throwing horseshoes. In 2011, 4000 children were competing in traditional sports games in five different Serbian cities.

## **EcOlympic Games**

The main goal of this programme is to increase support to the National Olympic Team, sharing the importance of the Olympic values and building ecologic awareness. Professional athletes and members of the Serbian Olympic Team together with NOC representatives with the support of professional animators travel through Serbia with the Olympic Team Mascot, named Srećko (Lucky). Through this project different workshops are organized weekly in more than 20 schools in Serbia. Children are going through 5 different stations and through interaction they learn about the Olympic values, champions' stories, as well as how to protect the environment. Kids also have the opportunity to learn English through a number of Olympic English language workshops which were implemented in cooperation with the British Council. Last but not least is the Generations for peace workshop where children are introduced to the idea of sport as a tool for peace and tolerance. Children write and draw the Mascot Lucky and receive awards for the best works. In the meantime, the whole country follows the Olympic quiz on the radio, while volunteers of the NOC are mingling through Belgrade, dressed

in the color of the Mascot Lucky. Everyone has the opportunity to meet them, to take a picture with them and to be involved in an interesting game on the NOC Facebook page. “EcOlympic Games” should involve all citizens of Serbia in a lot of interesting activities until the beginning of the biggest sport competition of the world, London Olympic Games 2012.

So far, all programmes have been very well accepted among the youth. Great results have been achieved in terms of spreading the Olympic ideas and promoting Olympic Values. Besides “EcOlympic Games”, several programmes have been planned to be organized in 2012, such as *P&G Sports Camp* for 100 school children, as well as *Exhibition of Olympic Museum Belgrade* dedicated to 100 years of NOC Serbia participation in the Olympic Games.

## THE NATIONAL OLYMPIC ACADEMY OF SEYCHELLES

**Thyra FAURE (SEY)**

*Member, NOA of Seychelles*

Thirteen years ago one of my school teachers encouraged me to represent my school in a quiz competition with two other students. Reluctant at first, I finally agreed to it with the encouragement of my other colleagues. Little did I know that it would be a life changing experience for me! From that first quiz session I went on to participate in all the rest for the next four years. Also that same year and all the other years during my scholar days I participated in the other activities that the National Olympic Academy of Seychelles organised such as poems, essay writing and public speaking as well as a TV quiz.

For the past seven years, I have been a volunteer with my Academy, helping them with the Quiz Organisation as well as in any other way possible. Through my profession as a teacher, I have managed to encourage numerous students to involve themselves with such activities and they have gladly done so and are continuing to do so.

As a person that has experienced the activities of the National Olympic Academy of Seychelles from both sides of the coin, I can truly say that it has been a wonderful experience and challenge. Such activities have allowed us to capture a fair number of our youths from an early age through the Olympic Clubs and instill in them a sense of belonging and responsibility through the various activities organised. Moreover, the clubs served as a platform for friendship, sharing and goodwill. This was emphasized these past years through one of our activities whereby members of the various Olympic clubs on the island joined together to

spend a day of fun filled with activities with the children of a foster care home run by the sisters of charity. The children not only got the opportunity to make friends and enjoy themselves but those from the foster home left with gifts sponsored by a private person who joined the NOA's cause and also from their fellow peers from the Beau Vallon primary school Olympic club.

Our calendar of activities was a very full one. We started the year with our annual Facilitators, educators, coaches' session. This session allows us the members of the academy to share our knowledge of various Olympic related issues and experiences with others. Moreover, it is an opportunity for us to analyse and do the post mortem of activities organised in the previous years. It is also the forum where we present our calendar of activities and touch base on them explaining what is expected of the members especially where activities involving school children are concerned.

The next activity organised was the annual Quiz competition where the previous champions were invited to compete and defend their titles. Last year for the first time, we brought the event age group down for primary school children aged between 8-10 or primary 4-6 as we call the age group. So for the first time we had a new champion. The secondary school categories were a lot more interesting. Here the students are separated in three main categories S1-S2, S3-S4, and S5. In this group one title changed hands whilst the other two were defended successfully. We got a total of 4 schools for the primary categories and 7 for the secondary categories.

This year for the Olympic Day, the activities were relocated from the main Island Mahe to the second principal island Praslin and were celebrated for two days. Apart from the traditional Olympic Day Run, participants from all denomination of the society joined together to take part in other activities such as Hockey, Domino, Football, Netball amongst others. Last year saw the participation of quite a number of people and organisation from children to adults.

The month of August proved to be a hectic one for our country. We were blessed with the organisation of the Indian Ocean Island Games which take place every four years and regroups participants from 7 Indian Ocean Islands being Reunion, Mauritius, Madagascar, Comoros, Mayotte, Maldives and Seychelles.

Apart from the competitive events for the athletes, a youth camp is also held within the same event. We got the opportunity to educate our youths about the values of the Olympic through a session. This proved a perfect platform that allowed the youth the opportunity to share their experience, culture and talk about issues that affects them and how Olympic values relate to their everyday lives. It was also an opportunity for the youth to express their beliefs and understanding of the Olympic Values through various works of arts.

Another activity that was organised was the Kicking Aids Out workshop. The main objective of this activity was to increase awareness and break down prejudices about HIV/Aids. It was also an opportunity to offer an innovative approach in linking HIV/Aids education to sport and physical activities. Apart from training leaders within the community to increase local capacity and to enhance the skills within the local sporting system, the programme also helps reduce the stigma of HIV/Aids by giving inclusive sporting programmes and movement games. These activities mix education and physical activity to promote awareness. They were given to sport leaders and physical educators to facilitate with children and youth. This programme is being run by an international network of organizations which uses sport as the platform for HIV/Aids education to spark behavioural change.

The National Olympic Academy of Seychelles is doing a fairly good work to attract youths from a very young age and educate them about the values of the Olympic and how it relates to their life. Furthermore, they are encouraged to share the message and experiences and live the values. Although at times it is an uphill battle full of challenges, we do not give up. We continue to strive on and participate in the education of our youth and encourage them to follow and lead a good and healthy life that is fulfilling mentally and physically. After all, it is through educating our youth that the movement survives and is strengthened for the future.

THE CULTURAL ACTIVITIES IN THE FIELD OF OLYMPIC EDUCATION  
THAT WERE PROMOTED BY THE SPANISH OLYMPIC ACADEMY  
DURING SCHOOL YEAR 2011-2012

**Eugenia MARTÍNEZ GORROÑO (ESP)**

*Member, NOA of Spain*

**Raquel AGUADO GÓMEZ (ESP)**

*Member, NOA of Spain*

In this presentation we shall give you a synthesis of the most important activities that were carried out during the school year 2011-2012 by the Spanish Olympic Academy (SOA) as part of its objective to propagate Olympism and its ideology, since we cannot explain in detail all the activities that were undertaken because we have to comply with the rules regarding the length of the texts.

Conrado Durántez Corral, as the main representative of the SOA attended, on 8 and 9 April 2011, the *International Symposium* organized by the Czech Olympic Committee and delivered a lecture on Jiri Stanislav Guth- Jarkovský, member of the first International Olympic Committee.

The 50th anniversary of the International Olympic Academy (IOA) was celebrated in Madrid on 16 June in the presence of many Spanish and foreign Olympic personalities, among whom the Dean of the IOA Kostas Georgiadis, who gave a lecture on the institution's history and future. At the end of the proceedings a plaque was unveiled that contained the testament of *Lucius Minucius Natalis*, the first Olympic champion born in Hispania.

Among many other activities, the SOA convened the *3d Congress of Olympic Studies Centres* in Barcelona on 27-28 June. During the Congress many lectures

were delivered by university professors, directors of various OSCs, on the Olympic phenomenon with several highly interesting proposals regarding areas to be further explored. The Rector of the Autonomous University of Barcelona Ana Ripoli and the Heads of the IOC's *Olympic Studies Centre*, Maria Bogner and Nuria Puig attended the Congress, among others and provided information on the IOC's documentation and files in Lausanne and the support given to the students and researchers of the Olympic Movement and Olympism.

We shall only mention now some of the activities carried out by a number of Olympic Studies Centres established on the basis of agreements concluded with all universities in the country.

As part of its efforts to propagate Olympism and its values among the Spanish academic community, the SOA inaugurated, on 25 May, a new *Olympic Studies Centre* at the University of Navarra, following the agreement it had signed with this institution, which is now the 28th OSC established by the SOA. As on other occasions, the Centre received bibliographic material that will be at the disposal of students and professors in the Omnisport Building. The inaugural conference "*The humanist and cultural factors of sport*" was delivered by Conrado Durántez. The day ended with two round table discussions on "*From London 2012 to Madrid 2020*" and "*University and Sport*".

As a main and always compulsory activity through the years, the *44th Session of the Spanish Olympic Academy* was held at the Autonomous University of Madrid, in the hall of the *Teacher Training and Education Department* between 15 and 18 November 2011. Its programme included seven lectures, two round tables and the projection of a film, "*Olympic heroes and the ambition of power*", presented by Conrado Durántez, President of the SOA.

The Session's lectures were delivered in the morning and afternoon and were attended by 110 students as part of an "*Olympic Week*" involving other parallel activities. Two exhibitions, the property of the *Spanish Olympic Academy*, were presented at the Cantoblanco University Campus, where the Autonomous University of Madrid is located: "*Pierre de Coubertin: the Olympic humanist*" and "*Olympic Posters*". Two contests, "*Olympic Poetry*" "*Visual Arts on Olympic themes*", were also held with the participation of professors and students

from the whole university community. The prizes were given to the winners on 18 November, on the last day of the *44th Session of the Spanish Olympic Academy*.

Within the framework of its initiatives to promote Olympism, the Spanish Olympic Academy regularly sponsors with the Spanish Olympic Committee the publication of two reviews which are delivered by mail to the Olympic Studies Centres and are at the disposal of the libraries of Spanish universities:

*“Olympism. The Review of the Spanish Union of Olympic Philately”*, which contains, in addition to news on Olympic philately in our country, articles on Olympic history and ideology, as well as information on the events organized by the Olympic Academy.

The other publication is *“Citius, Altius, Fortius. Humanism, Society and Sport: Research and Essays”*, which publishes research work and high quality essays on the Olympic Movement and Olympism from a historical, social, educational and humanistic perspective. This publication is aimed at the international academic community, which studies, researches and explores the essence and values of Olympism, in the context of its scientific and research work. It is a half-yearly publication with a worldwide circulation and is part of the IOC’s bibliographic collection in Lausanne. Its Editorial Board includes distinguished university researchers from Spain, Germany, the United Kingdom, France, Denmark, Greece, Portugal and Brazil. Its publication and coordination are done by the Olympic Studies Centre of the Autonomous University of Madrid. Its directors are Dr Conrado Durántez Corral, President of the Spanish Olympic Academy and Dr Eugenia Martínez Gorroño, Director of the Olympic Studies Centre of the Autonomous University of Madrid.

*Citius, Altius, Fortius* receives original works in Spanish, French and English that have to be submitted to a double external evaluation. Once accepted they are translated and published in Spanish so that they can be distributed to the members of the Spanish-speaking academic community. In this way, research work of the highest level that is being carried out in all countries can be published in our mother tongue. Today, in addition to the research of Spanish professors, scientific material is provided by academics from Germany like Karl Lennartz or

Arnd Krüger, the UK like David Kirk, France like Thierry Terret or Oatrick Clastres, the US like William Kelly of Yale University, Denmark like Gertrud Pfister, Hungary like Nikoletta Onyestyák or Australia like Johanna Adrianse.

