

INTERNATIONAL OLYMPIC ACADEMY

11th INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

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ANCIENT OLYMPIA



Commemorative seal of the Session

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INTERNATIONAL OLYMPIC ACADEMY

11th INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

SPECIAL SUBJECT:

THE YOUTH AND THE FUTURE OF OLYMPISM IN A GLOBAL WORLD

ANCIENT OLYMPIA

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FOREWORD

For the 11th International Session for Directors of National Olympic Academies we chose the special theme “Youth and the future of Olympism in a global world”, our aim being to explore the role of Olympic education within the world sports community.

Globalization has brought tremendous changes in people’s economic relations, information and exchange of cultural goods. These changes have influenced education at theoretical scientific level but also through know-how exchange.

The 7 guest lecturers of the Session examined and developed their views on the importance of technologies for disseminating humanitarian ideas and the extent to which Olympic education is influenced by the electronic revolution in their high level presentations. Furthermore, they highlighted the interdisciplinary approach to the teaching of Olympic principles in globalized society and their application to the Youth Olympic Games. The Session’s work was further enriched by 24 short papers from National Olympic Academies. This clearly shows that National Olympic Academies are actively involved in the teaching of Olympic principles and the development of educational resources for Olympic Education Programmes.

In the 6 English-speaking and 1 French-speaking working group the participants exchanged ideas on the role of electronic media in Olympic education and how they could be used to reach out to youth and spread examples of good implementation of Olympic Programmes. Furthermore, they discussed the dissemination of the principles of Olympism and the role of National Olympic Academies at the Youth Olympic Games. Discussions also focused on the best

methods for teaching the Olympic principles and looking for ways to bridge the gap between Olympic values and the reality of today's sport with the problems of doping, corruption and commercialization.

102 participants attended the Session representing 82 National Olympic Academies and National Olympic Committees.

We are particularly impressed by the progress made each year by the National Olympic Academies. Their officials participated with creative enthusiasm in the Session's educational activities in order to learn and exchange experiences with their colleagues. We are therefore witnesses to an important cultural undertaking that is being performed in many areas of our planet.

We celebrated this year the IOA's 50 years of operation. The presence of so many representatives of National Olympic Academies at the Session confirms the Academy's outstanding contribution all these years. With the support of the Olympic family it will continue its important humanitarian mission in the future.

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

Prof. Konstantinos GEORGIADIS
IOA Honorary Dean

**Opening Ceremony
of the 11th International Session
for Directors of National Olympic Academies
ANCIENT OLYMPIA, 12th May 2011**



Commemorative photo at the main stairs with the participants of the Session along with the postgraduate students of the IOA Master's degree Programme.

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

Dear friends,

It is a special honor for me to address the 11th International Session for Directors of National Olympic Academies and welcome all of you, participants and lecturers at the International Olympic Academy. It is a special honor, a pleasure and an obligation for me as the President of the Academy to welcome the members of the larger Olympic Family who contribute with their action and work to the progress of the modern Olympic Movement. The fundamental objective of the International Olympic Academy and every National Olympic Academy is to cultivate and disseminate the Olympic ideal and Olympic education. We are all aware of the outstanding educational work of National Olympic Academies, at national and international level, for the development and promotion of Olympic education. The huge contribution of these institutions to the promotion of the ideas of Olympism and Sport in schools and in society creates high expectations in all of us who are involved in Olympism regarding the redefining and enhancing of Olympic values as a means of improving the quality of life and relations at humanitarian level.

The humanitarian ideas of Olympism represent a safe pedagogical direction for world youth and we all have the duty to support National Olympic Academies and their further expansion. Moreover, the ideas of the Olympic Movement define the cohesion and future course of National Olympic Academies. I endorse this view not only as the President of the IOA but also as the President of the



Presentation of the participants in the amphitheatre.



In the amphitheatre.



The students of the IOA Master's degree Programme are attending the Opening Ceremony of the Session.

National Olympic Academy that is developing its activity in Greece precisely with the view to disseminating these values. You may rest assured that the International Olympic Academy will always support your work and continue to encourage the creation of more and more National Olympic Academies around the world. This is something that cannot be achieved, however, without the essential support of National Olympic Committees in different countries whose cooperation with National Olympic Academies is certainly an important prerequisite.

Dear friends, I hope that at this Session the analysis and consideration of Olympism and its future in the era of globalization will reveal new facets of an issue that has never stopped to preoccupy the researchers and observers of the Olympic Movement since its inception. Although globalization is not a contemporary phenomenon, the historic, social and political changes that we witness at the beginning of the 21st century need to be renegotiated insofar as we are seeking cooperation in a wider world at the level of values and ideologies. In such circumstances, we need to revisit Olympic ideology and look at its integration in the constantly evolving globalization process. How much can globalization influence the concept of Olympism or to what extent can the principles of Olympism influence globalization? I hope that this Session will be the starting point for a wide debate on these issues, a pleasant stay in a place of historic importance and great natural beauty, as well as an opportunity to revive our human relations.

Dear friends,

As you already know, this year the Academy is celebrating its 50th anniversary and given this opportunity I would like to present to you a short video on its history.

From the bottom of my heart, I wish you a pleasant stay and every success in your work during this Session.



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



Reading of Pierre de Coubertin's writings at the Coubertin grove.



*Laying of wreath
at the Pierre de Coubertin stele
by the IOA President
Isidoros Kouvelos (on the left)
and the NOAs' officials
Julién Minavoa (BEN)
and Zdenka Letenayova (SVK).*



*Laying of wreath at the
Ioannis Ketseas and Carl Diem
monument by the NOAs' delegates
Fernando Caillaux (PER)
and Daria Klimenko (RUS).*

*Participants in front of the entrance of the ancient stadium,
the Krypti, in Olympia.*



*Participants ready to run
at the ancient stadium.*



Participants ready to run at the ancient stadium.



*Participants in front of temple of Hera during their guided visit
at the archaeological site of Ancient Olympia.*

**Works
of the 11th International Session
for Directors of National Olympic Academies**

Lectures

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



On the panel (from left to right): the IOC Vice-President and Chairman of the SYOGOC Ser Miang Ng, the IOA President Isidoros Kouvelos, the IOA Honorary Dean Konstantinos Georgiadis and the IOA Director Dionyssis Gangas.



Lecture by Yohan Blondel.

MEDICINE AND THE OLYMPIC GAMES OF ANTIQUITY



Spyros RETSAS MD FRCP

Medical Oncologist

Mr President of the International Olympic Academies, Distinguished Directors, Ladies and Gentlemen; it is a distinct honour and a great pleasure indeed to return to the magic of Ancient Olympia on the occasion of the 11th International Session for Directors of the National Olympic Academies.

I am grateful to President Kouvelos for the invitation to speak on *Medicine and the Olympic Games of Antiquity*.

I shall discuss today athleticism and the profound influence sport exerted on the evolution of the healing arts of classical Greece.

I shall also argue that the unique ethical, philosophical and clinical profile of ancient Hellenic Medicine is not a random event in the history of civilisation but the direct consequence of a culture that indulges in nature, excels in competitive sport, cultivates reason and respects the individual.

Imagine now that you are a visitor to the city of Athens in the year 380 B.C. the year of the 100th Olympiad about to take place on the very grounds that we stand today; the year when Xenophon of Aigai – of the Royal city of Macedon – will be crowned with the olive wreath for his victory in the pankration.

Imagine for a moment that on a crisp spring morning you are standing on the Acropolis. In the distance you can see Plato's Academy, the famous gymnasium of Athens, where the youth of the day have begun their training in preparation



From the works of the Session.



Posing questions to the lecturers.

for the forthcoming Olympic Games. You turn south and in the distance you see the glittering Aegean Sea, the witness of the battle of Salamis, when democracy triumphed over despotism; and a few streets away an orator is putting the final touches to his speech to be delivered shortly at Olympia. This is what he writes:

“...now the founders of our great festivals are justly praised for handing down to us a custom by which, having proclaimed a truce and resolved our pending quarrels, we come together in one place, where, as we make our prayers and sacrifices in common, we are reminded of the kinship which exists among us and are made to feel more kindly towards each other for the future, reviving our old friendships and establishing new ties...”

Isocrates (*in Panegyricos*)

Written in 380 B.C., the ideals of Isocrates' (436 – 338 B.C.) speech are still reverberating at the opening ceremonies of contemporary Olympiads and are as appealing and elusive to humanity today, as they were two millennia ago, to the Hellenes congregating at Elis for the greatest celebration of their world. Isocrates' *Panegyricos*, although in praise of Athens, captures also the political dimension of the Olympiad as a Pan-Hellenic institution in the conscience of Hellas.

Aware of the repercussions of an Olympic victory, Philip of Macedon competes in the equestrian events and erects the *Φιλίππειον* (*Philippeion*) to commemorate his victory; a valuable instrument of his political and dynastic ambitions for hegemony over the rest of Greece.

The ruins of this building can still be seen by the modern visitor of ancient Olympia.

The sporting ethos

Perhaps no other passage of Greek literature reflects the ethos of sportsmanship and the values of Ancient Greece than Homer's account of Odysseus' involvement in the Phaeacian games.

“..One can see you are no sportsman, your mind is on profit..”

This is how Prince Euryalus talks to Odysseus who, exhausted from his sea voyage, declines the invitation to join the athletic games of the Phaeacians. Insulted, Odysseus leaps to his feet, picks up the biggest discus of all, a huge weight, and throws it overshooting all other marks. It is this spirit of sportsmanship and an aversion to profit - pecuniary or otherwise - that is the core of the Olympic ideal and so central to the culture of ancient Greece. Homer of course has good reasons to describe this episode in these colours; he is the Educator of Hellas.

A natural environment that permits outdoor activities throughout the year facilitates sportsmanship that becomes an essential element in the life of the Ancient Greek.

A society developing - in the words of Hippocrates - *in privileged climatic conditions*, learns to respect the individual, becomes increasingly detached from theosophy and superstition and cultivates reason; this passionately naturalist culture, enjoys a liberal religion of gods with human weaknesses and humour and cares largely for excellence on earth and little for afterlife.

Excellence develops with the athletic and intellectual pursuits of the youth in the gymnasia of the *polis* and is ultimately glorified in Pan-Hellenic festivals, the most celebrated of which was held at Olympia. Medicine emerges in parallel and in the service of these activities.

Philosophy and sport

Originally the gymnasia were places where the young men would exercise in athletics naked (*γυμνοί*). This, in fact, is the derivation of the word for the modern gymnast exercising on bars. Gradually, as the symmetrical and harmonious training of body and mind became the educational concern of the state, the gymnasia became places of learning and intellectual pursuit.

The *Academy* and *Lyceum* in Athens where *Plato* (427-347 BC) and *Aristotle* (384-322 BC) taught were the two most famous gymnasia that influenced in a profound way the whole of the Greek civilisation.

Aristotle is known in our universities as a philosopher and naturalist, not as a

doctor. He is however familiar with medicine through his father *Nicomachos*, the Royal Physician to *Philip of Macedon* and he is interested in the anatomy and function of living organisms in broad biological terms.

From Aristotle and the lesser known *Hippias of Elis* we have the early catalogues of the names of Olympic victors. *Koroibos of Elis* was the first man to win the stadion race at the first Olympiad in 776 BC. His name has been associated with the beginning of the Olympic Games.

Function of the officials

Aristotle tells us about the tasks of *gymnastai* and *paidotribai*, the officials in the gymnasia, who were responsible for the training of athletes.

Other officials, the *ἀλείπται* or *anointers*, were responsible for anointing with oil the athletes who were about to exercise. This initially simple task developed gradually into methodical massaging and eventually into a speciality that was concerned with many aspects of hygiene and athletic routine.

Thus the *ἀλείπται* gradually became known as *ἰατροαλείπται* (*healer-anointers*), or *doctors of hygiene ὑγιεινοὶ ἱατροί*. These interesting paramedics - we shall call them *athliatroi* - greatly promoted dietetics and the art of caring for orthopaedic injuries and other commonplace traumata in the gymnasia.

Among the best known *athliatroi* are *Herodicos of Selybria* and *Ikkos of Taras*, men of broad education otherwise known as sophists, who were particularly concerned with athletic hygiene. Ikkos himself may have won the pentathlon in 444 BC at Olympia. Professional rivalries between *athliatroi* and the more orthodox therapists of the Hippocratic and Galenic tradition were inevitable.

Hippocrates

The Hippocratic corpus consists of 72 treatises; there are copious references within

the Corpus to the words *gymnastics*, *exercise*, *diets*, *athletes* etc. However no references were found to *Olympia*, *Olympiad* or *Olympionices* (Olympic victor).

Hippocrates (460 BC) distinguishes between gymnastics and medicine in the treatise, *On the places of man* (Περὶ τόπων τῶν κατὰ ἄνθρωπον) (*Γυμναστική δὲ καὶ ἰατρική ὑπεναντία πέφυκεν...*); “Gymnastics and medicine,” we read, “are by their nature opposite, for gymnastics have no need to cause changes [in the human body] but medicine has. For changes are not needed in the state of a healthy individual, but this is necessary in the patient.”

In the treatise *On joints* (Περὶ ἄρθρων), Hippocrates makes a clear distinction between properly trained doctors, «iatroi», and those «lesser experts», as he puts it, who frequent the wrestling rings (τὸ τοιοῦτο δὲ ποιῆσαι μετρίως ἐπιτήδειος ἂν τις εἴη τῶν ἀμφὶ παλαίστρῃ εἰθισμένων). Elsewhere in the same treatise he advises on a method of reducing a shoulder dislocation, «a method simple and useful in the palaestra» (Αὗται δὲ αἱ ἐμβολαὶ πᾶσαι κατὰ παλαίστρην εὐχρηστοὶ εἰσιν..)

Special diets

There are stories about Olympic athletes who achieved high performances and ultimately their victories on special diets. One athlete is known to have had a diet of dried figs and another gave up cheese for large quantities of meat. We do not know the reasons for this choice. In the treatise *On Ancient Medicine* (Περὶ Ἀρχαίας Ἰατρικῆς) Hippocrates discusses extensively the impact of various foods on well being and we find an elaborate reference to the intolerance of cheese which can be “a wicked food” (πονηρόν βρῶμα) for some people, whereas others tolerate it well and for them can be an excellent nutrient.

Galen

Some six centuries later, the celebrated Physician *Galen* of Pergamum (129 - 200 AD) and a scholiast of Hippocrates, is concerned with similar issues. The Olympic

Games continued uninterrupted to his time and gymnastics, hygiene and athletics were still very much part of everyday life of the Hellenic and Roman world.

In a treatise with the title *Is health a matter of medicine or gymnastics?* (Γαληνοῦ πρὸς Θρασύβουλον βιβλίον, Πότερον Ἱατρικῆς, ἢ Γυμναστικῆς ἐστὶ τὸ Ὑγιεινόν) addressed to his friend Thrasyboulos, Galen cannot hide his distaste towards the athletes' trainers. «*The most unfortunate of the athletes,*” he writes, “*who never won a victory, suddenly decide to call themselves gymnastai. Even worse some of them attempt to write and argue about massage and wellbeing or health or exercises*”. In another treatise, *Protrepticos*, an “Exhortation on the art”, (Γαληνοῦ Προτρεπτικὸς λόγος ἐπὶ τὰς τέχνας) he addresses the question, *does the athlete's life benefit himself or the state?* He makes a case against the athletes and quotes Euripides who, in his usual tragic mood, calls the athletes “*The worst evil of Greece*”. In the same work Galen derides *Milon of Kroton*, a celebrated Olympic victor who allegedly won the olive wreath seven times.

This extraordinary athlete had an extraordinary end. He tried to cut open with his hands a tree trunk. The tree closed up and trapped his hands. He could not free himself and in the evening he was torn to pieces by wild beasts. “*A silly man,*” says Galen. “*but what else can one expect from an athlete?*” (Ἐδήλωσε δὲ καὶ ἡ τελευτὴ τὰνδρός, ὅπως ἦν ἀνόητος)

Galen is not an impartial witness. He is attacking the athletes probably because he despises their trainers, who interfere in medical matters. He is also unfair to Milon who, apart from his astonishing athletic achievements, was an educated man and a disciple of Pythagoras.