The quality and accuracy level of the published works was evaluated by the *Higher Scientific Research Council (CSIC)* of Spain and met 32 of the 33 established quality criteria. Because of its quality and accuracy, the review is present in international data bases like Dialnet, Latindex and DICE (Circulation and Editorial Quality of Spanish Humanities and Social and Legal Science Periodicals). According to the information contained in DICE's official website, *the National Quality Evaluation and Certification Agency (ANECA)* uses this data base as a reference for the quality of Spanish publications during the evaluation of the teaching profession.

**THE 34th EDITION OF NATIONAL OLYMPIC ACADEMY (NOA)  
OF THE CHINESE TAIPEI OLYMPIC COMMITTEE (CTOC)**

**Prof. Hung-Shih CHOU (TPE)**

*Education Committee member, Chinese Taipei Olympic Committee*

*Former President, National Taiwan Sport University*

## **Introduction**

In 2011, the Chinese Taipei Olympic Committee held its 34th edition of National Olympic Academy (NOA). The previous NOAs have cultivated abundant outstanding talents including professors, coaches, entrepreneurs, and government officials of different localities. They are now elaborating their specialties in diverse industries. From my past experiences with the trainees, participation in the NOA and thus absorbing the spirit and issues of Olympism has played an important role in broadening their vision and inspiring their positive thinking.

The 2011 NOA was held in Taipei City University of Science and Technology, with a total of 119 participants. Seven of the trainers came from other countries or regions, such as Malaysia, Hong Kong, and Macau, providing a unique opportunity to obtain international experiences.

In the 4-day event, CTOC arranged multiple and solid programmes and activities, including keynote speech, core programme, group discussions, and all kinds of educational activities in connection with Olympic culture. The programmes are demonstrated as follows:

**Keynote speech: Why study the function and challenge of Olympic Games?**  
*by Mr Wei, Ji-Zhong, Chairman of the International Volleyball Federation & Honored Vice-Chair of the Olympic Council of Asia*

There are not so many issues on the Olympic Games itself as the media suggested. However, there are many existing problems within the Olympic sport. Chairman Wei discussed and proposed 20 topics, including sport and politics, sport and professionalization, sport-commercialization, gains and losses of hosting events, use of illegal substances, corruption in sport, impartiality of judgment, qualification of athletes, false age claiming, competitive sport and gambling, health and injury, democracy and arbitrariness in management, sport for all, school physical education, sport-seasoned, TV broadcasting, sport sponsorship, news media, dispute and arbitration, training system, as well as the setup of sport events.

Chairman Wei suggested that Olympic Studies should focus on sports and athletes. Factors such as politics, economics, society, and culture should also be taken into consideration. In general, there is no right or wrong. No disputes should damage the rights and benefits of athletes and there is no simple yes or no answer but sports problems should be treated in a moderate perspective.

**The economic myth of hosting Olympic Games**

*by Mr Wei, Ji-Zhong, Chairman of the International Volleyball Federation & Honored Vice-Chair of the Olympic Council of Asia*

Many cities have facilitated urban development and renewal by hosting Olympic Games in the past. For example, 1988 Seoul Olympic Games advanced the development of Seoul; 1992 Barcelona Olympic Games motivated the city for 15-20 years of development; 2008 Beijing Olympic Games changed the economic and industrial structure of the city and greatly diminished pollution in Beijing. However, positive outcomes are not necessarily the sole result of hosting Olympic Games.

First of all, the involvement of the government and the public sector are

necessary for industrial renewal while hosting large events. Secondly, the host should establish an objective index for evaluating the economic benefits of large events. Thirdly, all subsequent application of soft and hardware legacies should be properly arranged. Finally, and most importantly, all requirements of the IOC should be met.

***The Core Curriculum of the Olympics – Seminar – The Educational Value of the Olympics***

*by Ms Chou, Li-Lee, Chinese Taipei Olympic Committee, Education committee member, Beijing Taiwan Sport University, Visiting Professor*

Professor Chou traced the origin of Olympic education by referencing to the six perspectives proposed by Pierre de Coubertin, as follows: religious athletes, noble and elite conducts, chivalry, the concept of truce, mind-body harmonious development, and world peace.

The development and growth of National Olympic Academy in Taiwan is also a major focus of the curriculum. Professor Chou pointed out that Da-Yeh University and National Taiwan Sport University both developed research centers for Olympic topics, and the Chinese Taipei Olympic Committee has set up a small-size Olympic Museum and is publishing the Olympic Quarterly Magazine to promote the Games and the Olympic deals.

***The Administrative Organization of Olympic Games***

*by Mr Lin, Liao Lu, Chinese Taipei Olympic Committee, Education committee member, High school physical education teacher*

The Chinese Taipei Olympic Committee has encountered many difficulties in its development due to political reasons. It has survived much hardship to come a long long way. The focus of Mr Lin's topic was the organizational functions between International Olympic Committee and Chinese Taipei Olympic

Committee. In order to expand students' understanding of the developmental history of important organizations Mr Wu Jing-Guo, a devoted International Olympic Committee member, shared also his experience and reflections with regard to the development of Olympic organization in Taiwan.

### **The History and Development of Olympic Games**

*by Mr Peng, Yu Jen, Chinese Taipei Olympic Committee, Committee member, Kang-Ning Medical School, Professor*

Professor Peng quoted a piece of ancient Chinese poetry describing the warfare during Tang Dynasty as preface. Then Professor Peng talked about the sacred truce agreement in Sparta City, Greece. Professor Peng discussed how ancient Olympic Games became a peaceful event separate from wars during that time.

Professor Peng believed that the work of Pierre de Coubertin, the father of modern Olympic Games in the 19th century, had a profound influence on modern Olympic Games. He looked forward to peace, unity and a harmonious relationship between peoples and nations through the promotion of the Olympic Movement.

### **The Olympic movement, Sports, and International Development**

*by Mr Huang, Dong-Zhi, Chinese Taipei Olympic Committee, Education committee member, Professor of National Taiwan Sport University*

Professor Huang, a Sport Sociology expert, discusses the definition of the Olympic Movement and the concept of international sports development assistance. From the viewpoint of sociology, sports can be used as a medium to promote social cohesion, social capital, and social solidarity. He looked forward to more financial assistance in researches on the Olympic Movement.

Professor Huang indicated that physical education classes and sports clubs are ideal media to encourage mutual respect and trust among teenagers.

### **Special Olympic Topic: Sport and Environment Protection**

*by Mr Chou, Hung-Shih, Chinese Taipei Olympic Committee, Education committee member, National Taiwan Sport University, former president*

Professor Chou attended the 9th World Conference on Sport and the Environment which took place in Qatar in 2011 on behalf of the Chinese Taipei Olympic Committee. Professor Chou proposed to promote sport and environment protection. The International Olympic Committee has strongly advocated the concept of building eco-friendly environment and development. Professor Chou also suggested a new research direction with regard to integrating environmental protection and sport pedagogy according to his views on sport pedagogy. He believes that education is the medium to raise awareness of sport and environment protection among the public.

### **London 2012: Going Green**

*by Ms Margaret Tongue, Deputy Representative of the British Trade and Cultural Office*

The 2012 London Olympic Games is not only preparing for a competition, but rather to make London a more livable city. Ms Tongue's speech clearly discussed the environmental planning of the 2012 London Olympic Games. She pointed out that the city government of London purified the soil in old industrial zones and planted new trees. Also, they use eco-friendly transportation as their public means of transport. At the outskirts of London, the government established a new environmental science and technology park. By improving architectural technology and enhancing living quality, London not only can successfully host the Olympic Games but will also give the city a fresh new look.

### **The Function and Difficulties of the Olympic Games**

*by Yeh, Gong-Ding, Chinese Taipei Olympic Committee, Education committee member, National Taiwan Sport University-School of Management, Dean*

Professor Yeh analyzed the positive and negative impacts of mega-sport games from the perspective of social, cultural, economic, and environmental factors etc. He also proposed the effectiveness of evaluation models from a theoretical and practical point of view. Professor Yeh believes that organizing sporting events should adopt a pragmatic attitude in controlling expense to avoid excessive waste of resources.

### **Experience Sharing and Group Discussions**

#### ***Experience Sharing***

The sharing of experience and knowledge is very important for students who participate in various international activities on behalf of the Chinese Taipei Olympic Committee. Tsai Ming-Jen and Liao Yun Xuan participated in the 50th international Olympic Academy Youth Olympic Symposium. Both participants shared what they learned during the symposium and agreed that the greatest achievement was to increase their sense of mission for Olympic education. They both encouraged other students to try.

In the second session, Wang Tsai-Ping, a participant of the Leadership Symposium at the 14th Malaysian Olympic Youth Movement, shared her experience. She recalled, during the seven days of seminar, she was most impressed by the passion and dedication of local athletes as well as their adherence to the Olympic spirit. Wang believed that the greatest influence the seminars have on her was that the Olympic Spirit is no longer just a slogan, it is a concept that could be put to practice.

#### ***Group Discussions***

Students were divided into 10 groups to discuss different issues. The discussion

topics were as follows: Group one: Olympic Education; Group two: Moral Education of the Athletes; Group three: Career Planning and Social Responsibility of Athletes; Group four: Olympic and Its Sustainable Development; Group five: Strategy Analysis of the Application for Taiwan to Host 2017 East Asia Games; Group six: To Promote Olympic Movement Through Schools; Group seven: How to Promote the Olympic Spirit; Group eight: Strength and Love; Group nine: The Embarrassment of Youth Olympic Games; Group ten: Career Planning of the Sports Park.

Generally speaking, reports from all ten groups were very impressive and straight to the point. Feedbacks from other students were fairly interesting which also extended the depth and breadth of this exchange.

## **Olympic Activities**

### ***Mimicking Ancient Olympic Games***

This activity was designed by youth counselors who had participated in Olympic conferences before. Youth counselors dressed up as Greek Goddesses with their bodies covered by bed sheets, leading each team into the arena, symbolizing the meaning of holding the Olympic Games in Greece. This was followed by an athletics competition such as sprint, long jump, high jump, far throws, and arm wrestling. The goal of these activities was to allow students to personally experience the role of an athlete in ancient Greece as well as to experience the spirit of Olympic competition.

### ***Olympic Night***

Students prepared the performance during their spare time. The activities varied from diablo, singing, drama, hip-hop dance, and group activities etc. Through the effort of these students' performance and the guidance of the host, the event became very exciting. Many students had the opinion that the Olympic night not only made their night but also helped them learn about the spirit of solidarity.

***Closing Remarks***

Much appreciation goes to the Chinese Taipei Olympic Committee and National Olympic Academy, staff, and participants for their effort and resources provided to make this sporting event possible. In addition, the Olympic spirit will continue to grow through collaboration among Olympic committees of other countries. Last but not least, we will continue to promote Olympism and related events with a view to expanding the spirit and belief of Olympism in Taiwan.

## SUMMARY ANNUAL REPORT 2011 THAILAND OLYMPIC ACADEMY

**Prof. Dr Supitr SAMAHITO (THA)**  
*Director of the NOA of Thailand*

Since 2011, the Thailand Olympic Academy has successfully undertaken various activities as planned, and has achieved reasonable success in academic fields, as well as achieving further goals in the areas of surveys, researches, basic data collection of Olympians and Olympic Movement through Olympic Education. With strong and continuing support from the National Olympic Committee of Thailand, the Thailand Olympic Academy was able to organize several activities, including the following:

1. On the Olympic Day July 24, 2011 the Thailand Olympic Academy had an opportunity to hold the Olympic Movement Cultural and Education Activities: *Fresh-Friend-Fun-Fair-Fit*, at the Rama V Monument, Bangkok, Thailand. The participants were children, youths and parents who spent an entire day with great enjoyment and happiness. Besides, these activities helped them understand how to make perfect body movement through exercise and relaxation. Then on 15-18 August 2011, with a new set of body movements, the Thailand Olympic Academy went on to organize the same activities at the Thammarinthana Hotel, Trang Province, Thailand, as well.

2. In fact, the objective of holding the Olympic Movement, Culture and Education Activities, was to open the door for Olympic Education to youth development, while enhancing knowledge and understanding for lecturers, students of

Physical Education Institutes and all of the Olympians through Olympic Education with sustainable development.

3. Meanwhile, on 15 October, 2011 the activities were re-conducted at several schools and the Physical Education Institute, attended by different age groups. They seemed to quickly grasp the concept of sport values through learning and teaching very well.

4. For Advanced Sport Management Courses, the International Olympic Committee in cooperation with the Olympic Solidarity gave its support with an intention to promote and increase the potential of National Federations, National Sport Administrators and Sport Technicians at large. On this occasion, the National Olympic Committee of Thailand decided to send Prof. Dr Supitr Samahito, Director of Thailand Olympic Academy and Dr Issadee Kutintara, Member of Thailand Olympic Academy, to attend the above mentioned course from 4-7 October 2010 at the International Olympic Committee Headquarters in Lausanne, Switzerland. Now, with our fully qualified human resources, Thailand was enabled to open the Advanced Sport Management Courses with teaching, learning and sharing techniques, thus helping the participants gain experiences and knowledge in full. On top of that, at the end of the above mentioned courses, each participant had to make a case study for each chapter and present it to the class for comments and further consideration. Duration of the Advanced Sport Management Courses is as follows:

1st	29-31 March 2011
2nd	31 May to 2 June 2011
3rd	25-28 July 2011
4th	27-29 September 2011
5th	24-26 January 2012

*Venue of Course: The Twin Tower Hotel, Bangkok, Thailand.*

From these activities which reflect the impact of Olympism on the students, teachers, administrators and people who participated in these events, I myself as the Director of the Thailand Olympic Academy also hope that the Olympic Idea will constitute a legacy for the future and for young people all over the country.

## **Future Plans of the Thailand Olympic Academy 2012 in the celebration of the 10th Anniversary on the 25th of March 2012**

1. Organizing the Home Coming Day for the Olympia Alumni in order to meet and brainstorm the creation of Thailand Olympic Academy activities and to disseminate the Olympic Movement.

2. Organizing the Olympic Education Movement for Youth Development Workshop concerning the innovation of creating sporting spirit and the value of life. These activities are being taught in sport schools and Institutes of Physical Education.

3. Developing the Glossary – Olympic Movement in Thai session.

4. Translating the Management of Olympic Sports Organization in Thai language to be used for reference when conducting the Advance Sport Management Course.

5. Translating the Sport Administration Manual to Thai language to be used for reference when conducting the Sport Administration Course.

6. Developing the alumni association as to compile personal histories and to invite well trained personnel to take part in (International Olympic Academy: IOA) activities.

7. Developing a pocket book called “Phenomena beyond the London 2012 Olympic Games” as a continuation of the Beijing Games Pocket Book 2008. This pocket book shall reflect competition activities by means of stressing the real intention of the famous saying by de Coubertin “the most important thing in the Olympic Games is not to win but to take part”. This pocket book will be used as a text book for Olympic Education and shall be the property of TOA national wide.

8. Organizing the Olympic Day on 23rd June 2012 as related to cultural and educational activities to be held in Thai Lao – Friendship Bridge 3 in Nakhon Panom Province.

## PRESENTATION NOA – TOGO

**Charles PANOU (TOG)**

*Director, NOA of Togo*

### **Introduction**

It is a duty and pleasure for us to present this report on the activities of the National Olympic Academy of Togo since our last meeting.

During our presentation at the 10th Session in 2010, in a strictly objective way and without any complacency, we presented the dire situation of Togolese sport after the numerous crises that had broken out in many national sport federations and the unfortunate events that were due to the fact that the role of the sports official had been misunderstood and the concept of education through sport ignored. We had therefore set as our priority objective the educational role of sport in our country and expressed our hope that we would be able to face the challenge, by seeking inspiration from Olympic education, the experiences and achievements of existing National Academies and the IOA.

### **The Olympic values education programme (OVEP) in Togo**

The NOA of Togo focused particularly on the implementation of the Olympic Values Education Programme (OVEP), which is the key instrument of our action programme. Our project aims at introducing in the schools a sporting tradition

based on the teaching of Olympic values and disseminate it in all society. It is based on the cooperation between the Togolese NOC, the Ministry of Education, the Ministry of Sport, national sport federations and other relevant actors, such as town councils and local communities. The National Olympic Academy and national federations, each for its own sport, will develop a sports programme, taking into account local realities.

### **Process**

The Togolese NOA has chosen a pedagogy, which is based on example: develop a model project and extend it to the other schools. In February 2011, the NOA launched, in a pilot primary school in the suburbs of Lomé, an experiment that will help teachers of the 4th and 5th years of primary school to teach volleyball to their students during physical education hours, insisting on respect for the Olympic values of the OVEP manual. During sport sessions children must behave according to the motto: Olympism=Excellence, Respect, Friendship. The response of the school authorities, teachers and pupils was warm and enthusiastic. Young children's passion for sport made many of them continue to practice sport outside the school environment.

The experiment was conclusive and on 16 December 2011 the National Olympic Academy organized a seminar, which was attended by the representatives of 23 national sport federations, members of the Togo NOC, the Ministry of Education, primary and secondary education (school principals and representatives of children's parents) and the town council of Lomé on the theme: "launching OVEP in Togo". This leaflet was designed for that purpose. Participants fully supported the project, which will be extended to other sports with the cooperation of national federations. A steering committee was set up in order to carry the project through. Mixed committees (NOA-National Federations-National Education-Ministry of Sports) were constituted in order to study the design of teaching programmes and textbooks.

Training courses are organized by the NOA, in consultation with the national

federations, for primary school teachers and sports instructors on how to teach Olympic values and make children embrace them.

### **Activities 2010-2012 of the NOA and NOC**

In the field of Olympic education and the promotion of the Olympic Movement:

#### **In 2010**

- On 23 and 24 July, in Kpalimé, in the Western part of the country, about forty journalists from all over the country were trained on the values and principles of Olympism.
- On 6 and 7 August, about fifty teachers and coaches attended a seminar, in the city of Atakpamé, on Olympism in the school and in the world of sport.
- On 17 and 18 September in Kévé, a city located in the coastal area, several sport and other events were organized, including cleaning actions, as part of the “sport, environment and Olympism” days.
- The Olympic Day was celebrated on June 26 in the city of Afangnan, in the South-Eastern part of the country, with other sports events in addition to the race.

#### **In 2011**

- On May 5 in Kpalimé, the “Sport for All Day” was celebrated.
- On June 4 the Togo NOC commemorated “Earth Day” in Lomé by planting young trees on a piece of land made available to it by the government.
- On 16 and 17 September, the city of Kpalimé once again hosted a seminar on the subject of: “Why Sport and the Environment?”
- On 23-25 September, the former athletes who are members of the “Togo Olympians Association”, celebrated in Lomé the 2nd edition of the “Olym-

pians' Days", with many sports activities: racing, cycling, boxing, judo, fencing...

- On 25 and 26 November in Kara, about fifty physical education and sport teachers and coaches were initiated into the values of Olympism.
- On 9 and 10 December, a seminar on "Sport and Peace" was held in Atakpamé, the region of the plateaus.

## **Conclusion**

We have made a small step with the launching of OVEP in Togo and are confident about its future in our country. We shall always welcome those who would like to contribute to it. We wish to seize this opportunity to thank the French Olympic Committee which has generously provided to the Togo NOC for six months an assistant who helped us a lot in launching OVEP. In conclusion, we wish to announce the publication of our first periodical, "the TNOC's Review", here it is!

**ASSOCIATION OF AFRICAN NATIONAL OLYMPIC ACADEMIES  
2011-2012**

**Dr Ridha LAYOUNI (TUN)**  
*President of AANO*

After a long waiting period during which the formalization of the presence of AANO in Tunisia has been frozen for extra-Olympic reasons, we finally realized this goal through the promulgation and publication in the Official Gazette of the Tunisian Republic of Presidential Decree relating to the installation of AANO in Tunisia (Decree N° 2011-1104 of August 4, 2011).

By obtaining the status of a Non Governmental Organization (NGO) the AANO enjoys consequently legal status and legal situation in Tunisia allowing the start of its activities.

Moreover, the National Olympic Committee of Tunisia (NOCT) decided at the meeting of its Directing Board, held February 17, 2012, to reinforce the action of AANO and to guarantee better working conditions by adopting the following measures:

- Renting by the Tunisian National Olympic Committee of a locality that has been made available to the AANO (2, Rue Ali Ayari, ElManar2, Tunis);
- Equip the locality in question with necessary materials and Communication utilities;
- Support for the operation of the AANO office by the CNOT;
- Recruitment of the Director and administrative Staff of the AANO;

- Strengthening of the African National Olympic Academies with moral, material and financial support for this young organization to accomplish its mission in the best conditions.

## ACTIVITIES OF THE TUNISIAN NATIONAL OLYMPIC ACADEMY 2011-2012

**Dr Ridha LAYOUNI (TUN)**  
*President, NOA of Tunisia*

2011 and 2012 were a turning point for the TNOA, which was enhanced by a number of measures adopted by the Tunisian Olympic Committee among which were:

1. The inclusion by the General Assembly of a chapter devoted to the TNOA in the TNOC's Statutes which sets out its duties, objectives and activities.
2. The creation of four departments within the TNOA:
  - The Voluntary Work and Young Olympians Department;
  - The Olympic Education and Training Department;
  - The Olympic Studies Centre;
  - The Olympic Library.
3. The recruiting of an administrative coordinator at the Academy.
4. The leasing of premises for the TNOA.

Moreover, during this period the TNOA organized the following activities:

- **Advanced Sport Management Courses (ASMC)**  
The TNOA organized two Advanced Sport Management Courses which were attended by 25 representatives of National Federations and Sports Clubs. The courses comprised seven sessions during which 150 case studies on the management of Tunisian sport organizations were developed.
- **A National Seminar on Sport Communication.**
- **5th and 6th National Course for Sport Officials.** The courses were attended by 60 candidates who were trained in sport administration.
- **The TNOA's Annual Session** was an opportunity to consider Olympic education themes involving young Tunisian students. Many interesting recommendations were presented by the participants.

## OLYMPIC ACADEMY OF UKRAINE: ACTIVITIES IN 2008-2012

**Laryssa DOTSENKO (UKR)**

*Scientific Secretary, NOA of Ukraine*

In my presentation I'd like to give you some information on the activities of the OAU for 2008-2012.

The supreme body of the Olympic Academy of Ukraine is a session which is conducted annually and the General Assembly convenes every four years to evaluate the work done, to map out plans on activities and educational programmes for the next four-year period, and to elect the top officials of the Academy in order to ensure the universal development of the Olympic education system in Ukraine.

This January the representatives of all 27 regional branches of the Academy gathered in Kyiv not only to discuss a wide range of issues relating to the OAU activities but also to celebrate the 20th anniversary of the establishment of the Olympic Academy of Ukraine.

Taking this opportunity let me on behalf of the President Dr Maria Bulatova thank the IOA President Mr Isidoros Kouvelos and presidents of other National Olympic Academies for the greetings they sent us on this happy occasion.