Galen refers to the Olympiad in his book on “*Periods*.” “*Some early physicians,*” he writes, “*mention that paroxysms of certain diseases happen periodically, but they do not explain what the name period means.*” He goes on to give a definition of the Olympic period relevant to medicine in chronological terms.

In another treatise “*On the composition of medicines*” (Περὶ συνθέσεως φαρμάκων τῶν κατὰ τόπους βιβλίον Δ) he refers to “*the brown medicament of the Olympionice,* (Φαῖδὸν τὸ τοῦ Ὀλυμπιονίκου ἐπιγραφόμενον) that promptly relieves great pains and chemoses”. The prescription is obviously not his, be-

cause he eagerly states his modification by two additions to the previously described components. It was possible to resurrect Galen's ointment at the Chelsea School of Pharmacy with the kind help of Dr Jolliffe and Mr Burt. The ointment contains cadmium (*Καδμείας κεκαυμένης καὶ πεπλυμένης δραχμὰς ἡ*), opium, antimony, zinc oxide, frankincense, aloe indica, saffron, myrrh and a raw egg.

Galen's medicament had to be really good if it were to be of any use, for injuries in the Olympic Games, particularly in the body contact events, were serious. There were no silver or bronze medallists in those days. Only one of the contestants in each event could win, the rest were losers. The competition for the olive wreath among the athletes was fierce, and casualties frequent and occasionally fatal.

Deaths and injuries

We know of at least two boxers who were responsible for the death of their opponents-*Diognetos of Crete*, and *Cleomedes of Astypalaia* who subsequently went mad. The judges denied the latter his victory, not because he killed his opponent but because he broke the rules of the contest. Fatalities were recognised risks in sporting competitions and athletes who accidentally caused the death of their opponent during an Olympic contest were normally immune from prosecution.

Boxers tried to protect themselves during training by wearing ear-protectors called ἀμφωτίδες or ἐπωτίδες. However, these circular pieces of thick leather or metal, fastened around the head and jaw, were not allowed during the actual contest when the most punishing injuries were taking place. Fractured noses, cut eyes and torn ears were common. Derisory epithets of boxers such as «Cauliflower Ears» (Ὠτοθλαδίας) have survived in the literature.

Yet, all was not ugly in boxing in those days. We hear of a certain *Melankomas* who was "as healthy and unmarked as a runner" because of his unique style and tactics.

His biographer *Dio Chrysostomon* tells us that Melankomas, a favourite of the crowds, used to exhaust his opponents by continually changing position without ever receiving or striking a blow. His movements were simple, light and graceful.

He won numerous competitions in various Pan-Hellenic festivals and may have won an Olympic victory during the 206th Olympiad (45 AD).

The Pankration

Athletes suffered even more devastating injuries during the *Pankration*, an event combining wrestling and boxing. *Plato* comments on it “as a contest combining imperfect wrestling with imperfect boxing”. The only things that were forbidden during this contest were “biting and gouging”. We hear of *Arrichion of Phigaleia*, a Pankatiast (the word means all-powerful), who won his victory posthumously. He was captured by his opponent in a terrible hold that was strangling him. In a desperate attempt to free himself, Arrichion seized the foot of his opponent and crashed it, dislocating the ankle. The other man, unable to bear the pain, raised his hand in the signal of a withdrawal, while Arrichion breathed his last at the same moment; he won the victory not because he died, but because his opponent gave up.

Injuries from spectacular falls during the popular horse and chariot races must have added to medical emergencies.

The soil of Olympia may have claimed several victims with tetanus. This disease was well recognised at the time of Hippocrates and is thoroughly described in the *Corpus*, but we have no written accounts of tetanus episodes relating to Olympic athletes.

Another possible cause of injuries may have been accidents from the throwing of javelins and the discus. Tradition has it that *Oxylos*, the founder of Elis, the Greek province where Olympia is, left his country because he accidentally killed his brother *Thermios* while throwing the discus.

Sanitation and medical services during the games

Heat, dust, a limited supply of water, rudimentary sanitation and those Mediterranean insects that are determined to spoil the enjoyment of ancient and modern

visitors to Olympia, must have added to morbidity among the thousands of participants in the games. The overwhelming majority of visitors slept in the open air or in tents, and for food and drink depended on itinerant caterers.

Pausanias, a traveller and writer of the second century AD, gives us an idea of the problem with insects. “*They say,*” he writes, “*that when Heracles was sacrificing at Olympia he was badly pestered by flies, so he invented or was taught by someone the sacrifice to Ζεύς Ανομύιος [Zeus the averter of flies]. The Eleans are said to sacrifice to Zeus Apomyios in the same way to drive away the flies from Olympia.*”

Zeus cannot have been very effective, however willing to help. The gastrointestinal nuisances, that even in our days can turn the vacations of the most sophisticated of travellers into a disaster, must have been common among the spectators and on occasions may have stolen the Olympic crown from the better man. Nevertheless we have no information about any major epidemics.

We know that among the officials at Olympia a doctor was included during the games. It is unlikely, however, that comprehensive medical services were available to cope with all emergencies; the place must have been a paradise for wandering quacks and healers who were prepared to offer their skills to a massive clientele, returning every four years for the most popular spectacle of the ancient Hellenic world. Under the punishing sun of Olympia the most common medical emergency was probably sunstroke. Philostratos wrote that athletes had to be strong enough “*to endure and to be burnt*”, implying that they should be able to withstand the great heat at Olympia.

Thales of Miletos one of the wise men of ancient Greece is believed to have died at Olympia from sunstroke.

An honourable end

Intense emotion and heat must have contributed to the death of the famous boxer *Diagoras of Rhodes*. There is a moving story of how this popular athlete, three times Olympic victor, met his end.

He watched his two sons win the Boxing and Pankration events during the

83rd Olympiad. His victorious sons received their crowns and in a magnanimous gesture approached their father, placed the olive wreaths on his head, and carried him triumphantly on their shoulders around the stadium. No mortal could stand the overwhelming emotion of such glory and pride. Diagoras bent his head and died happily on the shoulders of his Olympian sons. This was in 448 BC.

By 261 AD, the last official record of the Olympic Games, times were different.

Soon there would be no place for athletics in the new ethos and social order that an austere monotheism was about to establish. An earthquake destroyed most of the buildings of ancient Olympia around 300 AD, and several decades later the edict of Emperor Theodosios banned all pagan cults and effectively put an end to the festivals at Elis.

The salvationist spirit of the new order was now marching on and the beautiful statues of Olympic gods and victors were soon to be replaced by the ascetic icons of Byzantium. The Olympic Games, and with them medicine, went into a long period of hibernation from which they were revived only in recent times.

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Medicine and the Olympic Games of Antiquity was the keynote address at the Opening Ceremony of the *1st International Medical Olympiad* held in 1996 at the Asclepieion of Kos under the High Patronage of the President of The Hellenic Republic. This Olympiad was organised by Professor Spyros Marketos Editor of the Proceedings.

A version of this lecture was delivered at the Annual General Meeting of the Hunterian Society in London in 1997. The text is included in the Hunterian Society Transactions, Session 1996-1997; Volume LV: 117-125.

THE IMPORTANCE OF NEW FORMS OF TECHNOLOGY IN THE DISSEMINATION OF HUMANISTIC IDEAS



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I. Introduction

Human play, as embodied in sports, is one of the most important expressions of human culture. It can be said that the games people play in a society are a reflection of the society as a whole. It can also be said that communication is the one dominant attribute that distinguishes human beings from every other species on the planet. Thus the intersection of communication and sports in the human experience is an important one.

The Olympic Movement is considered to be one of the largest social movements in human history. Nowhere else do the countries of the world gather in one place as they do during the Summer Olympic Games. While the peaceful gathering of the world's youth for sports competition is the embodiment of that intersection of sport and communication, this fact underscores the importance of the media in conveying Olympic values and ideals. In many respects, it is a relationship between the Olympic community and the media that allows the Games to be conducted on the scale that they are.

This presentation will briefly examine the evolution of this relationship from

the founding of the Olympic Movement at the height of the Industrial Revolution to the dawning of the Information Age. The discussion of the early days will necessarily be brief as the primary focus of this presentation is on the ways that technology, and more specifically the internet, is driving the communications process and with it the dissemination of the human ideals. There will be a discussion of some of this new media and the presentation will conclude with some of the challenges before us as we look to the future being wrought through technological change.

II. Evolution of Media

As has already been noted, the Olympic Movement was founded at the height of the Industrial Revolution in the late 19th century. The founder of the Olympic Movement, Baron Pierre de Coubertin, authored many articles arguing for the establishment of a modern Olympic Games. An example of this effort was the publication of an essay in the “Review de Paris” in June, 1894 on the very eve of the first Olympic Congress setting out his vision for the establishment of a modern Olympic Games (Guttman, 1992).

Writing in the 19th century was a lengthy process, meaning that 19th century writers faced a much longer period than happens today, between researching, writing, and receiving payment for their work. Only the best educated individuals, usually from privileged backgrounds had the time, expertise, talent, inclination, and financial backing to undertake this effort (Harper, 2007). Illustrated news weeklies or monthlies were among the primary means of communication and dissemination of the news in the late 19th and early 20th centuries. This medium was also one that was particularly well suited to the audience that de Coubertin was trying to reach. The founders of the Olympic Movement were well educated and well-to-do. Therefore, the message to this audience leant itself well to the tenets of the early games that they should only be open to amateurs; those who participated in sport as an avocation as opposed to a vocation (Guttman, 1992).

However, the on-going Industrial Revolution was bringing about important

society-wide changes that allowed sports to flourish. This included a population migration from rural to urban centers, increases in disposable income accompanying a rise in the middle-class and eventually, more leisure time that allowed more recreational activities, among them participation in and the viewing of sports events.

Concurrent with the rise in the middle class was a wider distribution of newspapers, many of which began to include sports coverage. Sports coverage did, in fact, become one of the ways that newspapers in larger metropolitan areas competed with each other. As interest in sports generally, and local teams particularly, began to appear in newspapers, the amount of space given over to this content expanded over time. As there were in these early days, no broadcast media, the newspaper sports coverage of the day was largely descriptive play-by-play recaps of the sports events.

Eventually, however, broadcast media was introduced to the communications mix and began to usurp the role historically played by the newspapers. First radio, and later television, allowed the audience to experience the sport events as they occurred with their play-by-play broadcasts. Thus, the role of the newspapers and weekly or monthly sport themed news magazines began to evolve from reporting the play-by-play, now done by the broadcast media, to more reporting of “behind the scenes” activities or analysis of the athletes, teams and events. There are two lessons to be learned from this experience. First is that as technology evolved and new forms of communication emerged, message content carried in the channels of distribution changed as well. So too is this the case today; as technology evolves so does the nature of the message content being distributed.

The second lesson concerns the role of “gatekeepers” such as editors or producers in the public communications process. During this early period there were comparatively few media outlets. In Europe, countries might have one or two “national” newspapers plus those in the metropolitan areas. In the United States, there was no general national newspaper until the advent of “USA Today” in 1982. While larger metropolitan areas may have as many as five news dailies,

most of the country were smaller markets that could support no more than one or two. In terms of electronic broadcasting, the available air time for sports was typically limited as most outlets aired a variety of content and in the early days of television in the United States there were only three major television networks. Because of the limited availability of channels of distribution, editors in the newsroom or producers of over-the-air broadcasting wielded enormous power in determining what their audience would read or hear. The selection process for media was typically driven by market concerns; but in any case was decidedly autocratic.

III. The Information Age and Rise of the Internet

Human civilization has moved from the Age of Industry to the Information Age. While the general consensus is that the dawn of the Information Age is the 1970's, the changes wrought to society through technological change really accelerated with the creation of the World-Wide- Web (the web). As changes in technology changes channels of communication and message content, a brief discussion of the underlying technology is in order.

The early 1960s saw experimentation with computer technology that established the protocols for what became known as the Internet in 1969. This feat was followed by the development of Hypertext Mark-up Language (HTML) in 1989 that became the basis for the development of the web though it was not until 1993, that the web was introduced to the public-at-large.

Most early websites were a series of static web pages connected by hyperlinks that could be internal, which provided structure to a web site, or external leading to other websites based on whatever criteria the webmaster decided. The underlying computer technology such as processors, memory, and connectivity limited the content of these early web pages. Most hosts, or the site where the web content was posted, were initially personal computers (PCs) adapted for this purpose, although eventually specialized computer devices called "web servers" evolved. Over the years, the capability of these website servers has changed

dramatically as has the role of the webmaster. Today, virtually all commercial or professionally developed websites are dynamic with the web content contained in a relational database called “the backend”. Most websites also have a variety of plug-in applications, such as secure financial transaction software for e-commerce, called “middleware”, and the front facing graphic interface that people see when they arrive at a website. Webmasters have evolved into web developers and the skills required for maintaining a website can vary significantly between those working the backend and those designing the frontend.

On the recipient’s end were similar technological limitations. PCs that had their processor capability expressed in numbers such as the 286, 386, 486 and Pentiums. In terms of connectivity, bandwidth has increased exponentially with a succession of changes from dial-up modems to ISDN and now broadband. Thus, early on the limitations of technology necessarily limited the content; e.g. the message.

Over the past 30 years, society has experienced a fundamental change in the way information is created and disseminated. From its rudimentary early beginning, the interface between computer technology and users has evolved to a point where virtually anyone can create “media content” and post it to the web where it can be accessed and read by anyone in the world with access to the computer resources to do so. This has led to another fundamental and extraordinarily significant change: a process of democratization. No longer can gatekeepers such as the editors or publishers of the old media exert autocratic or monopolistic control over the flow of information into the public sphere. There are, however, both positives and negatives to this state of affairs as we shall see in our ensuing discussion of the evolution of the web.

1. Web 1.0 – The inaugural web

During the formative days of the web, strategies for the dissemination of information could be broadly classified as “push” versus “pull”. Push refers to the proactively sending out or distributing messages across the internet most commonly by email from one user’s account to another. One of the ways in which email was

used as a precursor to today's Web 2.0 applications, such as blogs and social networking sites, was the listserv. A listserv was a group of individuals typically bound together by a common interest who signed onto an email list to receive messages on a topic of mutual interest. When an email was sent in bulk to the list, anyone in the group could respond to the sent message which subsequently went to everyone else in the group. In so doing, an online discussion and sharing of ideas would ensue.

Unfortunately, the widespread abuse of email has gradually restricted its utility as a medium of communication exchange beyond personal messages. Both marketers and criminals seized upon email as a means to try and sell their wares or dupe people into giving up money which gave rise to the spam phenomenon. Unfortunately, spam is still a plague on the internet with an estimated 48.5 billion messages sent everyday largely through networks of compromised computers called botnets. In March, 2011, one of the largest of these, the Rustock Botnet that was sending as many 13.82 billion spam emails each day, was finally taken down by the authorities (Slashdot, 2011). Partially as a consequence of this abuse, more and more people are seeking out alternative channels for the sharing of electronic communications such as through the messaging capabilities of Facebook or Twitter.

The other concept is that of "pull" in which individuals actively seek out web content utilizing web browsers and devices such as search engines. The key to this strategy is to insure that this web content is properly optimized and has appropriate tags so it becomes more visible on the web and easier to find.

Education is the most powerful vehicle for the transmission of human ideals. It is in the realm of education that the internet has had a profound impact. The advent of the internet and the worldwide web has fundamentally changed the paradigm of education; a paradigm that had essentially been unchanged since the 16th century. Early on, the Academy embraced this change and developed a distance education programme that can be defined as asynchronous, transformational, and computer mediated. This means that the Academy's students can pursue their studies across the internet using computer resources at any time and

from any place without the faculty and student needing to present on-line at the same time. While removing impediments to learning created by time and space, the institution has transformed the traditional educational experience of the lecturer in the classroom to learning activities distributed through the web in which learning outcomes and course objectives are satisfied.

There has been a lot of skepticism with respect to the efficacy of online education. The validity of the model has been validated by the Academy's own research among which has been the comparison of comprehensive examination results between resident and online students. The institution's accrediting agency, Southern Association of Colleges and Schools, reviewed and approved the Academy's distance education programme in 1996, and currently more than 85% of the Academy's students report that they have learned as much or more through online education as they did in resident study. The Academy is also pleased that more than 96% of its students would recommend the Academy's online education programmes to friends or colleagues.