The participants of the Assembly analyzed the results of work for the past four-year period, approved of the plans on future activities and elected the President and Executive Board members.

Dr Maria Bulatova has become unanimously the President of the OAU for the next cadence and the members of the Executive Board who headed the work of the commissions were elected:

- Olympic education at the collegiate level;
- Olympic education at pre-school and secondary school level;
- Science and publication;
- Sport for All;
- Olympic movement veterans;
- Women and sport.

In the next four-year period the Academy plans to develop activities in the following directions:

- Olympic Study Centres;
- Departments of Olympic and Professional Sports in specialized higher educational establishments in the field of physical culture;
- International Scientific Congresses “Olympic Sport and Sport for All”;
- Publishing House “Olympic Literature”;
- Olympic Museum;
- Olympic Library;
- Olympic Archives;
- Magazines “Science in Olympic Sport” and “Olympic Arena”;
- Movies on the Olympic Games”.

The first step in developing the system of Olympic education in Ukraine is the establishment of Departments of Olympic and Professional Sports for preparation of specialists at higher profile, learning schools and opening the Olympic Study Centers on the basis of leading higher physical culture establishments.

In different regions of the country five Olympic Education and Study Centers with the affiliated Olympic Libraries have been created. They operate in close cooperation with Departments of Olympic and Professional Sports of the Universities.

The Academy has developed the “Programme on Olympic Education” for specialized and non-specialized higher education institutions. The discipline “Olympic Sport” of 135 academic hours is now a compulsory course for students

of all forms of learning and is based on the academic handbook "Olympic Sport" by V. Platonov.

Recently the taught course has been enriched by the publication of "Encyclopedia of Olympic Sports in Questions and Answers" by M. Bulatova and its English version has become available to foreign students too.

The presentation of "Encyclopedia in Questions and Answers" and the new edition of "Olympic Sport" in two volumes was held at the XIII Olympic Congress in Copenhagen, 2009.

On a regular basis under the IOC patronage the scientific-theoretical journal "Science in the Olympic sport" is published which highlights the historical, philosophical, sociological, economic and legal aspects of Olympic sports, ethics and psychology of the Olympic movement, theory and method of preparation of athletes, medical and biological aspects of Olympic sports.

There are a lot of various ways to spread Olympic ideals and one of them is organization and participation in scientific conferences, forums, Olympiads, seminars for young generation in different cities and universities of Ukraine. The Academy participates in conducting annual international conferences "Young Sports Science of Ukraine", "Youth and Olympism", "Sport-Spirituality-Humanism"; it holds All-Ukrainian University Student Olympiad in foreign languages "Student and Olympic Sport", Olympiad on specialty "Olympic and Professional Sports", it organizes lectures, symposia, meetings for spreading the ideas of Olympism and so on.

One of the key projects of the last cadence has become the research on the life and deeds of General Alexei Boutovsky, who was born in Ukraine, and jointly with P. de Coubertin was one of the founders of the Olympic movement, entered the first IOC and was considered as one of the outstanding personalities in the history of physical education in his motherland.

On the results of the research done by the members of the OAU in commemoration of Gen. A. Boutovsky's merits memorial signs of his name have been established, which are given to students for great achievements in research activities on physical education and sport. A monument is erected dedicated to A. Boutovsky in Poltava (Ukraine), where he was born. The members of the Academy have

compiled his scientific and epistolary heritage in a 4-volume edition and his “Selected Writings” are also published in English.

Museums and Libraries occupy a very important place in the Olympic education system in Ukraine: there is the Museum of Sports Glory of Ukraine (more than 17,000 exhibits) and the Olympic Museum affiliated to the National University of Ukraine on Physical Education and Sport (3,500 exhibits). Currently, the efforts of the Academy are aimed at creating the Olympic Museums and Olympic Education Rooms in other regional educational institutions.

An important part of the OAU activities is the introduction of Olympic education at pre-school and secondary school level. The issues of Olympic topics are included in educational programmes in the discipline “Physical education” for 1-11 grades at secondary schools. The Academy jointly with the Ministry of Education and Science have developed and introduced a programme of special course “Fundamentals of Olympic knowledge” for 5-11 grades.

A specialized scientific journal “Physical education in schools” contains chapters devoted to Olympic education in secondary schools.

In Ukraine there is a network of experimental schools (over 100) where the education is based on the Olympic philosophy.

Twice a year teachers and experts of secondary schools take part in scientific-practical seminars conducted by the OAU to share experience on the integration of Olympic education in the school system. In order to optimize the educational process the Academy provides the schools with free didactic materials on the Olympic themes: posters, board games, methodical and educational literature.

Conducting the Olympic Days, the Olympic Lessons and Olympic Weeks has become a good tradition in Ukraine. Within these activities the OAU organizes the Kids Olympic Games, art and literature contests, Quizzes for different age groups, Board games, meetings with the participants of the Olympic Games, sports veterans, representatives of culture, etc.

Every two years the Olympic Academy of Ukraine initiates All-Ukrainian contests of children drawings and Olympic essays on Olympic themes (almost half a million of young participants). Annually schoolchildren take part in a quiz

“Connoisseur of Olympic Sports.” The winners of competitions and quizzes are awarded at the Sessions and General Assembly of the NOC of Ukraine.

In 2011 in Ukraine a pilot project was carried out – the mass sports festival “Olympic stork-chicks” for younger schoolchildren, which is likely to become a tradition.

An important component of the Academy activities is conducting regular meetings of winners of the Olympic Games with schoolchildren and students under the motto “Relay of generations”.

Before every Olympic Games the Academy prepares and publishes manuals telling about the upcoming games, their peculiarities, cultural and historical heritage of the country in which they are held.

For school-age children the fifth edition of the manual “Your First Olympic Guidebook” was issued. For participants of the Youth Olympic Games and Olympic Festivals the book “Your Olympic Guidebook” and the Ukrainian-Russian-English Phrase-book “Olympians speak English” (three volumes) containing about 30,000 words and phrases of general and special terminology on 50 Olympic sports were published. All the books published by the Academy are distributed for free throughout Ukraine.

Among the latest publications of the Academy are the books: “The Games that have conquered the world”, “Olympic Constellation of Ukraine (Athletes)”, “Olympic Constellation of Ukraine (Coaches)”, “Cultural heritage of Ancient Greece and the Olympic Games”, “The Olympic Academy of Ukraine” in Ukrainian and English.

The basis of international relations of the Academy is close contacts with the Olympic Study Centre (Lausanne), the International Olympic Committee, the Olympic Museum (Lausanne), Pierre de Coubertin Center (Lausanne), the International Olympic Academy (Olympia), and the National Olympic Academies.

The OAU strives to develop and consolidate its experience in the field of Olympic education through participation in sessions and seminars which is conducted by the International Olympic Academy. For 20 years about 100 members of the OAU took part in the various educational programmes of the IOA.

On the initiative of the OAU since the early 1990s International Scientific Congresses “Modern Olympic Sport” have been staged. Nowadays, they have become traditional and regularly gather enthusiasts of the Olympic movement from about 40 countries of all continents.

The OAU members took part in the scientific congresses held in other countries such as “Women and Sport”, “Doping and Sports”, “Sport for All”, “Environment and Sport”, etc.

The veterans of sports and Olympic movement are also in the focus of the Academy attention. The OAU accumulates the materials on the problems of the veterans’ movement in Ukraine, organizes athletic competitions for veterans, involves former prominent athletes to give lectures for the young generations of Ukraine.

## REPORT OF THE ZIMBABWE OLYMPIC ACADEMY FOR THE PERIOD MAY 2011 TO MAY 2012

Nomsa MPOFU (ZIM)  
*Coordinator, NOA of Zimbabwe*

### **Introduction**

We are pleased as the NOA of Zimbabwe to report that we have been working on a five phases museum project under the OVEP, whose phase four mounting process was successfully completed in May 2012. The Olympic museum was started under a partnership with the Zimbabwe Museum of Human Sciences which provided the NOA an exhibition space within their already existing structure.

### **Overall Summary of the NOA's activities**

Phase four of the project mainly focused on the advanced expansion of the Olympic museum which was implemented under the theme "*beyond our borders, beyond boundaries*". The following briefly explained activities which were implemented in 2011 under the OVEP activities. Museum renovations, Exhibitions, Zimbabwe International Trade Fair, COTTCO Rugby festival, Harare Agricultural Show, Harare International Festival of Arts, Art competition for Primary and Secondary Schools

## **1. Museum renovations completed August 2011**

The Olympic museum was mounted in a constrained area within the National Museum of Human Sciences; it was against this background that the NOA saw the need to come up with a bigger exhibition space. The space was made available within the same National Museum of Human Sciences courtyard which is where the new structure of the Olympic museum was constructed. The structure was constructed using timber and metal sheets with a smooth wooden finish inside.

The construction was done over a period of three months leading to its completion in August and subsequent final touches that finally stretched to September. Following the completion of the structure, the mounting process of the new exhibition in line with a newly compiled storyline began and was completed in May 2012.

Throughout the four phases of the museum project, researches to come up with ideas for improvement of the museum were done some of which have been incorporated in the adjusted storyline. These ideas were implemented in the new Olympic museum.

## **2. Exhibitions**

### ***Zimbabwe International Trade Fair (ZITF) Exhibition 3-7 May 2011 in Bulawayo***

The 2011 Zimbabwe International Trade Fair further created the marketing of the Olympic Museum and library project to the National and International stakeholders as well as paved the way to the spread of Olympism and Olympic Education. More schools from the ten provinces of Zimbabwe have since developed a culture of organizing trips to enable students to visit the historic museum to research in preparation for provincial and national OVEP activities such as Art and Sport competition and Olympism quiz. The Olympic museum has also formed part of the school OVEP quiz shows which encourages students to continue researching more on the museum and Olympic Movement in general.

***Cotton Company of Zimbabwe Rugby festival (COTTCO) Exhibition 2-7 May 2011 in Harare***

Temporary exhibitions were mounted in Harare as part of the Olympic Values Programme aiming at spreading Olympism and Olympic Education. The exhibition in Harare was mounted at the Cotton Company of Zimbabwe Schools Rugby Festival (COTTCO) where rugby teams from all over the country gathered to participate in the week long festival. The electronic OVEP quiz competition became very popular as visitors flocked the exhibition to take part in this competition. Some schools have since requested that they be assisted in coming up with such electronic quiz competitions on Olympism and Olympic Education in their school, information of which was availed to them for use during Olympism clubs time as part of the NOA's activities.

***Harare Agricultural Show 19-27 August 2011***

The annual Harare Agricultural Show received a lot of support and created the much needed awareness of the Olympic Museum at the same time enhancing the spread of Olympism and Olympic Education.

***Harare International Festival of Arts***

ZOA managed to take part in the Harare International Festival of Arts under the Art and Sport category. The exhibition became a center of attraction as people were interested in knowing how sport can be expressed through art. ZOA's drawings from the schools art and culture competition were on display as well as sculptures that expressed the Olympic value of excellence.

**3. OVEP - Art competition for Primary and Secondary Schools**

ZOA also managed to run the 2nd edition of the art and culture competitions for schools on 28 October 2011 in Chitungwiza. The competition was entered by Primary and Secondary schools whose teachers have been trained by ZOA and are currently running Olympism clubs. The competition was run in the following

categories: 1) Drawing and painting under the theme *Honesty* 2) Designing the ZOA Logo 3) Cultural dance and poetry 4) Olympism Quiz. The NOA also managed to enter the IOC Sport and Art Contest 4th edition for 2012 by coordinating artists to submit artworks that were selected and submitted to IOC.

#### **4. Train the trainer's workshop in Midlands Province- Gweru**

In addition to the 33 trained trainers who were trained in 2009 in Harare province, ZOA also managed to training more trainers of trainers to help implement OVEP activities in the various provinces of the country. This course was attended by 40 participants coming from the various districts of the Midlands province to enable them run ZOA activities in the districts as well as train more people to implement ZOA activities.

#### **Future plans**

ZOA would like to spread Olympism activities to all provinces in the country mainly working with the Ministry of Education, an initiative which was started in 2010 by a pilot project in one province.

## NATIONAL OLYMPIC & PARALYMPIC ACADEMY OF IRAN IN 2011<sup>1</sup>

**Shahrokh SHAHNAZI (IRI)**

*President, National Olympic and Paralympic Academy of Iran*

Since the National Olympic and Paralympic Academy is a multipurpose organization therefore its activities are divided into three dimensions including educational, cultural and sports services.

Obviously, the main part of its activities are specified as follows: prepare national teams for London OG through evaluating athletes' physical abilities and submit the classified results to the respective coaches and team managers. Also specialized centers of the Academy provide facilities and specialized medical care and services for elite athletes and national teams.

On the other hand, the mission of the academies is to spread Olympic ideals and values within society. Accordingly NOPA organizes Olympic education courses in different levels for school students, physical education teachers, university students and professors, journalists, athletes and coaches.

One of the prominent programmes which were carried out by NOPA was Olympic Day Run which was divided into 4 sections in different places.

Among these, NOPA organizes a variety of courses on sports management, public relations in sport organizations, sports medicine, massage, biomechanics and so on for all sports federation in order to promote their knowledge level.

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1. The report was not presented during the Session.

## REPORT OF THE NATIONAL OLYMPIC ACADEMY OF KYRGYZ REPUBLIC FOR THE YEARS 2010-2011<sup>1</sup>

**Motukeev BOLOT (KGZ)**

*President, NOA of Kyrgyz Republic*

**D. MUKAMBETOV (KGZ)**

*President, Federation of Asian Arm-Wrestling*

The National Olympic Academy of our country chose a priority direction of work, which promotes the values of the Olympic movement and the humanistic education of children and young people. Towards this aim we did the following:

1. The number of copies of the book “Olympic Games: traditions, values and facts” was increased up to 5000. The books were given to the Ministry of Education and they were sent to schools of our country.
2. We published the book “The socio-pedagogical content of the modern Olympic movement”.
3. Developed a programme of humanistic education for young athletes.
4. Developed and put into practice a programme of humanistic education of athletes during the International Issyk-Kul Games in our country.
5. Carried out ethnic and promotion work for the development of the Olympic Movement.

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1. The report was not presented during the Session.

## LITHUANIAN OLYMPIC ACADEMY TRENDS IN DEVELOPING OLYMPIC IDEAS<sup>1</sup>

**Assoc. Prof. Dr Egle KEMERYTE-RIAUBIENE (LTU)**

*Member, NOA of Lithuania*

**Prof. Povilas KAROBLIS (LTU)**

*President, NOA of Lithuania*

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.

**Olympic education of schoolchildren is a priority in LOA activities.**

The four institutions: Ministry of Education and Science of the Republic of Lithuania, Department of Physical Education and Sports under the Government of the Republic of Lithuania, the Lithuanian National Olympic Committee and the Lithuanian Olympic Academy by mutual consent signed and implemented the programme “Children and Youth Olympic Education in Lithuanian schools” till the year 2015. The aim of the project was to transmit humanistic Olympic ideals and culture for children and youth, develop their spiritual values and dispositions, form harmonious, creative and free people.

The aim of the festival is to develop a conscious, socially active person,

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1. The report was not presented during the Session.

fostering national values through sport. The festival consists of two parts, sports competitions and sports festival.

Sports competitions are conducted in five stages:

First stage - the individual school sports competitions;

Second stage - the local sports competitions;

Third stage - regional competitions;

Fourth stage - the zonal competitions;

Fifth stage - the finals.

LOA promotes a number of events (seminars, symposiums, conferences), related with Olympic education of schoolchildren.

In 2011 year in the VI Olympic Festival about 200 thousand schoolchildren from 1081 Lithuanian school, from 59 municipalities took part.

Not only winners of sport competitions but also winners of Olympic design, drawing sports, photos, and “all go in for sports, everywhere and always” contests were selected and awarded.

This year the kindergarten took part in this festival too. These events were organized: “It’s great to exercise all together”, “Olympic flame to every – to every little heart”.

LOA helped to organize the contest of the best physical education teachers.

Educators are involved in this process too. They participated in the workshop to increase their competency in organizing and moderating events on Olympic topics at schools. Various ideas were provided for them, on how to create an interest and involve younger schoolchildren, as well as the older ones.

LOA working together with the Educators development centre has prepared the book “Guidelines for Olympic education” for teachers and schoolchildren. The book presents Olympic tasks, tests, practical training sheets and crosswords on Olympic topics.

LOA organized the Seminar-work-shop “Olympic Education leaders’ competence development”. There were work-shops, ideas for implementing Olympic

education, integrating it in the school curriculum programme. About 300 teachers from Lithuania took part in these seminars.

### **Olympic education in universities and in sport science**

A very important task of the Olympic Academy is to explain to young people the humanistic ideals of Olympism, its values, and help them to apply this knowledge in their everyday lives. LOA together with the Lithuanian University of Educational Sciences organized Students Olympic Games. In these Games students, from different universities took part. The specificity of these Olympic Games is that antic sports, which the students like the most were involved. These games have an interesting programme of the Olympic Games opening and closing ceremonies and bring a new Olympic spirit in the student life.



*Conclusions  
of the discussion groups*



## ENGLISH-SPEAKING DISCUSSION GROUP 1

### **How can the IOC and IOA support the NOAs to develop effective educational programmes with cultural activities?**

- By establishing a unified curriculum dealing with Olympic Education. This curriculum can be taught in NOAs under the supervision of the IOA. This curriculum should include topics related to the Ancient Olympic Games as well as the Modern Olympic Games. Also the core Olympic Values: Respect, Friendship and Excellence that are the foundation for the values expressed in each individual country should be emphasised but giving some space to develop local values, as well as traditional games and cultural expressions that are more closely related to each country's specific activities.
- By finding out the way to have a direct communication with the IOA and the NOAs (extranet), being able to share more efficiently digital resources that could have been developed by other NOAs; and by encouraging the extensive use of the social media in order to get closer to the young population by using new technologies.
- By organising joint sessions among the IOC, NOAs, Ministries of Education and Culture looking to link effectively sports and culture in order to overcome the barrier that sometimes can be found whilst implementing Olympic educational programmes in schools.
- By learning from other experiences in order to implement a successful educational programme, we find the Ukrainian experience very useful, they succeeded in the inclusion of Olympism into the educational curri-

culum, they were able to include some chapters about Olympism into the textbooks used at schools at all levels, and also to have Olympism as an optional course in secondary school. In order to be able to have this programme they also took care of teachers education by creating Olympic Studies Centres.

### **How can NOCs and NOAs really produce a change with the physical education in order to see sports as part of the culture?**

- By implementing a successful educational programme that will lead to form the ideal Olympic athlete since athletes will get Olympic education before they become high level athletes into a society that really values these accomplished human beings as role models, because Olympism will be a long term part of their culture.
- By emphasizing more the cultural aspects of arts, photography, music, dance, theatre, architecture, relating them with sports, observing how they are presented in massive events like the opening and closing ceremonies.
- By making the commitment that every time that an NOA or an NOC organises an event they can have also cultural activities along with the same event i.e. during conferences, seminars or Olympic day celebrations.
- By promoting and using the translation of the Olympic Anthem in every language, this can be a powerful tool to spread the Olympic values that are implicit in this important symbol.
- By encouraging children to do their best, no matter what activity they get involved with, using the principle of *agon* (which is the tension that is generated into a competition and therefore creates the conditions to reach an understanding between parts) in their daily basis activities, always searching to reach the equilibrium between body, mind and soul.
- NOAs should get more involved with National Teams before Olympic and Continental Games introducing them to Olympism and the Olympic Movement, giving them the necessary knowledge about this philosophy of life

and the awareness of the responsibility they have as role models for their own society.

## ENGLISH-SPEAKING DISCUSSION GROUP 2

### Introduction

- There is a known difference between countries, their culture, educational systems and ways to reach youth.
- The Olympic Movement offers educational opportunities that can be adopted and ADAPTED to meet each country's specific needs.
- Our role as National Olympic Academies is to be aware of the reality of our countries and find the best ways to promote Olympic Education.

### How to improve the collaboration between the NOCs and NOAs?

1. Close collaboration between NOC and NOA must be a priority for both parties.
2. Ensure that every NOA is represented in the NOC board.
3. NOC should allocate a budget for NOA activities.
4. The NOCs and NOAs should have a consensus on the organizational structure and governance of both bodies for Olympic Education.
5. NOCs and the NOAs should find common activities; find collaboration in cultural events and competitions, creation of standards/materials for multi-jurisdictional use.



## How can activities promote Olympic Education in young people effectively?

1. Consider the inclusion of the Olympic Education into the Physical Education (PE) curriculum for PE teachers and PE students.
2. Promote Olympic Education agreements with Universities and Colleges.
3. Encourage PE as a degree where it is not available.
4. Olympic education workshops for:
  - PE students;
  - Olympians and elite athletes as role models;
  - PE teachers and sport coaches;
  - Specialized sport schools in some countries;
  - Media;
  - Postgraduate students
5. Olympic Education Games and Activities
  - Olympic Quiz Games and table games that promote knowledge of Olympic topics;
  - Summer camps and field trips that provide experiences in Olympic Education;
  - Traditional games: activities and games that can be used to teach values and have fun;
  - Olympic debate: Oratory ability to debate about a selected Olympic topic. Investigation and conviction is necessary to defend each position;
  - Literature and poetry: Written contests and participation in schools or groups;
  - Visual Art (photography, painting, sculpture): Contests and participation in IOC competitions;
  - Music: Some countries base their education in the musical activities. Promote these to include Olympic topics that are related to it. Organize activities where participants can show their musical abilities.
6. Promote the creation of sport clubs: to have a competitive interaction in and between schools to promote sport activities and Olympic Education.

7. Mass production of Olympic Education toolkits (such as OVEP manual) and material for different ages and culture backgrounds. It is hard to find Olympic teaching tools and literature for children in the market. There is some available online, but difficult to be accessed in other countries. Particular teaching tools should be developed by each NOA so that it is applied to their specific needs, language, and culture.
8. Promote the creation of an Olympic Museum as a center and source of Olympic Education available to the public.

### ENGLISH-SPEAKING DISCUSSION GROUP 3

#### **What activities can National Olympic Academies deliver to meet the cultural aims of the IOC and address social issues?**

##### **IOC Programmes**

It is recommended that NOCs and NOCs actively participate in IOC programmes developed to promote cultural activities locally and internationally. The current IOC programme includes an art contest that focuses on Olympic sport competitions. In the past these programmes have included photography and writing. The IOC offers different prizes based on the different levels of excellence. Participation in IOC World Forums on Culture and Educate.

##### **NOA and NOC Programmes**

It is recommended that NOAs and NOCs implement artistic programmes such as painting, theatre arts/drama, poetry and singing contests that are focused on the youth in the community. These contests enable the National Olympic Academies to make connections between sport and social problems that plague the community.

Also NOAs could use cultural exchange programmes with other NOAs in the region to foster friendships and a better understanding of cultural differences.