Illustrative of this approach to education is the Olympic Values Education Programme (OVEP) that was prepared for distance learning delivery by the Academy under a grant from the International Olympic Committee (IOC) in 2008. Through the web, the OVEP program is available to anyone in the world who has access to the internet, and further utilizing emerging technology, such as the Google Universal Translator, albeit with some inherent limitations, it can be accessed in any one of 52 different languages. The online OVEP course can be reached at students.ussa.edu/Olympic_values. I should also note that the Academy recently completed another such cross-cultural academic offering with the preparation of a bachelor's degree course entitled the "Shaolin Philosophy of Kung Fu". The basis for the course is a 1,500 year old manuscript that was translated from the ancient to the modern version of Chinese and then into English. The Academy's Department of Instructional Design then refined the English and placed it into an online course environment. In so doing, East meets West, the ancient meets the new and we come full circle insofar as the modern English

course can be translated back into Chinese with the universal translator function built into the Academy's Course Management System (CMS).

Very important in the supporting of student education and the dissemination of human values is access to libraries and research resources. In 1997, the Academy was among the first organisations to put online a peer-reviewed research Journal, *The Sport Journal* (<http://www.thesportjournal.org>). This Journal is provided subscription-free to the public and is accessed on average about 15,000 times per week. As a matter of interest, all of the papers from last year's International Olympic Academy (IOA) were posted to *The Sport Journal* site in a special Olympic edition of the Journal. From the comfort of their own homes, the Academy's students can use the internet to access more than 57,000 libraries in 112 countries that have over 70 million holdings and 270,000 unique journals through the institution's library portal on its' website. However, access to educational resources, such as libraries, are not restricted to students in universities. Very early in the development of the web, the *Encyclopedia Britannica* posted its entire body of work online and made it available on a subscription basis. Today, there are a myriad of libraries to which the public has access free-of-charge, such as the Alabama Public Online Library. Organisations such as Google are digitizing the holdings of entire research libraries with the ultimate intent of placing these online for ease of access; though inevitably at a price.

2. Web 2.0 – The Social Web

The rise of participatory information sharing through the internet has truly revolutionized the dissemination of information using web 2.0 techniques. With the advent of the social web, the creation of content has evolved from the efforts of a comparative few in the media professions to a model that maximizes the contributions of the multitudes. With about 400 social media platforms available and an untold number of blogs being authored, the proliferation of communication channels, both public and professional, and private and amateur, allow for the contribution of millions of people sharing a public conversation unprecedented in the human experience. One of the most important consequences of the pro-

lification of these platforms available to virtually anyone with access to the internet, is the democratization of media content. What people can see and hear has been taken out of the hands of the gatekeepers and placed into the hands of society at large.

It is not possible within the constraints of this presentation to cover all aspects of the social web, so the author has selected five representative examples beginning with a discussion of Wikipedia. If the Encyclopedia Britannica, long acknowledged as a definitive compendium of human knowledge, represents Web 1.0 technology in which content is simply posted and accessed by people through subscription, Wikipedia represents a web 2.0 application because of its collaborative nature insofar as anyone can submit articles for inclusion.

Ironically enough, I have turned to Wikipedia for a definition of itself though I should note that at the Academy there is a prominent notice posted on the library portal that Wikipedia is not considered an appropriate source of citations for research papers for reasons that will be explained. By its own definition, Wikipedia is a free, web based, collaborative, multilingual encyclopedia project supported by the non-profit Wiki Media Foundation. Its 18 million articles (over 3.6 million in English) have been written collaboratively by volunteers around the world, and almost all of its articles can be edited by anyone with access to the site. Wikipedia was launched in 2001, and has become the largest and most popular general reference on the internet ranking seventh among all websites on Alexa.com (a web statistics reporting site) and 365 million readers. (Wikipedia, 2011)

The reason that Wikipedia has not been widely accepted in academic research has its roots in its early days. The articles submitted at that time frequently were not carefully researched, often inaccurate, and sometimes posted with malicious intent. It is significant to note that many of these issues have been addressed through the use of anonymous reviewers who examine submissions from the general public for both accuracy and appropriateness. Nonetheless, it still remains a very important resource insofar as researchers, especially the youngest, still access Wikipedia as a point of departure in their research to give them ideas on where to go for additional information.

For those of you who have entries in Wikipedia, it is worth your time to periodically check the content to ensure that someone has not submitted inaccurate or even malicious information. Further, and especially given the reach of Wikipedia, it affords organisations the opportunity to promulgate their missions and activities. For example, in the entry on Olympia, the article posted there cites its role in the ancient Olympic Games and presents a chronology of the site by era to the present day. It does not, however, mention the IOA so a submission could be authored for consideration and inclusion how Olympia serves as the site of the IOA together with a description of its mission and function.

One of the true phenomena of the last few years in Web 2.0 technology is the rise of Facebook as suggested by internet usage statistics posted on Alexa.com. In April, 2011 more than 40% of all global internet users visited Facebook on a daily basis, a rate of usage that has remained consistent over the past three months.

Facebook represents the power of social media as individuals sharing common experiences are provided a platform through which these experiences or interests can be shared. As friends beget friends, the media content on Facebook expands in ever increasing circles. This content is not limited to posts or messaging, but also includes YouTube video clips, decidedly unscientific opinion polls, and games. Additionally, the messaging function built into Facebook has, in many circles, replaced email as the preferred means of interpersonal electronic communication.

Facebook can be a two edged sword as the most decorated Olympic athlete of all time found out much to his chagrin. This individual, who won a record eight gold medals in the 2008 Beijing Olympics, suffered the consequences of the posting of a photograph to Facebook of him consuming illegal recreational drugs. This incident sullied his image and reputation and cost him millions of dollars in endorsement revenue. The irony is that the picture posted was not posted on his personal Facebook page, but on that of another individual who happened to be at the same party. In this instance the interconnectivity of the medium produced dire consequences for a sports hero and role model. This incident also

underscores the need to be circumspect with what one posts to social media sites and a good guideline is not to post anything you would not want to see in a newspaper. It is not uncommon for prospective employers, among others, to search out Facebook pages in an effort to gain insights on a given individual.

Another extraordinarily popular site, and one already mentioned, is YouTube. Founded in February, 2005, viewership on YouTube exceeded two billion views per day in May, 2010. YouTube allows viewers to watch and share originally created videos and provides a forum for people to connect, inform, and inspire others across the globe and acts as a distribution platform for original content creators and advertisers large and small (YouTube, 2011). Alexa.com reported in April, 2011 that YouTube is the third most visited global website receiving just over 26% of daily website visits over the past three months.

YouTube, whose web interface is available in 42 languages, can be accessed by anyone although those individuals who want to post content on the site must be registered. For regular users, the time limit for any one post is 15 minutes. Posting video content there can be accomplished from a wide range of devices from computers to mobile phones. YouTube video posts spread across the entire internet by appearing as links in emails, posts on other social media platforms, such as Facebook and in blogs. Periodically, a video on YouTube will “go viral”, which simply refers to a phenomenon in which the content captures the public’s imagination and is promulgated through a vast array of distribution channels.

However, sites such as YouTube pose a recognized threat to the business model of many sports organisations. The blogging and social media rules of the IOC specifically proscribe the posting of “moving images” or sound. While these guidelines can be enforced on accredited individuals to the Games, such as national delegations or the media, it is much harder to do with spectators seated in the stadium. Modern 3G or 4G phones can easily capture video of sporting events from the stadium seat, and the video can be uploaded to YouTube through a user’s account. While such activity violates the terms of service for registered account holders, the process for removing the content and terminating a user’s account can sometimes be a lengthy one. In the meantime, to the extent

to which the video has been accessed and distributed through posts on other social media web sites or platforms, it can never be removed from the web in its entirety. Obviously, this is a major issue for media companies that may pay as much as billions of dollars for exclusive media rights to the event.

Another social media phenomenon is Twitter and, in fact, the Winter Games in Vancouver were cited as the first “Twitter Olympics” (Mann, 2010). The Twitter posts, called tweets, of the athletes provide insights to their physical and mental preparation for competition, their reactions to being in the Olympic Games and other aspects of the Olympic experience that simply were not possible in the past through traditional media outlets. Twitter allows for the sharing of the human experience with an unparalleled immediacy and intimacy with potentially vast audiences that is not tempered with the interference of a gatekeeper. Many tweets generated by Olympians at the Vancouver Winter Games can be found on the web by simply “Googling” Olympic athlete tweets.

However, as was the case with Facebook, Twitter can also be a two edged sword. There have been instances where athletes have posted comments denigrating their competition, the officials, and even their teammates or coaches. These actions can create dissension on teams and when comments go viral, they can take on a life of their own and stir considerable controversy and unfavorable comment in the press. This has occurred frequently enough that some teams ban their athletes from using Twitter, while other teams such as that of the Australian Olympic Team provide their athletes with training on the appropriate use of the medium.

Lastly, I would like to touch on “blogging” as a medium for the dissemination of the human experience. A blog can be thought of as an online diary, open to the public, and onto which an author can write on any topic they choose and to which anyone who reads the post can, in turn, reply. These blogs typically focus on a particular topic such as politics or sports and there are blogs on virtually every topic imaginable. Taken altogether, these blogs are referred to as the “blogosphere”.

With all of the attention that this form of human endeavor engenders and the

emotion that it evokes, sports are a common topic in the blogosphere. As one might expect, the blogging commentary related to sports can be both positive and negative. Frequently the authors of blogs do not have the professional or academic preparation to speak knowingly about which they write. The unfortunate thing about blog posts that are inaccurate is that they often carry more weight than they deserve. Illustrative of this situation is the phrase, “it must be true, I read it on the internet”. The Academy is seeking to address this situation in some small measure through its decision to change one of our online publications, *The Sport Digest*, into a blog. Through this effort, Academy faculty and other well regarded individuals in the profession generate articles on a host of issues surrounding the sport profession. These posts have a basis in fact or are otherwise well-reasoned and as is the case with other blogs, afford the readers an opportunity to respond to the issues.

3. Web 3.0 – The Semantic Web

While the term Web 2.0 has entered the lexicon, Web 3.0 will be the next step in the evolution of the internet. A common, agreed upon definition for Web 3.0 has yet to emerge but a consensus is building that it will be a combination of technology through which the entire web is turned into a database combined with the marshaling of human resources. New computer languages such as HTML5 will allow computers to read online content and so will facilitate the identification and indexing of the web, a process that will make content more accessible.

Beyond the changes in technology, renowned web futurist Clay Shirky argues that for the first time in history the web has provided the tools to harness society’s “cognitive surplus”. Essentially, the cognitive surplus is derived from the trillions of hours of free time that the residents of the developed world enjoy and that has steadily increased since World War II. Increases in gross domestic product, education and life span have provided riches of free time but that prior to the internet was squandered in non-productive pursuits. The internet democratized the tools of production and distribution and the internet made the benefits scalable: value

comes from the combined cognitive surplus of millions of individuals connected to a network that allows collaboration. (Davis, 2010)

Shirky is an example of this dynamic at work. In the course of researching this paper, the author continuously came across references to Shirky and his theories of cognitive surplus. As more authors agreed with the concept than those that did not, it suggests that these theories are gaining traction and apparently have some merit. Through this process of review and debate, concepts and theory are continually refined adding to the body of knowledge through which the human condition can be enriched.

4. Challenges

With all of its potential to elevate human discourse and to assist in the dissemination of human ideals, many challenges remain. This can fall into three broad areas as follows:

The first is economic. There exists in a very real sense a digital divide in which a vast proportion of the world's population remains without access to computers or the internet. In many respects, the internet still remains a world of the "haves and have nots". In some respects we have almost come full circle to the human condition of when Olympic Movement first began in the late 19th century in which access to information was the domain of the privileged few. This fact has been recognized and there are efforts to address this imbalance through the production of low cost machines to allow the underserved populations without the necessary economic resources to gain access to the internet.

A looming issue is a social one. Governments all over the world took note at the "Jasmine Revolution" in Tunisia and the events in Tahrir Square in Egypt and the role that Web 2.0 applications played in mobilizing the population to overthrow the political establishment. In the most populous country of the world, the two most globally accessed websites everyday cannot be reached at all. So in a very real sense, we could be headed to a world of two internets; one in which the flow of information is free and unfettered, and another where access to information resources are tightly controlled or restricted to what the government

believes to be “politically acceptable.” (McMahon, et al., 2011) In the west, the internet has played a role in self-censorship resulting in societal fragmentation and polarization insofar as people have a tendency to seek out and read only that information that reinforces their points of view. If the ability to share information is deemed to be strength, impediments to the free flow of information can only be deemed to be a detriment in a future of shared human values.

The last issue is technical. Computers as we know them, those bulky desktop machines and even portable laptops, are going away. What is going to occur in the future, will be a proliferation of smaller devices such as tablet computers, iPhones, and Androids that provide access to the internet, but where the information that they generate is stored on the internet itself (also called the cloud). However, all of these devices require wireless connectivity and the amount of electromagnetic spectrum through which these connections are made is a finite resource. In June 2009, the U.S. Government took back that portion of the electromagnetic spectrum through which analog television signals were broadcast. This spectrum was subsequently auctioned off to telecommunication providers and others such as Google; but the fact remains that in the not-too-distant future this bandwidth will also be exhausted. All of this is setting the stage for a time in which data consumption will be metered as is any other utility and subject to the laws of supply and demand (Gruman, et al., 2008). Thus, if the digital divide was created by economic conditions, the situation can be exacerbated by “metered internet access”.

The solution will be found both in the technical, such as content providers better streamlining their services, or through the creation of better means by which access is gained such as twisting the wireless signals.

IV. Conclusion

Information technology has unquestionably changed human society in ways that can scarcely be imagined. From early experiments in the 1960's to today, the Internet, as embodied in the web, has over 171 million web hosts. Assuming

an average 100 pages on a given website (the Academy website has more than 800 pages) would yield an estimated 17.1 billion pages of web content, the vast majority of which can be accessed by anyone. Research shows that the internet, excluding the deep web, is growing by more than 10 million new static pages every day (Metamend, 2011). Thus, the Internet spans virtually the entire gamut of the human existence and can be a powerful medium for the conveying of humanistic ideas. It has provided a vehicle that can educate and entertain us and can serve to make society more cohesive. In so doing, it has created an environment for public discussion unequaled in human history but at the same time, it can also serve to isolate us from each other. People can immerse themselves in an environment where the virtual becomes reality and normal communication with others slowly becomes lost. In any case, the evolution of the internet has brought about a democratization of media content and has created an environment in which all can participate. It is, as the title a popular novel suggests, “A Brave New World”.

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INTERDISCIPLINARY APPROACH OF THE TEACHING OF OLYMPIC PRINCIPLES TO THE STUDENTS



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Illustrious Celebrities on the dais, in the august gathering, ladies and gentlemen committed to the noble Olympic Movement, greetings from India. I am Dr A.M. Najeeb, a physical education professor in one of the leading Technological universities owned by the government of India, the National Institute of Technology Calicut and one of the few Olympic educators of India. I am thrilled and honoured to be delivering a humble lecture titled “Interdisciplinary Approach of the Teaching of Olympic Principles to the Students” and acting as the ambassador of my country and my institution at the International Olympic Academy.

My lecture will consist of a discussion on the universally approved interdisciplinary strategies and of some corresponding experiences while teaching Olympic values and principles to the engineering students of my institution. I was initiated into the OLYMPIC VALUES EDUCATION PROGRAMME by the Indian National Olympic Committee during March 2010, where during the seminar, I promised Mr Tommy Sithole, the IOC Director for International Development and Cooperation, that I would spread the Olympic message among students. Since then from July 2010 to this day I have successfully inculcated in 1000

students the values and principles of Olympism. As my students are from the engineering stream, interdisciplinary strategy was applied for effective transfer of knowledge.