### **Local Traditions**

By using culturally familiar and accepted activities such as traditional dance, games and local musical adaptations, Olympic Values can be introduced and intertwined into our programmes. These new and possibly unfamiliar Olympic ideologies will be introduced and potentially embraced by new communities.

Another activity that could be used is traditional sports as a vehicle to showcase and introduce the concepts of fair play and other Olympic Values.

### **What can National Olympic Academies do to promote Olympic Values?**

After a lengthy discussion our group came to the conclusion that National Olympic Academies can use many different and effective programmes to promote the Olympic Values within their nation. We focused on the following stakeholders groups: schools and institutes for higher education, sports administrators, local community and athletes to illustrate the different ways the NOA could promote the Olympic Values.

#### **School and Institutes for Higher Education**

- Introduce Olympic Values into school curriculums;
- Develop teacher development programmes;
- School based Olympic festivals.

#### **Sports Administration**

- Send National Sports Federation administrators to the different IOA sport management sessions offered;
- Olympic values education for coaches and officials (ie: The National Olympic Academy of Chile has a coach's certification programme used by over 5000 coaches to teach the benefits of the Olympic Values);
- Align organizational values amongst sport system.

### **Community Programmes**

- Partner with local media to create programmes introducing and informing local radio and television stations about the Olympic movement;
- Develop a National Olympic Academy communications strategy promoting of the Olympic Values within the community (ie. TV, radio, online and print)
- Develop community partnerships to enable efficiencies (ie. NOA and Department of Education and/or Ministries of Sports);
- Develop community outreach programmes during pre-existing events/ activities;
- Create an Olympic Caravan, bringing Olympic themed resources and activities to local communities.

### **Athlete Programmes**

- Create an ambassador programme for Olympic and elite athletes who showcase the Olympic Values;
- These ambassadors could tell their stories about what it takes to compete at the international level;
- Conduct team training programmes for the athletes that focused on the best way athletes can demonstrate the Olympic Values;
- Provide information to athletes about the different IOA programmes available;
- Offer educational programme for parents of youth athletes to help them better understand the Olympic Movement.

## **ENGLISH-SPEAKING DISCUSSION GROUP 4**

Prior to arriving at specific questions and answers the group discussed the nature of cultural activities and how they manifested themselves within our own NOAs.

Initially our discussions consider the notions of cultural activities as we provided examples of such programmes, it quickly became clear that:

- Culture, sport and education were in fact inseparable;
- Isolating each pillar of Olympism was counter-productive;
- It was not possible to focus solely on one pillar of Olympism – practicing sport is also practicing culture and education: it is a natural symbiosis.

### **What possibilities are there for NOAs to engage in cultural activities?**

Following small group discussions amongst our discussion group where we shared individual NOA experiences and best practice, it became clear that irrespective of geographical and cultural differences there were a number of cultural activities that transcended individual countries. Typically these activities took the format of, but not exclusively:

**Visual art:** sculpture, painting, photography, poster presentations;

**Physical art:** dance, theatre and music;

**Written art:** poetry, stories and media reporting.

#### *However*

As identified in many of the NOA presentations these cultural activities should not replace or discourage the continuation of local indigenous cultural and sporting activities reflecting the individuality of the host nation.

#### *Furthermore*

Cultural activities should work hand in hand with other NOA activities such as: school Olympic programmes, Olympic Lessons, introduction to new sporting activities with the inclusion of national sport federations, colleges and any other national organisations.

Conclusion to first question: One pillar (Olympism) alone will not support a

roof, all three of the pillars (Olympism) are required to provide a balanced and stable construction.

### **What Challenges do NOAs face – empowering NOAs to reach a national community?**

Non-participants in sport and physical activity outnumber participants by 2-1 in many countries around the world: How can NOAs reach those individuals who are not interested in sport participation or whose interest lies in being a spectator at sport events? However, it would be wrong to assume that these people are not interested in Olympism or indeed for our NOAs to overlook them.

NOAs face many challenges in meeting their Olympic Charter aspirations. These challenges may take the form of:

- Difference in vision between NOA and NOC aspirations and priorities;
- Lack of funding and personnel;
- Apathy toward sport and physical activity;
- Varying degrees of interest depending on the Olympic cycle (The Olympics is not every four years it is everyday).

Against these odds excellent good practice exists based on innovative approaches to resolve these challenges. Working with other agencies and organisations, locally, nationally and globally we have seen examples demonstrating that a lack of budgetary resource does not necessarily need to prevent good practices! Creativity and spontaneity are powerful tools to be embraced by NOAs.

### **Conclusions and thoughts**

Despite the excellent work by the IOC with the YOG in respect to the three pillars of Olympism, further progress and guidance from the IOC and NOCs is

required to readress the balance in the stature of sport, culture and education.

An emphasis on personal excellence rather than excellence should be more explicit.

To help the directors of the NOAs attending the current session at the IOA, more emphasis on NOA presentations and opportunity for questions and discussion would facilitate the dissemination of good/best practice – provide more time for the practitioners of our NOAs to engage in cultural educational dialogue.

## **ENGLISH-SPEAKING DISCUSSION GROUP 5**

### **How to integrate coaches and athletes in education and cultural programmes in sport?**

- Encourage national federations to include Olympic Education and cultural programmes within their usual curricula and activities;
- Events and ceremonies to promote the Olympic values (introduction of new athletes – thank you at the end of events – annual ball);
- Information dissemination between generations (the older athletes and coaches share their experiences with the newcomers).

### **How to better balance educational and cultural programmes as means of dissemination of Olympic values?**

- Primary school events integrating the form of international events in which classes research and compete on country basis;
- The use of new media (such as computer games, social networks, etc.) as a vector of information dissemination;

- Adaptation of traditional art forms as a tool to reach people of different background and nationalities (music, theatre, animation, film, etc.);
- Traveling exhibition that includes educators as well as famous Athletes with token gift distribution such as t-shirts, caps, mugs, etc.;
- Recognizing the value of traditional sports and their use as a vector for ideals;
- The modern Olympic ideals do have their roots in the values of the traditional sports.

### **Impact of cultural events that surround the games on the sports and the public.**

- It is a good opportunity to organize cultural events that reflect the local culture during multi sport events;
- Culture and sports are a natural extension of one another and influence each other greatly;
- Cultural events surrounding the sports events engage the local population and the visitors alike; they do not stop at the organized events but usually extends to spontaneous cultural expression;
- The impact resulting from the cultural interaction leaves a lasting influence on the local population as well as the visitors;
- The local culture of where an event is taking place does influence the game play itself;
- The economic impact of the games tends to encourage the development of cultural expression;
- The cultural variation also have an influence on game play tactics in competition.



*Presenting the conclusions of the discussion groups works.*

## ENGLISH-SPEAKING DISCUSSION GROUP 6

The group met three times over the period of the Academy to select a related topic. Three initial topics surfaced:

- Have the Olympic Games lost a sense of Olympism, Olympic Values and Olympic Movement?
- Doping: What are the better practices for educating athletes on illegal performance enhancement substances? How do countries/NOCs educate athletes about acceptable performance enhancement?
- Using the spirit of Olympism to inspire others to adopt and maintain healthy lifestyles.

Potential Topics to discuss:

### **Have the Olympic Games lost a sense of Olympism, Olympic Values and Olympic Movement?**

- Do de Coubertin's values and idealism still apply today?
- How have attitudes changed in regard to the Olympics?
- Values, idealism versus commercialism of the Olympic Games.
- What is happening in sport? Can we really say "sport for all"?
- What are today's concepts of the Olympic Games – money, fame, win at all cost.
- "How can we find a way to bring sanity back to the Games?"
- Need to maintain de Coubertin's values, idealism and tradition in today's Games.
- How can the Games return back to tradition? For example: People are willing to take drugs for the performance enhancement, do they really care if they are banned from sport? Should a country be held accountable?

- How can we (IOA) impact change?

**Doping: What are the better practices for educating athletes on illegal performance enhancement substances? How do countries/NOCs educate athletes about acceptable performance enhancement?**

- When does an athlete become a victim?
- Where is the accountability? Many are to blame (pharmacists, drug companies, coaches, sport scientists).
- Who is responsible when an athlete has tested positive for performance enhancement?
- How do these companies that produce supplements or protein supplements know what ingredients are banned substances (WADA)?
- Examples were shared of athletes being “victims” – not knowing what they took (vitamins, supplements, herbs, and so on). Who is ultimately held responsible?
- Examples were shared where athletes did knowingly take performance enhancement substances with their country reacting to cover the athlete’s decision (Flo-Jo from US).

**Using the spirit of Olympism to inspire others to adopt and maintain healthy lifestyles.**

- How can Olympians and Olympic hopefuls inspire children, youth and adults to live healthier?
- Health is not only about absenteeism of illness, it must include prevention.
- Education, awareness and engagement.
- Systems’ Change – Paradigm system change – need to have government, sponsorships, schools and clubs enforce policies and rules (healthy lifestyles – healthy eating, physical activity, mental health/ mental fitness, reducing risk behaviours such as smoking, drinking and sedentary behaviours).
- Prevention leads to reduction of cardio risk factors (health system cannot

sustain the current illness issues that can be prevented through healthy lifestyles).

- What is sport? How do you define sport? What is considered physical activity? What is physical education?
- Sport can allow for the healthy development for children – mind and body (self-esteem, values, etc.)
- How much physical activity is recommended?
- How does society allow these risk behaviours to continue (obesity, physical inactivity, sedentary behaviours)?
- Themes: Olympism, education/ prevention and youth engagement.
- Sport was religion – mind and body connection.

In selecting the topic of group discussion, the group members searched related definitions to see the connection or link to Olympism. The following words were defined:

**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 found in effort, the educational value of good example and respect for universal fundamental ethical principles.” (International Olympic Committee)

**Health Promotion:** Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions. (World Health Organization)

Points to consider for healthy active living:

- What are the components of physical fitness – strength, endurance, flexibility and body composition.

- How do we measure “healthy”: There are physical (biological) and mental health behaviours; need to consider both physical fitness and mental fitness (body and mind connection) that includes physical, mental, spiritual.
- How can national athletes be ambassadors to inspire others to adopt and maintain healthy active lifestyles. Can they share their experience in overcoming adversity? How have they learned from their mistakes. What effective coping skills were used in overcoming challenges? Share their stories and journey. It is not easy being an athlete, but how can they share their stories so that the general public of all ages can relate?
- Change must happen at all levels for conditions to be right for people to adopt and maintain healthy active lifestyles (paradigm shift – complete system change).
- Create a readiness for change (Prochaska’s stages of change): how do we move people from pre-contemplation to contemplation, to action, to maintenance, using the Olympic Values (fair play, excellence, peace, friendship, respect)?
- Look at the better practices that currently exist around the World promoting healthy active lifestyles through education incorporating the spirit of Olympism.

How do we help people change?

- Create the right conditions;
- Creating incentives; consider what motivates people to change (a tax break for countries, get a discount or financial reward);
- Encourage people to attend school (free school).

Need to consider individual country’s needs. For instance in a third world country, the need for food security (provided food to help starvation) is a priority and must be taken into consideration. How can health be promoted

in these countries (provision of basic nutritious foods, education and awareness)?

Awareness and Education about health promotion and Olympic values must occur in the following areas:

- Homes (immediate and extended families);
- Schools (but not all children go to school);
- Workplaces;
- Early childhood centers (child care);
- Community clubs/ associations.

How do we create the conditions to help people to be healthy? What are current practices or beliefs within the countries?

- “Health is wealth” – need money to be healthy;
- Treatment for illness (health care). Can this treatment be sustained?
- “Early to bed, early to rise, that’s a way to healthy life”;
- “Early to bed, early to rise makes a man healthy, wealthy and wise”.

What conditions are right for prevention:

- “The best medicine is physical activity” – physical activity acts as a preventative medicine (also good for mental health);
- Healthy eating;
- Need more active role models (parents, grandparents, athletes, coaches, teachers)– lead by example;
- Parents need to play with their children (role model);
- Education is there – what is required to act;

- Awareness, action, engagement.

Consider how to mobilize a community to create conditions where Olympism can be used as a vehicle to promote healthy active lifestyles.

How do we use Olympism to promote healthy active living?

- Through sport; we can make friends (not winning at all costs)
- Healthy sport development, a long-term development model incorporating the spirit of Olympism in the sport youth development.
- Parents and coaches' education on competition and preparation (too much competition – too much emphasis on winning).
- Sport is for all; should be available to everyone. So why have “try-outs”? What happens to those who do not make the team?
- Through sport, you can identify yourself; mind- body (self-esteem, self-realization, self-image)
- de Courbertin Values: why is there so much pressure on a young child – when should competition be introduced?
- How do we define success? Too much testing for education and as a result too much pressure on children and youth. Tests' results to go to the better school, no life balance.
- Family structure and dynamics have changed; schools are now targeted for health promotion. How can the spirit of Olympism be enforced in all curricula?
- Commercializing versus Olympism (times have changed from the first modern Olympics) – what needs to happen to change this?
- Cooperate responsibility; consider sponsorships that provide health promotion campaigns.

Within the group, several examples were shared about existing and potential programmes that currently exist: the following examples were shared:

- Non-healthy foods and beverages are banned at activities promoting Olympism. Continue to work with sponsors to provide healthy choices.
- Healthy lifestyles policies are enforced in schools and community clubs enforcing healthy choices and banning risky choices (healthy eating, mandatory physical activity, no smoking, etc).
- Positive mental health promotion. Athletes share their effective coping strategies as they share their journey (not easy being an elite athlete).
- Cross-curricular activities in schools promoting Olympism and active healthy behaviours.
- Long-term athlete development model should be developed and implemented focusing on Olympic values and healthy development.
- Interdisciplinary teams of experts share their knowledge with children and youth about health and fitness (dietitians, physicians, sport psychologists, etc) to encourage a holistic development.
- School and Community clubs host mini-Olympics with opening and closing ceremonies, art, poster and essay contests, Olympic anthem, traditional and non-traditional games (*muay thai*).
- Cultural and Olympic education programmes incorporated within Olympic-related events and activities.
- Fair Play committees to ensure sport for all approach.
- Social Marketing campaigns featuring Olympians and Olympic Hopefuls in promoting healthy active living (73330- exercise 3 times a week for 30 minutes).
- Sport programmes inspiring youth to become Olympians and create friendships from around the World.
- The care of the environment through “green games” becomes an adopted approach when hosting mini Olympics in schools and communities.

The following actions were proposed in suggesting conditions that use the spirit of Olympism to inspire others to adopt and maintain healthy active lifestyles. These included:

- Create awareness programme through schools, associations and clubs, where Olympians and Olympic Hopefuls lead by example;
- Use simple language to promote healthy active lifestyles (5 P- proper preparation prevents poor performance);
- Provide consistent key messages, integrating Olympism around healthy active living to promote in schools;
- Use strength-based stories of people who have adopted healthy active lifestyles, incorporating the spirit of Olympism. Stop focusing on the poor health- look at the success actions (social marketing – awareness);
- Work with sponsors in creating corporate responsibilities. The athletes are promoting healthy choices through their sponsors (Coke- water, MacDonal-alds- salads);
- Educate the family through social marketing; what is considered healthy and what are the benefits of healthy active lifestyles;
- Create and implement more programmes in schools, promoting Olympism and healthy active lifestyles;
- Ultimately who is responsible for the healthy behaviour? Olympic Committee emphasis on being healthy, embody Olympic Values – redefine the Olympic Committee’s mandate (need to prove return on investment) – build a business case (not just government, sponsorships, schools).

## Conclusion

In creating a readiness for change to adopt and maintain healthy active lifestyles through the spirit of Olympism, one must consider that change takes times and requires systems to modify or change. The suggested actions are based on creating awareness that leads to action and eventually engagement, whereby healthy

active living becomes part of the culture through education and communities programmes. Currently there are many programmes around the world promoting Olympism, this momentum cannot be lost and the dissemination of this knowledge must be a priority as countries learn the better practices in inspiring others to adopt and maintain healthy active lifestyles through the spirit of Olympism.

## ENGLISH-SPEAKING DISCUSSION GROUP 7

**How can the NOCs/NOAs prepare physical education teachers to disseminate Olympic education to their students?**

- Seek governmental support through the Ministry of Education to have Olympic education introduced as part of a school programme.
- Officials from NOCs and NOAs should meet with school principals and Board of Directors to educate them about the Olympic Movement and the benefits of teaching life skills through the Olympic Values.
- Discuss with the authorities of universities and schools to partner with NOCs and NOAs to prepare and disseminate guidelines for teaching Olympic Education following standardised programmes to improve the Olympic Education worldwide.
- NOCs/NOAs organise seminars for Physical Education teachers to provide them with the necessary tools and skills to teach activities to young children based on a standardised programme.

**How can we eradicate the temptation of doping in sport?**

- Provide the athletes, coaches and support staff with education and information about the effects and negative influence of doping.

- Adopt a zero tolerance policy on doping which includes athletes, coaches and support staff.
- Introduce life bans on athletes and their support staff for any doping offense after being given due process.
- Promote Olympic values programme. Focus on participation vs. winning.
- Highlight the dangers of doping and risk to life.
- Highlighting Marion Jones story can act as a good deterrent to those people who are thinking of taking part in doping activities.

### **How can the Olympic Games benefit the future of peace in the world?**

During 2011, for the first time ever in the history of the United Nations, all 193 countries signed the UN resolution brought by England for the respect of the Olympic Truce during the London 2012 Games. We believe that such a truce can assist with the following:

- Educate the people of the world about the value of peace through sports and more so the Olympic values such as, respect, fair play and friendship.
- Adopting the values of sport can assist with the eradication of violence and discrimination in the world.
- Participation in such a sporting festival can break down cultural and other barriers which can lead to better understanding and acceptance of each other's way of life.
- Sport teaches life skills at the same time provides an avenue for people to better understand each other.
- The Games attract a large number of world leaders to the host city and as such, these leaders can profit the opportunity to meet, discuss and find solutions to their problems in a very relaxed atmosphere.
- The cultural programmes (song festivals, art displays, stage performances etc.) organized and hosted during the Games provides an excellent avenue for learning, understanding and accepting each other's core values.

## FRENCH-SPEAKING DISCUSSION GROUP 1

### Introduction

Promoting the values of excellence, respect and friendship beyond cultural borders is the most important task of NOAs. In this respect several experiments have been carried out in the French-speaking countries of Group 1. In this report we shall describe how things stand at present regarding cultural activities, the strong and weak points of our endeavours and the NOAs' role for the promotion of cultural activities.

### I. Present situation

#### *1.1. The activities*

The promotion of cultural activities relies on the following actions:

- design
- singing
- poetry
- traditional dances
- theatre plays
- traditional games
- handicraft workshops for the women of different regions
- meetings for young people coming from a lot of regions for cultural exchange

#### *1.2. The targets*

When developing policies for the promotion of cultural activities, NOAs target in particular primary school children, junior and senior high school students, the members of sport federations and disabled children.

### ***1.3 The trainers***

In order to promote cultural activities, NOAs rely on teachers, physical educators, art professors and artists.

### ***1.4 The partners***

In accordance with their policy for promoting cultural activities, NOAs develop partnership relations with the Ministry of Culture, artists associations, local and regional authorities, the Ministry of Education and town councils.

### ***1.5 The strategy***

For the follow-up of cultural activities, NOAs rely on:

- Inter-school literary and theatrical contests in mother tongues or French;
- Festivals in local communities where various community objects are brought in order to be exhibited;
- The Olympic Day on 23 June serves as a springboard for the promotion of national identity;
- Debates on specific themes related to sport, Olympism and culture.

### ***1.6 The objectives***

The objectives which the NOAs wish to achieve through the promotion of cultural activities are:

- The assertion of national identity;
- The strengthening of social cohesion;
- The promotion of the concepts of respect, friendship and excellence;
- The intermingling of peoples and races;
- The teaching of Olympic values whilst relying on local culture;
- Encouraging mutual assistance and solidarity;
- Transcending the different cultural barriers in order to encourage respect for others.

## **II. The strong points**

As they developed Olympic and cultural activities, NOAs observed certain encouraging aspects that should be preserved, i.e.:

- Children's fascination for the Olympic values through cultural activities;
- The trainers' interest to become involved in the education of youth;
- The usefulness of Olympic values in the fight against juvenile delinquency;
- The ability of cultural events to overcome differences.

## **III. The weak points**

The implementation of activities has identified weak points that need to be corrected, such as:

- Limited coverage of interested targets;
- Lack of material, human and financial resources;
- Methodology used not always adapted to the situation;
- Relations between the NOA and the NOC are not always easy when areas of competence have to be determined;
- The efforts of volunteers are not sufficiently recognized.

## **IV. The prospects**

To carry out our mission of promoting Olympic activities within the NOAs, we need to settle, inter alia, the following issues:

- How can we reach the largest possible number of young people?
- How can we mobilize resources in order to organize the activities?
- How can we determine the areas of competence of NOAs and NOCs?

- How can we capitalize on the contribution of volunteers?
- How can we find resource persons?

## Conclusion

The Olympic values are essential elements for asserting our individual and collective identities, strengthening national, continental and international cohesion. They represent important elements for acquiring world citizenship.

They are a strong instrument for promoting world peace through better knowledge of one's self and others and acceptance of our differences.

This is why NOCs should place the promotion of Olympic values at the heart of their concerns.

## FRENCH-SPEAKING DISCUSSION GROUP 2

We shall focus on three areas:

**1st area: Highlight the cultural wealth of a country by developing strong identity awareness.**

### The activities of NOAs

- Olympic Day
- Sport and cultural activities
- Olympic Weeks
- Olympic Youth Camp
- Primary, junior and senior high school week.
- Contests related to Olympism

- Drawing
- Painting/sculpture
- Poetry
- Music, singing and dancing
- Activities related to the environment and sustainable development
- Exhibitions
- Film and traditional games festival

### **Traditional games**

What is the meaning and cultural content of these games?

How can we combine modernity and heritage conservation?

The promotion of culture through traditional games makes it possible to restore cultural heritage. They carry the values of Olympism which seem to lose ground to media and TV coverage.

In our opinion, these traditional games contribute to the handing down of history and the preservation of customs. They link the past to the present and the future and develop social and community skills. See the lecture of Professor Eugenia Chidhakwa from Zimbabwe.

- The opening and closing ceremonies of the games are also the expression and the showcase of a country's culture.
- The teaching and presentation of traditional dances and rhythms enhance the value of a people's culture and contribute to intercultural acceptance and understanding of others.

### **2nd area: Propagating culture through Olympic education:**

- Create and distribute an electronic review;
- Use modern communication platforms;

- Initiate an awareness raising campaign for fighting all forms of violence (in sport fields, in the family...) aimed at federations and schools;
- Use educational games with a wide circulation that rely on new technologies as a powerful vehicle for propagating the values of Olympism;
- Develop training modules in universities aimed at students, teachers and trainers;
- Launch interdisciplinary school programmes with national education;
- Organize seminars and symposia in connection with the humanist values of Olympism.