TEACHING VALUES- An Olympic Education Toolkit by Deanna L. Binder, PhD of University of Alberta, Canada was the main reference book that I used for teaching Olympic values to my students. I am deeply indebted to Madam Binder and her excellent teaching techniques at New Delhi for having motivated people like me to take up Olympic values education to develop our students into meaningful citizens. Madam Binder has said *“in a world where obesity is a major concern, and where children in deprived communities need hope and a sense of achievement, physical activity and sport have an important role to play.”* Since its launching in April 2008, the Toolkit has brought about tremendous awakening among the youth.

Let us now take a peek at the universally approved interdisciplinary strategies:

What is the Interdisciplinary Approach to Teaching and Learning?

It requires planning that looks at the foundational objectives of a number of curriculum areas connecting them in an efficient way to help teachers (Jacobs) to teach the whole student and make links between disciplines. In short, it is a Strategy adopted by teachers for effective transfer of knowledge.

Purpose of the interdisciplinary strategy:

1. To dissolve the boundaries of areas of study and encourage learning across the curriculum.
2. To develop a plan integration of the natural areas to form thematic units.
3. To include a well-rounded education where critical thinking and transfer of knowledge is possible.
4. To enhance the student's education and encourage lifelong learning.

Planning and teaching an interdisciplinary unit:

1. Choose a basic effective topic-concept.
2. Brainstorm for ideas that can be organised onto an interdisciplinary concept model. This model has the theme in the centre as nucleus and the subject areas are explored in relation to the theme.
3. Guiding questions that are general, transcend boundaries of disciplines and generate higher-level thought processes.

Activity plans used to develop activities:

- **Unit:** Principle of Fair Play on playfields: Do students come to the play facilities?
- **Knowledge:** Identify the students on the respective playfields.
- **Comprehension:** Observe students' behaviour on the fields.
- **Application:** Chart the visitors to the various playfields.
- **Analysis:** Compare the students' behaviour on the various fields.
- **Synthesis:** Provide a Teacher/coach/Instructor on each field.
- **Evaluation:** Appraise its effect.

The above example of Interdisciplinary activity shows the Target Group of Professional Students and the dependent variable of Ethics (Olympic Principle or Value). The subject areas are Science, Language, Psychology & Ethics.

Salient features of the strategy:

1. **Adaptability by the teacher** - Individualizing instructions- Students' choice of themes- Teachers' choice of activities across academic levels.
2. **Assessment & Evaluation Considerations** - Level of performance criteria indifferent subject areas - Completion of various activities to interpret the students' progress.

Let me also mention some of the other key strategies:

1. Direct Instruction Strategy: A highly teacher-directed and most commonly used strategy, effective for providing information or developing step-by-step skills. It also aids in introducing other teaching methods, or actively involving students in knowledge construction. Methodology involve *Structured Overview; Lecture; Explicit Teaching; Drill & Practice; Compare & Contrast* and *Demonstrations*.

2. Indirect Instruction Strategy: In contrast, indirect instruction is mainly student-centered, although the two strategies complement each other. It calls for a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems. The role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The teacher provides the learning environment, opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry. One of the better methods to extract student-interest.

3. Experiential Learning Strategy: It is inductive, learner-centered, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning and not on the product. Methodology cycle involve *Experiencing* (an activity occurs); *Sharing* or *publishing* (reactions and observations are shared); *Analyzing* or *processing* (patterns and dynamics are determined); *Inferring* or *generalizing* (principles are derived); and *Applying* (plans are made to use learning in new situations).

4. Interactive Instruction Strategy: which allows heavy discussion and sharing among participants leading to rational arguments. The interactive instruction strategy allows for a range of groupings and interactive methods. It is important for the teacher to outline the topic, the amount of discussion time, the composition and size of the groups, and reporting or sharing techniques. Interactive instruction requires the refinement of observation, listening, interpersonal, and

intervention skills and abilities by both teacher and students. It is heavily dependent upon the expertise of the teacher and dynamics of the group.

5. Instructional Skills Strategy: is most specific category of teaching behaviours. They are necessary for procedural purposes and for structuring appropriate learning experiences for students.

Teaching Olympic Values to the Indian university student:

University education in India is reined by the Governments through rules, regulations and guidelines. In a highly populated country like India, the number of degree seekers flocking the universities is so high that the desired quality control is difficult to achieve. While the prerogative is to develop ideal citizens through university education, the infrastructure is lacking. There are universities without even a proper playground for its students, let alone the faculty to look after the students' welfare, fitness and wellness. However, those responsible for their own curricula do include sports, physical education and their values in the respective curricula. My institute, the National Institute of Technology Calicut pioneered in this line by introducing compulsory Physical Education curriculum for its undergraduate students with a one-credit course to support it. Olympic Values Education is one of the courses offered to the students.

Physical Education, Sports and Olympic Values

"Our world is in need of peace, tolerance and brotherhood. By blending Sport with culture and education, the Olympic values can deliver these to us" says Jacques Rogge, President IOC.

Sport is not just a competition; but a state of mind. The Olympic Movement considers it a challenge to educate the youth of the world and encourage them to practice sports. Sports help one to escape concerns, respect one another and learn to respect and abide by rules. Sports also aid in shaping the mind with the body

and bringing with it joy, hope, pride, sense of identity and health. *It is therefore the objective of the IOC to strive to encourage and promote life values & skills through Olympic Values Education Programme.* Mr President reasserts that the Olympic Movement of tomorrow is in the hands of the young people of today. If they learn to respect one another on the sports field, they will transfer this virtue to other elements of their daily lives. *Peace, harmony and brotherhood will then naturally descend on the earth.* The fact that IOC looks up to physical education teachers of the world to spread the Olympic message is heartening and a *major recognition to the profession.* The International Olympic Academy leaves no stone unturned in pursuing and making this a reality with exclusive sessions being arranged for physical educators of the world to prepare them for the specific task.

Learning; a multifaceted activity

Learning is an active and not a passive activity. It involves writing, discussion, debates and creative activities like sports participation. Some learn best reading, some write and others achieve it listening or in creating things. The Olympic Values Education Programme or OVEP uses multifaceted processes to educate students. Even though some learn well individually, OVEP mostly believes in collective thinking and doing to pass on knowledge. Interdisciplinary strategy is one of the effective methods for teaching Olympic values and principles.

Values, heritage, sport and culture

A *Value or Principle* is what is considered important in life; making it worth living. It helps people decide what is right or wrong in moral terms. *Heritage* is a form of legacy, tangible and intangible. Tangibles are monuments or works of art while intangibles are languages, films, music crafts, culture including Sport movements and techniques. *Sport* is defined by UNESCO (2004) as forms of physical activity like play and indigenous sport that contribute to physical fitness, mental wellbeing

and social interaction. *Culture* is everything that allows people to situate themselves in relation to the world, society and also the heritage passed on to them.

Fundamentals and goals of the Olympic Movement

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. It aims at creating a way of life based on the joy of effort and educational values. Its goal is to place sport at the service towards harmonious development of man with a view to promote a peaceful society concerned with preservation of human dignity. The Olympic Movement is the concerted, organised and permanent action carried out under the supreme authority of the IOC and all entities inspired by the values of Olympism. The practice of sport is a human right and every individual must have the possibility of practicing the sport without any discrimination. Every sport should be organised and administered by independent sports organisations. There shall be no discrimination in sport based on race, religion, politics, gender or otherwise. Belonging to the Olympic movement will require compliance with the Olympic charter and recognition by the IOC. Therefore it is necessary to teach the Olympic message to young students who will control the future world and ensure sports participation without bias or discrimination.

Educational Values/principles of Olympism

There are five educational values/principles recognised in Olympism. They have been extracted from the fundamental principles and worded in appropriate manner to be relevant for educational purposes. They importantly incorporate *the three interdisciplinary domains of learning, namely Cognitive (Intellectual), Affective (Social/emotional) and Kinesthetic (Physical)*. The learning of values is mainly behavioural leading to character development.

A. JOY OF EFFORT: Youngsters develop and practice physical,

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

Interdisciplinary strategy adopted in the principle of *Joy of Effort* would be to transcend across the disciplines of science, management, psychology and kinesiology. To succeed in any effort requires planning, application of science, mental readiness and the physical execution of the movement. The joy derived from the success of the effort is mental and psychological. The students can be assigned exercises in the class room or the playfield or both and may be allowed to plan and execute in groups and report back their joyous feelings on successful completion of the assigned project. For e.g. two groups in Field Hockey could be assigned the task of planning a move to score a goal in five minutes time. Planning could be done in the class room and the execution on the hockey field. They will report back to the teacher their joyous feelings both orally and in writing. The joy that results is intense because you overcome challenges.

B. FAIR PLAY: Though Fair play is a concept, it is applied world-wide today in many different ways. Learning fair play behaviour in sport can lead to the development and reinforcement of fair play behaviour in the community and in life.

Interdisciplinary strategy adopted in the principle of *Fair play* would be to transcend across the disciplines of science, ethics, psychology and kinesiology. The students need to be playing on the playground to inculcate fair play values. Two soccer groups could be deployed to teach fair play principles to all the other students of the institution. The spectator groups could be reporting the foul tactics adopted by the playing groups and the ensuing discussion would facilitate a post-mortem. Installing 'Fair-play trophies' in soccer and other tournaments in the institute will enhance the learning process. The inculcated value should naturally transfer to the community.

C. RESPECT FOR OTHERS: When young people who live in a multicultural world learn to accept and respect diversity and prac-

tice personal behaviour, they promote peace and international understanding.

Interdisciplinary strategy adopted in the principle of *Respect for Others* would be to transcend across the disciplines of science, ethics, psychology, human rights and kinesiology. Students need to be taught that charity begins at home. You start to respect elders in the home and transfer it to the neighbourhood, society, school, university and community. The orientation day in the institute would be the best opportunity to enlighten parents of the need for this vital principle. On the playfield this is a give and take principle. You get respect only when you give it to others. The principle is also based on human rights issue of the world. Every individual has the right to exist in his/her own right and all others are required to respect that. Respect should also cover diversities because unity achieved through diversities satisfies you more.

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

Interdisciplinary strategy adopted in the principle of *Pursuit of Excellence* would be to transcend across the disciplines of science, ethics, psychology, biomechanics and kinesiology. Every student would strive to perform his/her best to achieve excellence. Be it in the field of education, sports or extracurricular activities, the student would aim to pursue the path of excellence. The Olympic principles are best taught and learned through activities and this principle is more personal than any other. The tendency of youngsters to play vigorously and to move, walk, run, sing and dance need to be utilized and channelized in order achieve excellence.

E. BALANCE BETWEEN BODY, WILL AND MIND: Learning takes place in the whole body, not just in the mind, and physical literacy and learning through movement contributes to the development of moral and intellectual learning. This concept became

the foundation of Pierre De Coubertin's interest in a revival of the Olympic Games.

Interdisciplinary strategy adopted in the principle of *Balance between Body, Will and Mind* would be to transcend across the disciplines of science (neuromuscular system), psychology and kinesiology. The perfection of coordination between muscles and the brain is of foremost importance. The mental strength or willpower follows with the proverb "where there is a will, there is a way" as the backdrop. The mind is the ultimate ruler sending signals to the muscles, debating over the effectiveness of the strategy and the final move to execute the project with perfect synchronisation of the body, brain and mind. This principle stresses the superiority of the whole-body over parts of the body in implementing plans. The students finally realise that this value is transferable to their day to day routine affairs bringing meaning and satisfaction in life.

The IOC apart from the 'Games' devotes much of its attention to education of the youth. The International Olympic Academy is the senior partner for accomplishing this goal. Apart from the IOA, the Olympic Education actually portrays a major canvas consisting of:

- National Olympic Academies.
- Academic Research, Courses, Seminars in Universities & Olympic Study Centres.
- Informational books, Textbooks, Videos, CDs, TV visuals on the Games.
- Olympic day-festivals-competitions in education campuses.
- Physical education and high performance training.
- Olympic Values education for children, young people and supporters.
- Education and youth programme of Olympic OCOGs.
- Olympic and sports youth camps.
- Olympic museums, halls of fame, Art & cultural exhibitions.
- Marketing and promotion programmes of Olympic sponsors & supporters.

The teaching of the Olympic principles can be achieved through the pathways of (1) Education through Olympism- an integrated and cross curricular

approach; (2) Teacher-centred class rooms; (3) Olympic theme or week; (4) Excellence through sports and physical education for young and gifted athletes and (5) Training teachers and group leaders.

Philosophy of OVEP

The educational values and principles of the Olympic movement originated from European philosophy and traditions but resonate in the 200 nations belonging to the Olympic family. There are differences in the traditional and cultural settings of these nations and teaching of values and their acceptance is a major challenge in some nations. Hence the basic duty of the educators will be to identify the ways that Olympic principles can amalgamate with existing educational priorities and to adapt and use the various activities appropriate to the realities of local belief systems and situations.

The Olympic Symbol, the Flag, the Oaths, the flame, the peace symbols, the games' posters, the logos and mascots, the arts and crafts are household entities of today's generation. Hence the teaching of the principles and values is considered incomplete without awareness of the symbols. There are plenty to learn and inculcate from these visible entities. They represent culture and heritages of every nation and an understanding of these at close quarters instils peace, harmony and brotherhood. The symbols and ceremonies, sports and cultural events of the Olympic Games are inspiring, motivational and provide a relevant context for learning and teaching activities.

To conclude

As a physical educator and an Olympic educator, my first and foremost objective is to convince the powers that matter in the educational scene to include Olympic values education in the university curriculum in India. This is a must-learn subject that deals in inculcation of character and values that add to the richness of one's

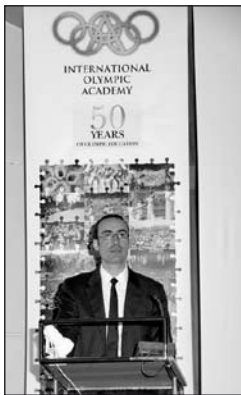
life. The student not only becomes aware of exemplary character but also of meaningful existence in the society and community. The advantage of the values education is that it teaches through practice of sports that ensure wellness of body and mind. It encourages unity and brotherhood, respect for foreign culture and diverse values and the realisation that Sports has no boundary. The values are inculcated through team work and group projects leading to group dynamics and cohesiveness.

The Olympic values and principles in a nutshell, is a superb knowledge-house, *with no curricular boundaries*, that enriches the university student preparing him/her to be the future nation builder inculcating in him/her the realisation that the future belongs to today's youth who should be thinking beyond religion, caste, creed, sex and boundaries separating cultures. The IOC with the help of IOA will not leave any stone unturned in its quest to educate the world youth the ultimate values that mark the corner-stone of healthy, thinking, vibrant and peace loving societies.

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TEACHING THE OLYMPIC VALUES WITHIN THE EDUCATIONAL SYSTEM



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I am deeply moved as I stand today on the rostrum in order to talk to you about a special Olympic education experience. I sincerely wish to thank the International Olympic Academy and, in particular, Professor Kostas Georgiadis for this invitation.

The objective of this lecture is to present to you a case study from France, within a special administrative framework and environment. Teaching Olympic values in the educational system means that you need to be aware of the system's strengths, as well as its limitations. Despite France's seemingly privileged situation as the birthplace of Pierre de Coubertin, it appears that the connection to Olympism and its values is very particular in our educational system. At the core of our educational system, therefore, when dealing with values that are closely related to those of the Republic, the pillar of French society, you need to develop a whole strategy in order to teach the Olympic ideals to French youth.

In fact, the French Olympic Committee has been developing for many years now an educational programme that focuses on the Olympic Games and Olympism, which cannot, however, become fully integrated in the school curriculum.

So, the question that arises today is why, since about one year now, the French

Minister who is responsible for Education wishes to build a programme around the Olympic values? A number of answers, at different levels could be given:

- a) An important and inescapable triggering factor was the city of Annecy's bid for the Winter Olympic and Paralympic Games of 2018. Unquestionably, this candidature that was presented at the highest national level, meant that different actors met, discussed and finalized an original educational project.
- b) The choice of putting "a pilot in the plane". Over and above the candidature, there was the issue of the project's sustainability. So, who should be the interlocutor, the coordinator to be chosen among the various stakeholders (the Bidding Committee Annecy 2018, the French National Olympic Committee and the Ministry of Education)? The National School Sports Union (UNSS) that I represent today, was entrusted with the coordination and development of the activities and you will see later why.
- c) Original initiatives aimed at all French students, from earlier on until university, from the local to the international level.

As a result, I will be talking to you about all the problems related to a particular system and ambitious projects. I shall divide my presentation into four big areas. In the first, I will briefly present the French educational model and UNSS' original position between the French administration (State) and Sport.

The second part will cover the general concept of the UNSS' programme, its concrete implementation, tools and educational projects.

The third will deal with the international aspects and strategies for reaching out to the French school students abroad (French schools abroad).

Finally, I will talk about the evaluation of the teaching Olympic values programme.

I - A special kind of administration between sport and school

In order to help you understand the particularities of the French model, I will focus for a few moments on the administrative structure that manages educational

issues. To reach French youth, you need to take into account an important element, the school. The vast majority of young people, 6 to 18 years old, attend school. Most of them – 15 million – go to public schools. Therefore it seems quite logical that if you want to succeed in your teaching of Olympic values, the school is the primary institution on which you should rely.

Even though identifying the target is a rather easy task, reaching that same target is a rather complex matter. Indeed, the administration of the French school system that dates back to 150 years ago, is governed by the republican principle of equal opportunities. As a result, this leads to a formalization of teaching programmes at national level and to a recruitment process at national and very high academic level (master degree) for teachers. A civil service examination completes this complex procedure for the educator, also at a very high level – even for physical education and sports teachers.

Although, in the last 10 years, local management of school establishments has become a reality, centralized development of the curricula and teaching material remains an important aspect of public policies in the field of education.

It is therefore difficult to imagine direct access through the curricula or the teachers' initial training.

On the other hand, we have developed our programme, building on sports practice, a special period of the student's school life. Using this privileged opportunity of school sport, we can develop a reference framework linked to the Olympic values.

I should make it clear that school sport also has its own particularities. You will therefore easily understand why the UNSS is the main actor regarding all issues related to the teaching of Olympic values.

A student who attends lower or upper secondary school has two opportunities to practice sports: 1) during physical education classes, 2) by joining the school's sports association. This is the activity that is managed by UNSS; it involves organising more than 100 sports every year, 200 national and local directors, 9500 sports associations, 35,000 trainers who are all physical education teachers (civil servants) for a total of one million students under the same sports license.

Another important point is that every sport association is chaired by the head of the school and the UNSS by the Minister of Education who also directly appoints the Directors.

On the following graph you will see that the UNSS' administration is directly related to the administration of Education and Sports (ministry or sports movement). We are therefore in a special position that allows us to develop our own programmes that simply have to follow the Minister's guidelines and we do not have to go through the same barriers as the school curricula.

As a result, the Minister of Education has entrusted the UNSS with the coordination of educational activities that are linked to the promotion of Olympic values. More important, he has stated, through the UNSS, that the school wished to develop a comprehensive project around the ideals of the Olympic Games.

Between the School and Sport, I shall now present the strategy that allows us to effectively teach the Olympic values to school children 6 to 18 years old.

II - The Olympic values: from the classroom to the sportsfield, a local and national vision

This second part will focus on our programme for teaching Olympic values. Which was the concept around which we are developing all our educational curricula? The UNSS, which is determined to develop an original educational programme, obviously wishes to follow a sustainable approach in promoting the Olympic values. Its purpose is to revive the Olympic spirit and share the values it carries. In this sense, we wish to go beyond "incantations" and allow French youth to build Olympism in action.

What is "Olympism in action"? How did we develop a special methodology around this central concept? What were the requirements regarding the tools and implementation? These are the questions I shall try to answer.

It is always very difficult to formalize a very precise definition when dealing with a concept as global as Olympism. Nevertheless, this concept of "Olympism in action" refers directly to the students' experience. To live the values of

Olympism by different means contributes to a rather effective integration of these values. Sport and values thus become part of the individual's general education. In this sense, since it is important to formalize a programme in order to allow each teacher to draw from it the important elements to be included in the learning process, our methodology focused on the development of multidisciplinary educational projects that really require the student to act.

You understand that this allowed us to circumvent the difficult issue of school curricula. Indeed, every teacher, in the context of his discipline, as well as every institution is given the possibility to develop projects outside their class teaching in order to create openings in apprentice-training. To allow teachers to take such initiatives and before I present the most significant projects to you, I must tell you that a guide on the development of these projects is absolutely essential. In other words, we must give them the means to propose a new pedagogical approach by using Olympic values as a vehicle for education.

A - The educational book "Education and Olympism" from one pole to the other

We had the idea of creating an educational tool that would allow us, through an interdisciplinary approach, to suggest a thought process to teachers. This book that was written and published by the Ministry of National Education, or to be specific by the Grenoble Academy (the Minister's regional services) is aimed directly at teachers. Alongside IOC member Jean-Claude Killy, the Rector of the Grenoble Academy prefaced the book. This means that there is a clear link between the IOC's expectations and the action at local, national and international level of the Education Ministry. This book was published in a hard copy version but what is important is that it can be downloaded free of charge. Here is the address: www.federation-unss.org/.

From nursery school to higher education, the purpose is to highlight the numerous educational projects in this restricted area (a region), publicize them and make them known to other educational teams. In other words, to allow the exchange of best practices arising from local experiences and initiatives in order

to extend them to all teaching teams. The involvement of school principals and teachers allowed a coherent multidisciplinary approach.

What are the book's contents?

Approximately twenty thematic data sheets designed by and for teachers. They contain a lot of illustrations thanks to the support of the Ministry of Education.

On the basis of the curricula of primary, lower and upper secondary schools, each data sheet focuses on a specific aspect of the programmes. Their content remains open-ended in order to mobilize teachers as much as possible. It's like a kind of "databank" if you will; a rather large documentary material that will allow teachers to initiate a great variety of pedagogical projects together with the students, depending on their choices, in order to raise their students' awareness of Olympic values. I shall not go into the details. I am officially handing over this book to Professor Georgiadis and to the documentation center of the International Olympic Academy. You can either download it or consult it here.

In addition to the hard copy version, an audiovisual support has also been created consisting of films, historic pictures and animated films connected to the Olympic Games.

B - The most important local projects

As the outcome of this book, here are a few original projects that I would like to present to you:

- The meeting of students with champions. 2,500 students welcomed in their classroom Olympic medallists in 2010. The athletes shared their experience and showed them their sports path. Before the visit, students worked on the champion's discipline, the Olympic Games where he obtained his medal and prepared, down to the smallest detail, this meeting which clearly was the culmination of their work. After that, 1,500 young people went to the Olympic Museum in Lausanne in order to continue their work of discovering the champion.
- For the younger students, Olympic Youth Camps continue to be organised. This activity launched in 2006 and led by the Olympic com-

mittee that was originally intended for primary schools has gained a central role in the long term development of a comprehensive programme on Olympism. Based on the principle of “mini-Olympics”, several local classes are given the opportunity to build an interdisciplinary programme based on sport (the practice of sports, as well as its history, physical sciences ...). The end-result is the staging of these games, with all the symbolic elements of the real Olympic Games (flame, opening ceremony, sports challenge, performance measurement, historic exhibition...). The Olympic Youth Camps were held in March of this year in the mountain area of Carreaux d’Arraches (Haute Savoie).

- Promotion of existing events. Each year, the UNSS organises more than 100 different sports. Our regional and departmental directors are invited to highlight sports meets using cross-cutting themes such as sports and disabled students or sports and sustainable development.
- Opening to new communication media. Through the introduction of new communication modes, the challenge is to create a social network around the Olympic Games. Called OLYNK, this network will allow young people to connect around Olympism using their communication mode and providing them with the diversity, the directness and the interactivity they expect from modern media.

C - The agreement between the French NOC and the Ministry of Education: National cooperation framework

Beyond the massive distribution of the educational book throughout France, the question of its promotion at national level needs to be considered. Indeed, if we are looking for original educational projects that will contribute to the development of Olympism in action and if we wish to give regions sufficient freedom of movement for focusing essentially on local issues, the fact remains that a national framework needs to be set up in order to convey a clear message to all the parties involved.

On 25 May 2010, for the first time in the history of the French Olympic Movement and the Ministry of Education, a framework agreement was signed between the President of the French NOC and the Minister of education. Concluded for a three-year period, this agreement states in its article 1: *«Through this agreement, the parties shall seek to attain the following objectives: (...) promote the educational and social values conveyed by sport and Olympism»*. Article 2 further provides *«to this end, the parties undertake to cooperate in order (to encourage) the promotion of behaviours and values that reflect the Olympic spirit (and) contribute to the acquisition of knowledge and behavioural skills that enhance the values of Olympism»*.

I believe that the contents of this agreement clearly state the objectives to be attained.

Several concrete actions, directly related to this agreement were implemented, in less than a year, in many areas:

- Training young people to take on responsibilities. The UNSS has created a programme called “Towards a responsible generation”. In cooperation with the French Olympic Committee, we train young people for the role of vice-president of school sport associations. At the side of the headmasters of the schools who are by right the presidents of the sport association, these students are directly involved in the governance of the association, the choices to be made regarding sports practice, projects, future development. A national commission, composed of about twenty young members, has just been created in order to lead this programme.
- Agreements have been signed between certain sport federations and the Ministry of Education. This was the case, in particular, for rowing, tennis, badminton and wrestling, which have placed their know-how and their values at the service of the school.
- The UNSS was an important actor in this closer relationship between sport federations and the Ministry of Education.
- The creation of an Agenda 21 for school sport in connection with

the challenges of sustainable development. The “classical” Agenda 21 was presented to the school world thanks to the support of the Olympic Committee and of the Sports Ministry.

- The presence of a member of the Olympic Committee on the UNSS’ Scientific Committee who is responsible for evaluating implemented policies. I will come back to this point in the last part of my presentation on the evaluation of the educational programme.

We have looked at the methodology, the agreements and concrete projects. The signing of the agreement between the French National Olympic Committee and the Ministry of Education was a real driver for us. For history’s sake, I want to underline that the UNSS’ role was pivotal in finalizing this agreement. However, Olympism in action can not forget that a large portion of French youth lives outside the territory of France. This is why it is important to adapt the programme to other countries and I will talk about that in the third part of my presentation.

III - French youth abroad, a priority for our education

In addition to local and national actions, one of our priorities is to extend this educational programme to the French youth that attends school abroad. More precisely, this will allow us to promote our vision in the context of the education provided by French schools abroad, which also welcome native students of the countries.

A memorandum of understanding will be signed in the very near future between the UNSS and the Agency for French education abroad (AEFE), which is a public institution of the Foreign Ministry, for the distribution of the educational book I have presented to you. Moreover, several presentations of the book have and will be organised until the end of the year 2011 in order to mobilize the students of this network to our teaching of Olympic values.

Our international vision aims at two major directions:

- The first is to establish an international link between AEFE’s world zones and the UNSS coordinators. To put it simply, the administration

of French schools abroad is divided in 16 zones around the world. Opposite these zones, we have identified 16 territories in Metropolitan France in order to animate the network at local level and so each French zone is in direct contact with its reference world zone.

What are the offers between the UNSS and AEFE zones?

- There are three types of offer: 1) A sports practice offer, i.e. French schools abroad will be allowed to take part in the sports competitions of French schools. 2) A training offer aimed at teachers and school principals who are sometimes very far away from France. In this way we can offer expertise and generate dynamism and connections around the Olympic values. 3) A communication offer, because sport often is an important argument that determines the quality of an institution's teaching.
- At another level, faithful to our project strategy aimed at teaching youth to live the Olympic values, we have created a special event, always within the framework of the MOU between the UNSS and the AEFE, that brings together these young people and part of the students living in France. We have called it the "International Youth Games". You understand that, on a smaller scale, these Games are directly inspired by the Youth Olympic Games. They combine sporting and cultural challenge and are open to young people 15 to 16 years old. We have chosen this age group because at this level there are no important exams at the end of the year. These International Youth Games will be held for the first time on 25–29 May 2011 in Arcachon, near the city of Bordeaux (South-West France). For this first edition we expect 400 students from the whole world.

What will these International Youth Games be like?

The week is organised in two major types of activities.

First, sports activities which we shall evaluate on the basis of Olympism. Since it is difficult to judge beforehand what will be the level of students coming from all over the world and to create a festive atmosphere that is clearly desired, the

events will be held on sand. For this first edition of the Games, collective sports will be on the programme. To allow teams to meet, the mini-championships will be organised at the beginning of the Games to encourage contacts. Beach handball, beach volley, beach football and beach rugby will be top of the list. After that, another period will be devoted to the presentation of the Olympic symbols. A relay race with the participation of all schools will be an opportunity to become acquainted with the itinerary of the Olympic flame during the Games. Finally, to make their stay even more pleasant, students will discover the local sports (surfing, sport rescue – as Arcachon is situated on the Atlantic coast).

Secondly, a cultural part with three activities:

- Country evenings. Each school will bring an object, food or a poster and present it to the others. In a small stand, delegations will taste the products of the region that hosts the International Youth Games. This country evening will be staged on the day of participants' arrival who will thus have an opportunity to meet.
- Conference-debate on Olympism and international exchanges. All participants will gather in one large hall where they can interact with great French athletes, specialists of Olympism and ecology.
- Visit to the major sites of the region (tour to the aquaculture area by boat, climb of the Pyla dune and folk dances).

These Games, which represent today a very important contribution to the teaching of Olympic values within our complex system, aim to become a permanent institution. Next year, they will be staged in Nice, marking the starting point for the educational programme of the Games of the Francophonie (French-speaking countries) in 2013. Following that, we shall be holding these games every two years to allow more remote schools to meet travel costs.

Regarding the prospects of the International Youth Games, we shall follow three directions:

- Extend the sports practice offer. Although team beach sports are more joyful competitions, it is true that they do not reflect the whole essence

of sport. For the next edition we shall be proposing individual activities like mini tennis for example.

- We want to enhance sports practice for girls and their commitment. For this purpose, both for the sports part and cultural activities, we shall propose special workshops focusing, in particular, on empowerment in school sports associations.
- Finally, we are aiming at establishing a link between the geographical distribution of AEFE and UNSS members. In this way, opposite to each “world zone”, one or more departmental or regional directors of the UNSS will be responsible for animating, in cooperation with their AEFE counterpart, a network of cooperation and partnership. We hope in this way to be able to increase the diversity of countries attending the International Youth Games.

From the local to the international level, from the classroom to the sports field, this is our vision of an Olympism in action through the students’ life experiences.

IV - Evaluation of the programme

The setting up of such a complex and extensive programme as the one I have just presented to you requires an in-depth consideration of the system’s evaluation. Without going into technical details, three major evaluation modules have been implemented and they will give us their first results during 2012.

The qualitative aspect is, to a large extent, the outcome of dynamic statistical tools. Teachers feed data directly to a database throughout the year. This allows us to know how many students have been involved, the type of actions that are implemented and identify the areas that are most prominent. Combined with the cross-cutting thematic areas (sport and girls, sport and sustainable development, sport and international...), this allows us to consider a more qualitative approach to the programme’s evaluation.

However, to achieve a good qualitative evaluation, we have created an inde-

pendent scientific committee that monitors from outside the implementation of our policies. It is composed of 6 people who represent, in the best possible way, all the stakeholders of French school sport. In this way, academics, high level sports officials and local elected representatives are able to issue calls for projects aimed at universities, in particular. This allows us to set up high level teams that will be focusing for one year or more on the evaluation of an aspect of the teaching programme seen as a priority.

Finally, the last evaluation tool for dealing, specifically, with the complex issues of French schools abroad, is the setting up of a mixed group of UNSS and AEFE people which, on the model of the scientific committee, shall evaluate in detail the activities of the world zones.

Conclusion

In conclusion, a few important points need to be noted as they could help in the transposition of this French programme on the teaching of Olympic values at school:

- Find and use an important triggering factor. In our case, we shouldn't deny it; the candidature of Annecy 2018 is a great opportunity to convince people.
- Find and formalize a concept. In our case, taking into account the specificities of the French model, we have clearly opted for capitalizing on experience. Educational projects that involve students from the local to the international level allow me to defend this concept of Olympism in action.
- Take into account the increased diversity of the target audience. It is true that we remained focused mainly on school youths. This choice was dictated by our status as a sports Federation of National Education and the number of young people we want to reach. However, the inclusion of French schools abroad had never been attempted, until then, by any programme for the teaching of Olympic values.