### **3rd area: Project management and funding**

Project management is largely dependent on funding. To be eligible, projects must be included in the national plan of the relevant NOC.

- Each state must finance its own programmes;
- Involve the relevant local and regional authorities;
- Involve partners sharing the same values.

### **Conclusion**

The Olympic Charter tells us that the “the goal of Olympism is to place everywhere sport at the service of the harmonious development of man”.

We should therefore look at sport as a cultural medium:

As a tool for the dissemination of culture, sport and Olympism have not been used much although they have the advantage of involving the various educational institutions. In the school, over and above physical education, it concerns all disciplines. Around and outside the school, a huge sporting, cultural and associative institution allows every person to be fulfilled and acquire the general culture needed for becoming a socially aware individual. Finally, sport and Olympism

are very much present in the audiovisual landscape and the new information and communication media. The power of Olympism is so strong that it is present in formal and informal education.

The media power of sport underpinned by the humanist vision of Olympism is a strong vehicle of culture and education.

**Closing Ceremony  
of the 11th Joint International Session  
for Presidents or Directors of NOAs  
and Officials of NOCs**

**ANCIENT OLYMPIA, 29th MAY 2012**



*The President of the International School Sports Federation Andreas Delpin and the lecturer Eugenia Chidhakwa are receiving their participation diplomas by the IOA President Isidoros Kouvelos.*

**ADDRESS**  
**on behalf of the participants of the Session,**  
**by Lisa WALLACE (CAN)**

Dear Olympic Family,

I would like to start by saying it has been an absolute honour to have had the opportunity to have lived, learned and laughed alongside each of you this past week. It is an even greater honour for me to have the privilege to speak on behalf of our time here at the 11th Joint International Session.

When sitting down to write this speech, I immediately started to think about the wonderful people and faces that I would set out to represent today. I started to think about exactly who “we” are as a group. And here is what I know. We are 125 strong, hailing from 90 different nations. We are of all ages, races, religions, cultures, shapes, sizes, and as we learned in discussion groups, opinions. With such differences, together, we are overwhelmingly united by a shared passion, inspiration and gratitude. I would like to take the opportunity to speak to each of these.

**Passion**

We were brought together by our shared passion for sport and the advancement of the Olympic Movement. But this is not the only thing we are passionate about. We are passionate to make change, to lead, to play and to grow. We are passionate to truly make a difference in our nations in the lives of children and youth and all others looking to grow through sport.

## **Inspiration**

To say we have been inspired here at the IOA would be an understatement. We are inspired and refreshed by one another, our new ideas and by our good fortune to experience the magnificent, ancient grounds of Olympia, the birth place of the Olympic Games.

We are inspired by our lecturers and their energy and enthusiasm for their seemingly endless knowledge and contributions.

We are inspired by two significant participants both 80 years old in age, Mr Fernando Beltranena of Guatemala and Mr Povilas Karoblis of Lithuania, who have run out of fingers and toes on which to count their years of participation here at the IOA.

In Canada, amongst our Aboriginal population, the role of the Elder is quite significant. Fernando and Povilas, you are our elders here at the IOA. As elders you play a prominent, vital role. Providing wise counsel, advice, guidance and balance in the community. We are inspired by your long-standing commitment to us, to the IOA, by your years of dedication to advancing the Olympic Movement. You are walking examples of all that is good in sport and humanity. May we follow in your footsteps.

Together, we are inspired by all that is possible.

## **Gratitude**

I know I can safely speak for you all in expressing our gratitude on many, many levels.

We are grateful for this precious time together in this busy, busy world. Time has stood still long enough for us to learn more about one another and gain new appreciations for one another's nations. It has stood still long enough for us to be re-energized by one another, our words and works.

We are grateful for our friends, new and old. There is a tie that binds us that will forever remind us that we are not alone in our daily work and labour of

love to inspire participation in sport and healthy active living. We are not alone pushing to get funding, working long hours on limited resources and spreading the Olympic ideal.

On behalf of you the participants, I wish to pass along thanks and appreciation to a number of individuals:

First and foremost, to our Dear President, Isidoros Kouvelos, our Dean, Professor Kostas Georgiadis and Director, Dionyssis Gangas...

Gentlemen, thank you for making this week possible for us. Thank you for all of your work behind closed doors to ensure the international excellence and sustainability of the IOA. Thank you to you and the Hellenic Olympic Committee for its commitment and determination to ensure that the IOA exists and has the opportunity not only to us but to our colleagues for years to come. I would also like to acknowledge the IOC for their funding support over the coming 5 years.

Thank you to the lecturers for your infinite insights, perspectives, energy and time.

Thank you also to the IOA administration for all that you do to ensure a flawless experience for us. Know that your smiling faces and your work around the clock for us is greatly appreciated.

We must extend a thank you to the incredible individuals in translation services to our discussion leaders and from the kitchen staff, to housekeeping and grounds crew. And to all others that help make this experience memorable for each of us.

I would be remiss if I didn't take a moment to pass along personal gratitude to the IOA. I first attended the IOA in 2005 for the Young Participants Session. This "once in a lifetime" experience has turned into four "once in a lifetime" experiences for me. I consider myself incredibly lucky. The IOA is a place that we all have to leave but it never leaves you. My time at the IOA has impacted my life and professional development beyond words. Thank you IOA.

I would also like to thank a few Canadians, impactful on my career, who are friends of the IOA. Thank you to Dr Stephen Wenn, Dr Benoit Seguin, the late Dr Gene Sutton, Martha Deacon and the Canadian Olympic Committee for all of the Olympic related opportunities along the way.

Dear friends and colleagues, I would like you to take a silent moment for you to look around the room at the faces of friends, leaders and mentors. As we return home to our respective nations, organizations and families, remember these faces as your compatriots in our daily pursuits. Our daily pursuits not only to advance the Olympic Movement and to promote the Olympic values, but our pursuits to wake up every day and make a difference in the lives of those around us.

While much has been discussed, not all has been answered. Together we are left wondering a few things. We would like to know Russia's "secret" to funding came about for their NOA, who left their towel on the floor, if Finland gets a commission for bringing people to Zorbas and if we had added a few more NOA presentations and made it 42 presentations, if it would be considered completing a marathon here in Greece. I guess, some questions are just best left unanswered.

We have certainly been privileged to be in the presence of one another and for this special time together at the IOA. I am a firm believer that with privilege comes responsibility. It is our responsibility to share what we have learned, to continue to be walking examples of the Olympic values and to be our personal best each and every day. We are ambassadors of all that is good in sport, working hard, bringing the podium to our people and maybe even planting a seed for people who may one day stand on the podium.

In the words of our Baron Pierre de Coubertin, *"the most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well."*

Until we meet again, "fight well" my friends.

Safe travels home.

Yamas, santé, cheers!

**ADDRESS**  
**on behalf of the lecturers of the Session,**  
**by Eugenia CHIDHAKWA (ZIM)**

The President of the IOA, the Dean, the Director, the secretariat and esteemed participants,

On behalf of my colleagues I would like to acknowledge the honour that was accorded to us to present lectures at such a special Session like this. Special in the sense that the Academy celebrated 50 years of its existence hence we became part of the celebrations. Special again in the sense that the main framework of the discussion focused on Olympism and Culture which is a heritage of every human being.

In his opening remarks the IOA President highlighted that “the aim of IOA is to establish, in the near future, in this ideal place of Ancient Olympia a true centre for research and contemporary brainstorming of Olympism...”. We would want to say that one of the aims has already been achieved, since the last four days dedicated Presidents and Directors of NOAs brainstormed professionally and passionately about the promotion of cultural activities in the framework of Olympic Education.

Lessons learnt from the discussions are that a true sport for all concepts is an inclusive programme that does not discriminate and is the base for disseminating information on Olympic Values. Culturally based sport programmes are the key in promoting wellness, preservation and propagating of traditional indigenous games and Olympism. This calls for conditions for creating an Olympic human being, it also calls for educational and cultural dimensions of Olympism.

The lecturers have also been enriched by the participants. The presentations by NOAs were marvellous and inspiring. The sharing of knowledge outside auditorium created an atmosphere of love, friendship and unity for a good cause, which is important for building the Olympic Family. The honor is on us to leave a legacy that will carry forward the principles of Olympism.

Many different aspects were mentioned, some of which were historical, philosophical, educational and organisational, with good practical examples from many countries and continents. The diversity of ideas impressed us and demonstrated the world wide acceptance and need of Olympic Values. We are flying home after having discovered many new friends and the feeling that the Olympic Movement needs the engagement of the NOAs far more than ever. Pierre de Coubertin once said “see far, speak frankly and act firmly”.

I would like to take this opportunity to thank the administrators and all the staff that work for the IOA for the wonderful job they are doing. This indeed was a very successful Session, the translators we thank you. Our dear friend Mr Vaggelis keep on running up and down, that motivates us, Alexandra and your team you make us proud as women.

In conclusion the effectiveness of this session will be seen by the results we are going to produce home, one school of thought once said if you think you are too small to be effective then you have never been in bed with a mosquito. Travel well and keep the Olympic Movement alive. Thank you.

**ADDRESS AND CLOSING**  
**of the works of the Session**  
**by the President of the International Olympic Academy,**  
**Isidoros KOUVELOU**

Dear friends and participants,

At the end of this Session, I would like to thank you all for your creative participation in the work of the International Olympic Academy and the international bodies of the Olympic Movement. Through the proceedings of this Session our contribution to the dissemination of Olympic education and the values it encompasses, gained a stronger momentum. My absence from the Session's proceedings that was due to personal reasons, certainly did not affect the serious work you have produced which, as my collaborators have informed me, proves more strongly each year that in your countries you are working efficiently and consistently in the field of Olympic education and the propagation of Olympic values. Unquestionably, during this Session, despite its short duration, many interesting topics were debated, in particular on the specificity of each culture and the methods used in the different regions of the world in order to teach to young children the core precepts of the modern Olympic Movement.

For this reason I wish to personally thank the lecturers for their essential contribution through their well-documented presentations. Lambis Nikolaou, IOC member for Greece, with his vast experience of the issues related to the international Olympic Movement, as well as cultural matters from his position as President of the IOC's Commission for Culture and Olympic education, Professor Norbert Müller, known to us all for his scientific work, the President of Russia's

Central Olympic Academy Nataliya Melnikova, the Director of the National Olympic Academy of Zimbabwe Eugenia Chidhakwa, the Director of the Olympic and Sport Museum of Qatar Christian Wacker, Professors Peter Kovar from the Sports Science Department of the University of Kaiserslautern of Germany and Ioanna Karamanou from the Faculty of Theatre Studies of the University of the Peloponnese who focused in their lectures, each from a different viewpoint, on issues related to the promotion of cultural activities through the National Olympic Committees and National Olympic Academies, within the framework of Olympic education.

Dear friends, I believe that this Session has left us all with a pleasant and creative feeling and revealed the many-faceted value of culture. I want to assure you that I personally, as the President of the International Olympic Academy and the National Olympic Academy of Greece, will always be by your side for fruitful cooperation on the issues that we have considered here, in the magic surroundings of Ancient Olympia.

Finally, let me remind you that both the IOA's web site and Official Journal are waiting to describe and publicize your actions thus enhancing the part you all play in defining the core values of the modern Olympic movement. So please do not neglect to send us any element you feel should be disseminated among the members of the Olympic Family.

Once again, I wish you, from the bottom of my heart, a good journey and safe return to your countries.

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