- Develop a sustainable programme that will continue for many years. In this way, integration at local level (teachers, departmental and regional directors) will allow a broad variety of initiatives and ongoing activities.

Finally, the few reactions we received from the IOC clearly indicated that we had responded to most of their expectations. Regarding this last point, you understand of course that UNSS is ready to assist Olympic Academies, National Olympic Committees and the countries to develop programmes for teaching Olympic values in a system as complex as the French system.

YOUTH OLYMPIC GAMES – FROM VISION TO SUCCESS



Ser Miang NG (SIN)

IOC Vice-President, Chairman of the Singapore Youth Olympic Games Organising Committee

Introduction

Good afternoon! Ladies and Gentlemen.

When Pierre de Coubertin revived the Olympic Games in 1894, he sought to do more than just create a modern sporting competition. He founded the Olympic Movement as an education movement, believing that sport would contribute to the harmonious and well-balanced development of the body, mind and character, and helped create a more peaceful and better world. It is the convergence of sport, culture and education that defines the concept of Olympism and the modern Olympic Movement. It is therefore my pleasure and privilege to share with you the Youth Olympic Games, a new creation that truly epitomize the spirit of the modern Olympic Movement.

The Youth Olympic Games (YOG) is the brainchild of Dr Jacques Rogge, the President of the International Olympic Committee (IOC). The vision and the concept of the YOG were deliberated in great length by the IOC Executive Board and the IOC members. The 119th IOC Session held in Guatemala in 2007 unanimously approved the creation of the YOG.

Vision

It is the vision of the IOC that the YOG will inspire the youths of the world to take part in sports and adopt and live the Olympic Values of Excellence, Friendship and Respect.

The Dream

The IOC President, Jacques Rogge envisaged that the YOG, and I quote, “...is the flagship of the IOC’s determination to reach out to young people. These games will not only be about competition. They will also be the platform through which youngsters will learn about the Olympic values and the benefits of sport, and will share their experiences with other communities around the globe.”

The Concept

The concept of the YOG called for the participation of the world’s top young athletes in a Games with equal emphasis on sports, culture and education. For the Summer Youth Olympic Games, 3600 athletes would compete in 26 Olympic sports, stay together for a full 12 days and take part in the Culture and Education Programme created especially for them. The host city would make use of existing sports facilities and accommodation. The standard and service level would be different from that of the standard Olympic Games.

The Inaugural Games

The Inaugural Games attracted a lot of interests from around the world. On 3 September 2007, the IOC announced that 11 cities¹, including Singapore, had indicated their intention to bid for the first YOG.

In November 2007, after the preliminary evaluation of the IOC, the competi-

1. The 10 other cities were Algiers (Algeria), Athens (Greece), Bangkok (Thailand), Belgrade (Serbia), Debrecen (Hungary), Guatemala City (Guatemala), Kulau Lumpur (Malaysia), Moscow (Russian Federation), Poznan (Poland) and Turin (Italy).

tion was narrowed down to five cities – Singapore, Turin, Moscow, Bangkok and Athens – from nine cities. In January 2008, this was further reduced to Singapore and Moscow, following a video conference between the cities and the IOC Evaluation Commission.

On 21 February 2008, the IOC President declared Singapore as the winning city to host the inaugural YOG in 2010 (Singapore beat Moscow by 53 to 44 votes).

Co-constructing the Inaugural Games

Singapore had just about two and half years to organise the Inaugural Games. The Singapore Youth Olympic Games Organising Committee (SYOGOC) had worked hand in glove with the IOC, the 26 International Sports Federations, 205 National Olympic Committees and different stakeholders to co-construct this very first Games. In particular, it was a special challenge in designing the Culture and Education programme which was the defining element of this Games.

SYOGOC's mission was to create an inspiring and memorable experience, for all participants, while establishing an enduring legacy for Singapore and the Olympic Movement.

In the two and a half years leading up to the YOG, and during the YOG, Singapore implemented a series of programmes² with integrated sports and educational and cultural elements to connect the young people with the Olympic values and one another. SYOGOC saw this engagement important before, during and after the Games.

YOG participants experienced Singapore 2010's programmes in four ways:

- Learning through workshops, forums, events and taking part in various projects.

2. These programmes fall within five groups: *Pre-Games Engagement Programme* (involving twinning of all Singapore schools to some 200 National Olympic Committees), *Sports Programme* (featuring all 26 Summer Olympic sports), *Culture and Education Programme* (special modules designed for the young athletes in the areas of Sports Issues, Global Issues, World Culture, Community Involvement, Adventure); *Youth Olympic Village* (with lively exhibition and performance spaces for the young athletes); *New Media* (wide use of new media platforms to promote connectivity among the youth of the world before, during and after the YOG).

- Contributing to causes and communities to appreciate how the Olympic values can help improve the lives of others.
- Interacting through competition that is friendly and mutually respectful, living in the Youth Olympic Village, encountering new cultures, sports and communities and making new friends, and
- Celebrating together the diversity of the Olympic Movement, in which many cultures are united through their common adherence to the Olympic values of excellence, friendship and respect.

Olympic Education

As an important legacy of the YOG, the Ministry of Education in Singapore and the Singapore Olympic Academy produced and launched the Olympic Education Resource Package in December 2008 for all the schools in Singapore. Henceforth, Olympic education became entrenched in Singapore's education system.

Journey of the Youth Olympic Flame

For this very first Games, the IOC Executive Board had given approval for the Flame of the YOG to travel across the five continents, stopping at one continent where athletes and young people of the continent will gather for a celebration and herald the arrival of the Youth Olympic Games. To me it was an important proposal of SYOGOC to promote YOG and the Games in Singapore. Hundreds of thousands of the youth and people around the world participated in the Journey of the Youth Olympic Flame and there were many magical moments.

Sizzling Performances During the Games

Through the 12 days of the Youth Olympic Games in Singapore, from 14 to 26 August 2010, we witnessed sizzling sports performances from the young athletes, not

only in their events, but also in mixed team events comprising boys and girls of mixed nationalities within the teams. The bold call for the Games to go beyond sports did not in any way dilute the quality of the sporting competition, in fact in some instances the Games have brought to the fore, some of the world's biggest young stars, many of whom are expected to achieve even greater marks in sport in the future. Despite the competition the athletes embraced the Olympic ideals of Excellence, Friendship and Respect. As an athlete from Trinidad put it, and I quote, "at the starting line everyone wished each other good luck, it was like one big family".

The sport competition also taught the athletes valuable lessons, which they will remember for life, as an athlete from Gabon, Jessica Oyane said, "Through this competition, I have seen my weaknesses and what I need to improve. I will work harder to show the people of Gabon that I am doing my best, and make them proud."

Culture and Education Programme

For the first time in Olympic history, all athletes remained for the entire period of the Games where an extensive range of activities were organised for them to live together, learn and understand one another through the Culture and Education Programme (CEP). The CEP focused on 5 key themes of Olympism, Skills Development, Well-Being and Healthy Lifestyle, Social Responsibility, and Expression. Singapore 2010 produced the world's first batch of Young Olympians, influenced with the belief that sport is not just about winning, but being a champion in life.

As Dr Jacques Rogge, IOC President put it, and I quote, "You will learn the difference between winning and being a champion. To win, you merely have to cross the finish line first. To be a champion, you have to inspire admiration for your character, as well as for your physical talent."

Making History

The IOC President has said that the Inaugural YOG was a huge success and

beyond his highest expectations. The Young Olympians, the National Olympic Committees, the International Federations were all extremely happy and satisfied with the Games. Young people from around the world were actively involved in making the Games a great success whether working in the Singapore Youth Olympic Games Organising Committee, as Chef De Mission, as coaches or team officials, as contributor to the Culture and Education, or as Young Ambassador or simply as spectators. There were many innovations and new ideas in sports, such as the 3-on-3 basketball, mixed and continental teams that went beyond sport competitions to promote Olympic Values and understanding. The Young Olympians competed head-on against one another in their sport and come together as team mates and friends in the CEP, discussing issues critical to them such as the fight against doping, health and the environment.

These are the significant successes for sport, the Organising Committee and the IOC.

This is just the beginning. This YOG will be an inspiration for generations to come. Connected through sports and by bonds of friendship, these young people will help to build a more peaceful and harmonious world.

We are all part of this legacy, by living the Olympic values in our lives.

THE DIGITAL REVOLUTION IMPACT TO OLYMPIC EDUCATION



Prof. Dr Axel HORN (GER)

Leader of the Institute of Sciences of Health and Sports Science, University of Education in Schwäbisch Gmünd

1. Definition - “digital media” and “digital revolution”

The term “digital media” refers to all electronic media, which operate on the basis of digital information and communication technology (Reimann/Eppler 2008). Their opposites are analog media. Digital media have become a communication media that functions on the basis of digital information and communication technology. On the other hand they represent technical equipment for digitizing, calculation, recording, storage, etc. of digital content (Wikipedia 2008).

“Revolution” generally means an overthrow or downfall. In our context, digital revolution describes the rapid and profound changes that have been coming along with the digital media in the last 30 years.

Describing scientifically the situation in Germany should help in obtaining a closer look at the digital revolution, where one can assume that the situation in other countries proceeded or will proceed very similarly - maybe a few years earlier or later.

Sociologists characterize a “modernization” in Germany in the 1970s and 1980s by television. Many researchers link this medium with far-reaching cultural and social changes, using phrases like “Television childhood” and the “loss of childhood” (maybe someone remembers the title of the famous book by the

American sociologist Neil Postman). They feared considerably poorer conditions for the development of their children. To date, parents are insecure and researchers discuss the question of whether young people are negatively affected by television in the development of their personality (Fölling-Albers 2001, 4).

In the 1990s, especially in the late 1990s – I’m talking about the past 10 years – a further development became apparent, which may be called the “second wave of modernization”. Beyond television, CD players, etc. there are now computers, mobile phones and the Internet, which gained importance at least in terms of older children and young people. On the one hand they did so as status symbols, on the other hand, as modified and enhanced media capabilities of information gathering and communication: Internet, e-mails, SMS etc. (Fölling-Albers 2001, 34), Facebook, etc.

For the first time in history, the American internet store Amazon has sold more e-books than printed books – a fact that clearly shows how much the world is influenced by digital media (SZ 05./06.03.2011).

Furthermore, the newest developments presented on the “CEBIT” - the arguably largest computer convention in the world - make clear, that the technical development of digital media is not yet complete. Mobiles are not only used for calling, they serve as organisers, calculators, cameras, VCRs, small computers with Internet access which can download movies - in the recent development even for creating and playing movies in 3 - D format without glasses!

And again: parents, teachers, scientists are scared by the running development and the running market of digital media - and their influence on adolescents.

Some empirical studies are sought to support the current distribution and importance of digital media for young people.

2. Empirical studies on the development and distribution of digital media

2.1 Due to the variety of data, we focus our analyses to adolescents between 14 and 18 years, since this age group is taking part in the Youth Olympic Games.

It was a special demand of the IOC that - in context of the cultural part of the official programme of the YOG- young people from all over the world should be taught how to work with digital media.

2.2 Some facts from empirical studies

The following facts are taken from the “Hans-Bredow-Institut” in Hamburg which gathers information about the use of media worldwide. The information is updated every year. The last edition is the 28th edition from the year 2009. Some more of the following facts are taken from the “Media Education Research Association Southwest” (= mpfs). They go back to the surveys in 2010, in which 1208 young people between 12 and 19 years (51% boys and 49% girls) were interviewed by telephone between May and July 2010. These researches focus on media in general – and within this digital media, too.

2.2.1 Digital media in German households in which adolescents live in 2010

(JIM-Study 2010, 6)

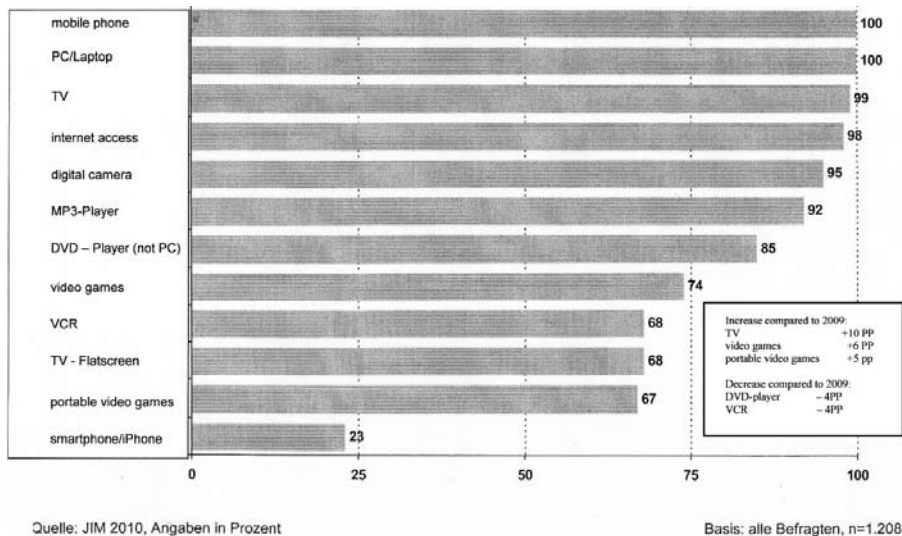


Figure 1: Shows that nearly all German households do have mobiles, computers/ laptops and Internet access.

2.2.2 Spread of the Internet in Tunisia

Table 1

	2002	2003	2004	2005	2006	2007	2008
Number of internet subscribers	76.711	91.787	121.000	150.220	179.440	253.149	281.257
Number of internet .../1000 inhabitants	7,8	9,24	12,12	14,9	17,6	24,66	27,15
Number of internet users	505.500	630.000	835.000	953.770	1.294.910	1.722.190	2.800.000
Number of internet users/1000 inhabitants	50,9	63,5	83,66	94,57	127,07	167,75	270,25
Number of websites	898	1.622	1.775	4.028	4.930	5.796	6.467
Reference: Ministère des Technologies de la Communication, www.infocom.tn/index.php?id=26							

(Hans-Bredow-Institut 2009, 1208)

Table 1: Shows the rapid increase in the spread of the Internet use (in many respects between 4 to 6 times in 6 years).

2.2.3 Media equipment in Indonesian households

Tab. 2 (in Mill)

	1998	2005
inhabitants		220,56
TV	49	
satellite antennas	3,5	
mobile phones		46.91
conventional telephones		12,772

(Hans-Bredow-Institut 2009, 918)

Table 2: According to the data about Indonesia, the spread of Internet access and mobiles still seems to be near the beginning.

2.2.4 Media equipment in Kenyan households (in %)

	2000	2005
inhabitants in Mio.	30,2	33,4
radio		22,1
TV		2,6
PC (incl. notebook)		0,5
Internet access	1,09	4,50
Internet hosts		11.645
Internet users in Mio.		1.5
Conventional telephones (total)	309.379	299.300
Mobiles (in Mio.)	0,14	7,3
Research from: CCK 2005, APC Africa		

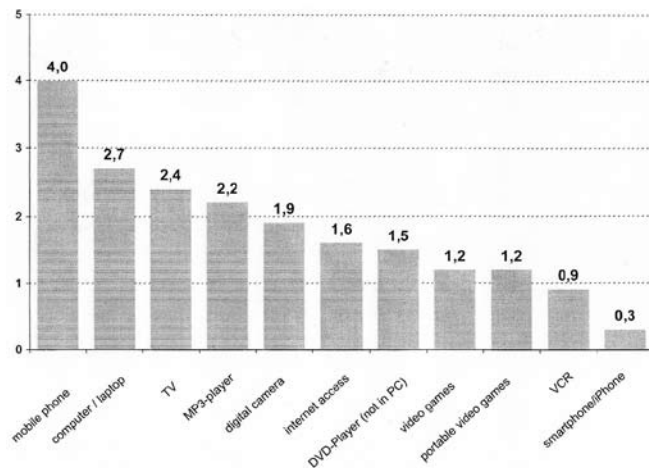
(Hans-Bredow-Institut 2009, 988)

Table 3: In Kenya there are signs of a similar development as in Indonesia. Note in particular the increase concerning Internet access and mobiles.

2.2.5 Average number of digital media per household

(JIM-Study 2010, 7)

Figure 2: In many German households digital media are to be found several times. On average there are 4 mobile phones, 2.7 computers and 2.4 televisions per household. In other words, over 50%



three or more computers and 42% do own at least 3 televisions. More than 88% of households possess 3 or more phones (JIM-Study 2010, 7f.)

2.2.6 Digital media owned by young people in 2010

(JIM Studies 2010, 8)

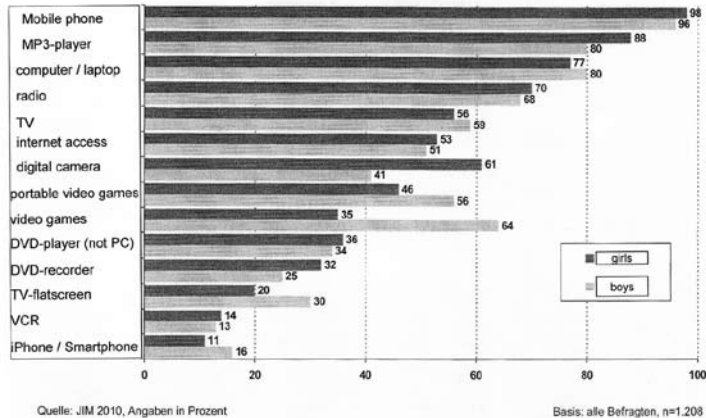


Figure 3: 97% of young German people between 12 and 19 years have their own mobile phone, 79% have their own computer or their own laptop, and more than 50% have their own Internet access. These data are similar for girls and boys (JIM 2010, 7f).

2.2.7 Leisure time use of digital media in 12 to 19 year olds in Germany

(JIM Studies 2010, 12)

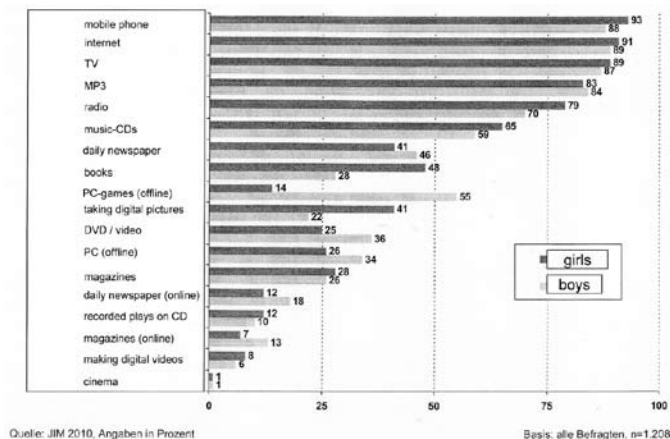


Figure 4: In terms of daily use, mobiles rank first. However, these findings do not surprise as mobile phones more and more turn into small portable computers.

2.2.8 Content related distribution of Internet use

(mpfs 2008, 16)

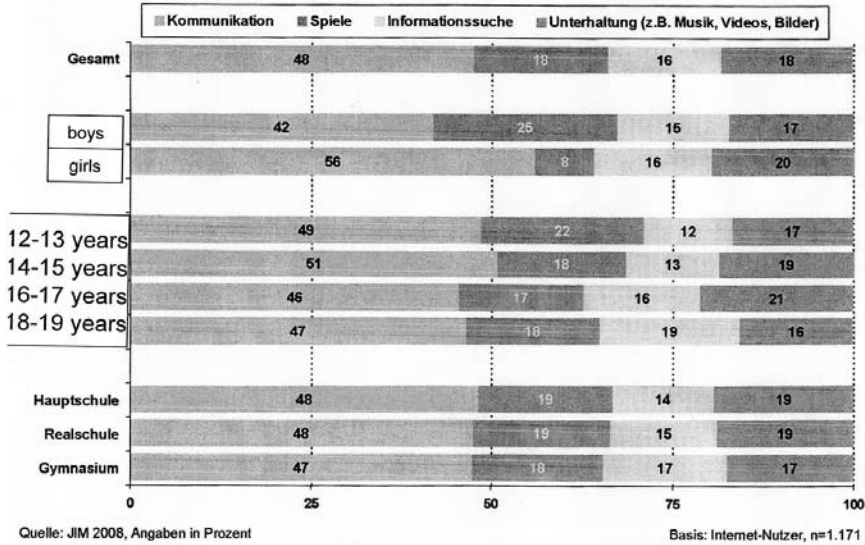


Figure 5 is of particular interest as it reflects the high proportion of Internet communication. Especially girls (56%) spend significantly more time online in comparison to their male peers (42%).

2.3 Conclusion

Summing up this overview, there is no doubt that the digital revolution in adolescents occurs worldwide and that it influences our reality. Whether we like it or not – we will definitely not be able to stop it.

Similarly is the finding that adolescents often do handle those new media much easier than adults and that the new media considerably changed everyday life, leisure time and thus the life of adolescents (Fölling-Albers 2001, 38).

3. Phenomenological observations

3.1 Some fundamental comments on digital media

The digital media can be viewed as one of the pillars of the globalized world. An almost unlimited access to all kinds of information is possible within the shortest time almost everywhere around the world.

It also seems important to note that access to the desired entertainment (e.g. movies) or information is immediately possible at any time. Digital media provide the possibility of directly participating in events happening in politics, business, sports etc. It is no longer necessary to wait for the newspaper on the next day to get information about the newest developments. How fast Internet groups form, could recently be observed in the affair about the German minister of defence zu Guttenberg. Even before the largest newspaper in Germany was able to barrack with zu Guttenberg, tens of thousands of PHD-students had already formed to a powerful opposition in the web. Since then, experts consider the Internet as the fifth power in the state (next to the judicial, executive etc.).

Not only the speed of digital media, but their almost unlimited amount of data must be noted. Without doubt: This is positive. But this is also associated with problems: On the one hand there is the problem of information overload and the danger of losing oneself in it. The distinction between important and unimportant contents is absolutely necessary for the users of digital media. Especially when you look at adolescents it is doubtful whether they can always make this distinction sufficiently.

On the other hand it is often discussed whether in fact all information should be accessible to everyone or not. The recently published WikiLeaks-revelations about US-American assessments of politicians around the world is just one example.

Another observation has already been said to be the major cause for the loss of childhood in our present time by Neil Postman: children and young people have access to all information and pictures of the adult world: to images of horror after natural disasters or from war zones, to glorification of violence, to pornog-

raphy... Internationally recognized brain researchers point out that the human brain is always learning. It continuously learns and stores the results of what is being offered to it. There are a number of studies from the U.S., demonstrating a direct link between aggressive content of media (TV, Internet) and aggressive behaviour of the consuming people (Spitzer 2010; Kölner call - and references to Bedenk 2010, 11). The effectiveness especially of the role model of aggressive simulation games is regarded as problematic if there are “aggressive tendencies as a result of experienced psychosocial attention deficits in childhood or because of previously experienced success of their own aggression” (Mogel 2008, 206). Their prevalence is as unclear as the question of whether in post-modern societies - such as through changes in family structures – they may increase or not. Basically, this problem can be cut right to the chase whether everything should and can actually be accessible for everyone. Even if one denies this question, the question of how to block non-desired contents still remains. Think of the area of child pornography.

In addition, the information in words and pictures are of political power; it crucially determines the public perception of an event: This was clearly the case in the Iraq war, in Germany with Stuttgart 21, or is currently happening in the states of North Africa. It seems only logical that those in power try to control the information spread by the mass media. Especially in the current political situation in the North African states it is getting obvious that digital media play a vital and important role concerning the people’s communication options. It seems as if the race between the suppression of free digital communication and the removal of corresponding blocks was of decisive meaning for the outcome of the political events.

3.2 Isolation by use of digital media

Without a doubt, the technically innovative design of digital media has a challenging character for adolescents. Especially with regard to the computer games (on- or offline), their attractiveness rises by showing more perfect, more varied and more diverse games in bursts and by a variety of ways to involve the players.

Sometimes, it seems like adolescents disregard their personality development. Is this really true?

If one follows the theory that toys can be seen as witnesses of their age and we see our time unmistakably characterized by computers, it is logical that video - and computer - games expand. Since many computer games are for being played alone in front of the screen, this circumstance pokes the fear that adolescents play alone too often and too long. Especially in single children there is an increased risk of lack of social contacts and additional social isolation. On the other hand it is suggested that “multiplayer games” are suitable for promoting social contacts with each other. It is also observed that adolescents spend entire afternoons and nights to beat high scores (Mogel 2008, 192ff.) being linked to each other in LAN sessions. Under the label of e-sports major national and international communities have come together to play their digital games within regular events and championships in an organised form of competition – some with prizes exceeding € 100,000 (e.g. EPS Finals from 13th - 14th June 2009) (Wiemeyer 2009, 127). Therefore, M. Bedenk sees the image of some popular ‘lonely’ computer players ever since the development of online Multiplayer games as outdated. The Internet offers both, significant opportunities to play online with and against each other and to communicate during the game and after. Of course, it has to be noted that social exchange taking place here is media-mediated and does not take place through a direct encounter. On the one hand, this leads to the fact that for example the communication partners are not able to respond to facial expressions or gestures, so that information is lost. On the other hand, it is easy to meet with new players and conversation partners from other countries or cultures (Bedenk 2010, 51f.).

The question whether children become isolated by the intensive use of digital media is, therefore, answered differently by experts. However, it is of concern, that playing computer games limits the meaning of experiences in the visual and acoustic sense, whereas the so-called “secondary experience” prevails and the “primary experience” gets lost (Horn 2010). Although many games are now constructed in a very realistic way - e.g. flight simulators – the concept of reality, e.g. in the game

“Need for Speed” in which accidents can happen over and over again without any consequences, remains questionable. Also, a canoeing-trip in the computer-game can - despite the many dangers that come along from time to time - not be compared to a real canoeing-trip. Not to mention the correspondence to reality of so called “shooters” in which as many people as possible must be killed without any real consequences. Of course one could argue that the reference of the player who is playing in fictional and illusory worlds, is completely real (Mogel 2008, 196ff) comparable to the role-playing games that are an integral part of the child’s game development. In contrast, the neuroscientist M. Spitzer considers that the human brain is constantly changing with its use and therefore the use of digital media does have an impact on the growth of individuals. M. Spitzer summarizes these effects by the loss of the holistic learning and the negative impact on emotional and socio-psychological processes (Spitzer 2010).

3.3 Hypoactivity through digital media

The typical movement character of games mostly comes short in the use of digital media. By using mouse and keyboard, motor processes are limited to fine motor skills and therefore to a minimum. However, it can not be said, that gamers actually move less. A global review of studies on computer use and physical activity (e.g. Maaz 2005; Brettschneider & Naul 2004; Lorber 2006; Marshall 2004; Schneider, Dunton, Cooper 2007; Koezuka 2006, etc. - and references to Wiemeyer 2009, 123ff) documents a heterogeneous situation. A general negative impact of digital games is - if any - weak (Wiemeyer 2009, 125).

The above-mentioned periods of use of digital media and the increase in time in front of the TV in Germany - German adults in 2010 watched TV at an average of 223 minutes per day (MB 04.01.2011) - suggest that the use of modern media could contribute to a lack of exercise. Obviously also the computer game industry has recognized the call for action. Thus, increasingly, digital games are offered, which require the activity of the whole body, e.g. Dance Revolution or Wii. However, anyone who has ever played “tennis” on Wii will probably agree that this has only very little in common with real tennis or whole-body activity.

Also, studies show that energy expenditure - under appropriate intensity and the involvement of large muscle groups - may rise to 8 kcal/minute. However, to reach the generally recommended health-related physiological threshold of 1000 kcal/week, we would have to spend more than 2 hours a week playing. The declining motivation, which is adjusted in these games relatively quickly (e.g. Madsen et al., 2007), suggests that the lack of physical activity of adolescents in Europe and the U.S. can not be adequately met by playing these games (Wiemeyer, 2009, 124ff.). Also the statement that digital games could be specifically used “to convey techniques or disciplines” (Wiemeyer 2009, 126) in sports must currently be considered as illusory.

3.4 Changing communication through digital media

The innovative aspect in the communications by phone and computer is that both communication partners are accessible at any time and anywhere. The desire to tell someone – even about trivia – does not need to be delayed. Similar to the access to information, also the desired communication partners can be reached immediately, regardless of their staging.

Computers and the Internet offer a platform for self-expression and self-presentation, as everyone is and would be appreciated to be seen. This possibility fits the need of post-modern societies, in which broken predetermined roles, traditions and self-understandings are substituted by the need to find their individuality and embody themselves (Bette 1999; 2008, 361; Wetz 2008). Facebook, for example, offers a global platform for this purpose which allows you to publish pictures and information about yourself that you would like to make available to the public. The fact that some people allow a closer look into their private lives, and that they give personal information to other people in other contexts (e.g. job applications) are not necessarily advantageous of the “glass man”. The variety of friendships certainly provides the possibility to find old friends and/or make new friends. Who ultimately gets you by which attention appears problematic especially in adolescence. A good thing is the possibility to reject or termi-

nate “friendships”. Another new aspect of those media is that you can terminate friendships even without facing each other.

3.5 Multitasking

Finally, there are three developments by the digital media which accelerate the existing trends on television. First, there is a loss of a prior choice what you want to see or what one wants to deal with. Digital media offer you ideal conditions to surf and then, if something seems interesting, to stick with it. In addition, here you may encounter the phenomenon of “zapping”. You do not want to see anything in particular; therefore, you are searching the almost unlimited possibilities for what could be interesting. Finally, the internet more and more invites you for “multi-tasking”: research information on the Internet, listen to music and communicate at the same time ... Such behaviour is in clear contrast to the traditional philosophical or educational positions demanding “concentration”. Here, however, also brain research warns, which emphasizes that the human brain can do only one thing. Thus, it is shown that Multitasking just does not enhance hiding distracting stimuli and switching between tasks (Spitzer 2010). M. Wolf also expressed in her book “The reading brain” - where she writes about changes in the brains of the users by digital media - that “more” and “faster” does not necessarily mean “better” (Spitzer 2010). A causal relationship between lack of concentration, attention deficits, etc., and Multitasking is obvious - although the variety of studies in this regard are another matter.

3.6 Conclusion

At all mentioned points, findings are contradictory. Rejectors and supporters are equally distributed. For further research, it is imperative to involve on the one hand, both the digital media and the person using it and the particular situation of use (Bedenk 2010, 31). On the other hand it's important to involve the many scientific disciplines that deal with the “new” media, in an integrative approach (Bedenk 2010, 11).

4. Evaluation of the digital revolution in terms of Olympic Education

The assessment of a case, for example the digital media always happens within the interactions between perception, explanation, and values of the evaluator (Bedenk 2010, 24). The consideration of the first two issues has shown that the current globalized world is essentially determined by the digital media. Those who want to participate in the current “world society” must have access to digital media and have the know-how of its use. As a further development an even wider use of digital media is to be expected in the future, especially adolescents are affected by this development: thus, the world of digital media is increasingly becoming the world of young people. The above-mentioned third aspect - the values - is necessarily subjective. Here, it is therefore made in the form of theses, which should serve as a basis for discussion:

=> Thesis 1: The information-presentation and dissemination of the Olympic idea and the Olympic ideals must be presented to the young people by the media they use.

Since these are primarily digital media, Olympism has to represent the Olympic movement by using that media if Olympism wants to reach the young people around the world without being redundant.

=> Thesis 2: Opportunities for access to and know-how of the use of digital media is to be regarded as an extended condition of understanding in our contemporary world. A division of the world into a (majority) part of digital media and a (smaller) part of non-digital-media would mean a further injustice that would be against the peace idea of Olympism. This is the case when “peace” within the meaning of the German philosopher Immanuel Kant is seen as a just (world) order, which includes far more than a silence of weapons (Kant 1999).

=> Thesis 3: As digital media involve certain risks, it would be irresponsible to let young people alone with dealing with the digital media and the commercial interests of suppliers who deliver them. In contrast, an education for meaningful use of digital media in general and in the spirit of Olympism is essential. The

Olympic ideal of perfection of the individual was certainly possible without digital media. But now that they have become an integral part of our world an educational mission regarding the development of the personality is connected with them. This also includes the global sport in its exercise, its media presentation and a critical assessment. Fair play - especially in highest level sports (which media are interested in and where everyone is almost condemned to success) - still plays a major role here as an ethical scale.

=> Thesis 4: As digital media disseminate the sedentary world, it is important to show young people again and again the usefulness of physical activity, to educate them about exercise, sports and games and to give them the joy of sports competition in order to communicate fairness and mutual respect to themselves and to others. To move, play games and do sports so that it enriches the lives, that it contributes to well-being and satisfaction and that it provides a sense of achievement and happiness - this is a part of the Olympic education - especially in the world of digital media (Horn 2009).

=> Thesis 5: If the YOG really wants to create a new understanding of Olympism for young people it is not enough to just set another international sport event for them. It is necessary to try new ways. And one way can be to educate them as it is intended in a CEP and to include the understanding and responsible use of digital media.

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THE ROLE OF OLYMPIC EDUCATION IN TODAY'S SPORT WORLD



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I am very happy to be here in Olympia once more, where almost 40 years ago, I attended as a student, and began a lifelong love affair – with Greece and its sporting history. I now live part of each year here in Greece – all because of the Academy!

I will begin by outlining the membership and mission of the International Council of Sport Science and Physical Education (ICSSPE), of which I am President. ICSSPE is the largest worldwide umbrella organisation in its field, with more than 300 member organisations, including sports institutes and universities, international sport federations and national and international associations and government organisations. It therefore covers a huge number of people through its collective membership – a conservative estimate is in excess of 60 million people, all working in sport science, sport and physical education.

ICSSPE's mission is to:

- promote better scientific understanding of all facets of human movement;
- educate better quality of life and improved health for all people; and
- advocate the benefits related to an active lifestyle and the ethical values inherent in sporting activity.

I hope that this immediately shows the synergy between ICSSPE's mission,

and the role of Olympic educators. This is even clearer, when looking at IC-SSPE's contribution, i.e. to place science at the service of sport, through:

- SCIENCE, for better informed, more rigorous examination of experience and evidence.
- EDUCATION, for dissemination and explanation of information, and the development of the skills for informed choice, and
- ADVOCACY, in promoting the ethical basis for sport and physical education, which necessarily embraces inclusion and positive values.

Hence, my role is as scientist, educator and advocate. As scientists, we use facts, logic and reasoning; and we value knowledge and rationalism. As educators, we use knowledge and skills to develop others, supported by our belief in the value of education. And as advocates, we use rational argument and belief to promote causes and values, driven by our commitment and passion.

I am a passionate rationalist for sport! But there are some issues and dilemmas in sport, which are not simple and which cannot be solved by science – only by recognising the sources and implications of problems – and choosing the least damaging solution (not always the most popular!).

For example, consider the *notion of sport*. The rhetoric around sport – sometimes called its “theology” – is defined by assumption of *inherent values*, like fairness, its currency as a common language and its availability to all – and these values are central to the tenets of Olympism. Yet sport has also been described as a “value receptacle” (Harry Edwards 1978), which reflects the values of the people who control and play it. This view questions the idea that sport *necessarily and always* is imbued with positive values, and places significant responsibility for sport enacting the values, on the people who lead and manage sport, at all levels.

The title of my presentation asks me to consider “today's sport world”. Here are some issues which I believe illustrate my points about the *dependence of sport values on people*:

- The FIFA/EUFA “Respect” campaign, contrasted with the behaviour of many Premier League players and managers – and the case of suggested ethnic quotas in the French national team (May 2011). These examples

demonstrate clearly that claimed values are not always enacted by players or administrators – and for educators, the challenge is to explain to children and young people, why that gap is there; and more difficult, to present the importance of positive values, sometimes against high profile media coverage of very poor player or coach behaviour.

- The frequent denial that international players are role models for children, and that as human beings, they should be tolerated for having human failings. Critics of that view point out that star players are paid from receipts for game admission and product endorsement, which in turn depend on the allegiance and support of the same children and young people to whom players deny responsibility for their behaviour.
- “Boys will be boys” is a phrase often used to excuse or explain male behaviour which is offensive or discriminatory, such as lack of respect for women’s sporting achievements; or institutionalised bullying, often called “phasing”; or group behaviour which many others find threatening. If such behaviour is not suitable for women and girls, how is it judged suitable or appropriate for men and boys – and why is behaviour which would be deemed criminal or delinquent in normal life situations, redefined as acceptable in the context of sport?

These issues escalate into significant challenges in governance for federations at all levels, whether local, national or international; and since federations are often less wealthy and powerful than professional leagues and some clubs, which may resist or appeal against control and sanctions, the value struggle can be unequal, and very time-consuming and expensive.

So what does this imply for Olympic education and Olympic educators? It has to be acknowledged that often, educators “swim against the tide”, facing enormous challenges; and they therefore need all their *knowledge, belief and passion* to fulfil their roles as moral guardians of an ethical sport system. *They have to be prepared, and brave enough, to work on the system, as well as with individuals’ behaviour.* They also need to be prepared to apply and maintain an ethical framework and explain why one is needed.

In many ways, a robust ethical framework is a self-evident need. One only needs to look at the colliding worlds of “professional” players and clubs, against those responsible for governing the game; at the all-too-common collusion and confusion by stakeholders (including administrators, fans, media, politicians); and at the recurring evidence of distinct, competing priorities, value systems and behaviours. Any sports pages of almost any newspaper will provide examples.

An ethical framework is a system of *shared, agreed* values and behaviours, which define and support the management and delivery of a service system. Such frameworks are relatively easy to assemble and publish, but much more challenging to implement, as can be shown by the development and work of the World Anti-Doping Agency (WADA). Implementation is challenging because of major realities which many times are overlooked or ignored in sport strategy and policy. First, institutions of sport are run by people – with all the human flaws, talents and peculiarities they bring. Sport can become exclusive and unfair, if those who manage it do not commit themselves to inclusion and fairness. It can also fail to apply self criticism, instead allowing perpetuation and even exaggeration of the status quo, as shown by Jay Coakley’s work on what he calls over-conformity to the “sport ethic” (Coakley 1998). Coakley argues that ethical tenets such as subjugation of an individual’s needs for the good of the team can actually lead to legitimization of deviant behaviour, like playing whilst injured or taking performance enhancing drugs: he calls for a healthy level of self-evaluation and reflection.

Who defines the sport ethic? Power is in the hands of people with “currencies” – money, spaces, people and institutions – all prerequisites for sport to happen. If power and its sources are not recognised, there is the danger that it can be mis-used, and lead to examples of the old adage, “power corrupts”: since sport is an arena which is commonly seen to be outside normal life and jurisdiction, the threat of abuse of power increases. Abuse of power can be enabled by:

- Dysfunctions between agencies within the sport system, with failure to recognise responsibility, and one’s own power to influence, and
- Lack of connection/accountability to client groups, by the people control-

ling and delivering sport, i.e. there may be a lack of genuine professional accountability.

The danger in sport - and other self-governing institutions - is of self-perpetuating cliques, which lack critical reflection and instead, resort to mystification and secrecy. Lack of transparency is all too often evident among some of the most powerful and influential sport institutions; this is almost always accompanied by lack of accountability and lack of any machinery for criticism or complaint. Yet accountability is central to any successful ethical framework. The challenge is how to get agreement and a shared view? Arriving at such agreement requires the courage to reflect and evaluate – but as Martin Luther King once said, *“It is surprising how many people find it difficult to think about what they know best and value most.”* Thus, some of our most prized areas of sport remain apparently beyond effective critique or review.

Samuel Johnson (Rasselas Ch. 41) wrote: *“Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.”* This warning re-emphasises the need to balance passion and belief with rationality and knowledge – an excellent basis for Olympic educators to fulfil their very special role. I suggest that Olympic educators should be aware of the concept of “capital” (Putnam 1995) – in their case, *moral* capital, since they act as guardians of the positive values of sport and pro social behaviour, including fair play and inclusion, protection of participants from exploitation, maximising people’s potential, teamwork and cooperation. This role is under-written by educators’ primary purposes and qualities – their passion, dedication to promoting positive values, and commitment to the interests of learners and participants.

Olympic educators therefore must acquire the understanding, knowledge and skills they need to play this role, beginning with an appreciation of the term *values* - principles or standards, judgements of what is important or valuable in life. It is significant that *professions* are further characterised by values, codes of conduct and expected standards of skill and behaviour, by which professionals can be judged and held accountable. Hence, Olympic educators need to identify the characteristics of professionalism which will further define their role, through the nature of

service and professional practice, to identify *the nature of Olympic pedagogy*. It is also desirable, to ensure consistency for learners, that Olympic educators find a common ground with sport and physical educators (teachers and coaches) – with a shared sport pedagogy. A robust, shared sport pedagogy can provide a balance against the threats of confusion from the “dual worlds” of sport, e.g.:

- The “mercenaries” (paid, unaccountable players) v/s the “professionals” (accountable leaders and educators)
- Profit & personal gain v/s public good
- Selective meritocracies & rewards, led by market forces v/s protection of integrity of “game” and access by all

In the context of the effects from this confusion and contested value positions, there are inevitable effects on equity and inclusion in sport, and hence on opportunities to participate and success for young people especially. This raises the issue of the role of non-governmental organisations and of governments, in setting a lead towards positive sporting values – and most relevant to this audience, the role of Olympic educators in protecting and promoting them.

“The essence of professionalism depends on the effective performance of two separate, but overlapping elements: knowledge and judgement.”

Charles Leadbetter “Seeing the Light”: RSA 2003

This dual requirement again emphasises the challenge for Olympic educators – to learn and deploy the knowledge, skills and technical and factual information which are at the core of Olympic pedagogy – along with sound judgement, which will allow application through values and a clear behavioural agenda which is visible and consistent to all learners and participants. Only then can Olympic educators help learners to understand the special gifts which physical education and sport can bring. Sometimes, it seems that we in sport have failed to express those “special gifts” – the joys which positive experiences of sport can bring, when managed and led by skilled professionals with belief in both sport and young people.

De Coubertin himself recognised these tensions, very early in the development of the Olympic Movement:

“Human imperfection tends always to transform the Olympian athlete into a circus performer. One must choose between two athletic methods which are not compatible ... The re-establishment of the Olympic Games on a basis and in the conditions in keeping with the needs of modern life would bring together, every four years, representatives of the nations of the world face-to-face, and one is permitted to think that these peaceful, courteous contests constitute the best form of internationalism.”

de Coubertin, 15 January, 1884

It is clear from this extract that de Coubertin was aware that the holders of power need constantly to be vigilant, to ensure the continuation of the characteristics which attract people to sport. Two of these core characteristics are fairness and inclusion, which are essential for competition and sporting endeavour to flourish. Hence, sport accommodates difference to promote fairness and the chance to compete, by using categories, for example:

- Weight (combat sports)
- Chronological age (children & veterans)
- Sex (male and female)

Sport does not commonly differentiate by maturational age, height or other physical attributes. Competition categories are usually defined by apparently arbitrary limits (age, weight, sex). I have already pointed out the distinction between chronological and maturational age; one might question how it can be fair for 11-year olds to compete against each other, when they can vary so much in height, weight, strength, stamina and maturity. Contrast this with combat sports, which routinely categorise by weight, to ensure that smaller, lighter contestants have a chance of success; and with single sex competition which is designed to allow girls and women to do the same. Yet we extend no such consideration for children in sport. How does this affect both the late and the early developers? Here is the need for conceptual clarity and a more rational – scientific – approach!

A focus on single sex sports competition helps to illustrate, both the contributions which a scientific approach can bring, and its limitations.

“Sex” can be defined as a status, conferred by chromosomes at birth; it is relatively immutable and unchangeable. Hence, it is used by sport as a competition category for “fairness”. (Even here, there are exceptions, since single sex competition is not applied in all sports, for example in equestrian events and mega-distance events like long distance swimming. I will return to this issue, later.)

“Gender” is defined differently – as the social interpretation of normative behaviour which is associated with sex status; it changes over time and across cultures. Hence, the way I play my role as a woman is different from the way my mother or grandmother played it, and it is different from women living in other cultures and contexts.

Commonly, despite these distinctions between sex and gender, between the biological and the social/cultural, there is blurring of sex/gender concepts; and there is ongoing debate about the impact of nature and nurture in children’s and young people’s development. Confusion is deepened when ideas of “appropriate” behaviour are applied to male and female expectations, and then these expectations are deepened into stereotype. Stereotype is the attribution of characteristics to a person by category, rather than by observed behaviour, e.g. “women aren’t interested in sport”, “boys don’t like dance”, “older people can’t climb mountains”. The notion of stereotype is closely related to myths – and help to redefine myths rather than challenging them. Hence, stereotypes are anti-scientific, anti-educational! In sport, stereotypes and myths are further entrenched by the physicality and masculinity of the sport systems, their power structures, “conventional wisdom” and value systems.

Challenging stereotypes and myths must be a central concern for educators, because they affect and restrict expectations according to category – both for individuals and by society. They deny individuality, diversity and ranges of behaviour; constrain (& deny) achievement; they polarise behaviour between categories; and they affect the ways in which rules are made and services are delivered –as they have done in sport. Possibly one of the most extreme examples is beach volleyball, which illustrates gender stereotype and sexualisation in the *governance* (rules) of sport:



Why these different uniforms?

Here, sport has blurred the edges of sex and gender, and polarised how males and females present themselves – and legislated a maximum size for women’s uniforms – and the reasons are clearly centred on the sexualisation of both the sport and its female competitors. When I have raised this issue, I have been told that the female uniforms are “functional”; but if this is the case, why do the men not wear them? The current Badminton World Federation has been up-front about its ruling to require female players to wear short skirts - “*to boost the sport’s profile among viewers and sponsors*”. Contrast this so-called rationale with comments from international players:

Indian player - “I wear skirts or dresses only on special occasions, but never in tournaments Skirts hamper my movement when I play.”

Figure 1:
AN ETERNAL
TRIANGLE.
Myths about
performance



When rulings are applied only to women, and for such stated reasons, the gap between administrators and athletes are apparent. To whom, then, are these administrators accountable?

The concept of anomaly can illustrate some of the commonly-held stereotypes about women's relationships with sport. As Mary Douglas (1966) wrote: *"It is not the act itself which has absolute value, but the social classification of it"*. When exceptions occur to so-called "normal" behaviour, the exceptions are seen as anomalous. Douglas listed 5 types of anomaly, to which I have added common explanations for excluding women and girls from sport:

DOUGLAS anomaly	TALBOT sport examples
Place in category & deny other attributes	"Women/men can't" play football/dance
Remove by physical control	"Women/men must not" play contact sports/do synchronised swimming
Avoid as abhorrent	"Women who play contact sports are masculine; men who like aesthetic events are effeminate"
See as dangerous, not to be associated with	"Female weight lifters cannot be real women, must be lesbian; men playing "girls" games not real men"
Use ambiguous symbols (e.g. humour)	"Not to be taken seriously"

Anomalies are a nuisance for both the law and for rules, and for "fairness" in competition. They also call into question, the basis of justice and fairness – especially when working with categories on which judgements and decisions are made. Many laws, and many sports rules, are based on *normative* assumptions and behaviours, and "sex" and "gender" become the differential basis of fair treatment in sport and society. But in sport, single-sex competitions are often based on notions of gender, while competitors must meet conditions related to their sex category (for example, rhythmic gymnastics relates strongly to *gender* stereotype, while competitors must satisfy administrators that they are biologically of the female sex).

Hence, the situation in sport is confused enough. Add to this, the fact that

in wider society, many national legal systems (and certainly this is the case in Europe) are based on values in human rights, with gender seen as a category, defined by individuals' perceived & lived identity. So trans-gender individuals can secure identities and passports, based on their own defined gender status, as long as they can demonstrate consistent behaviour over a period of time. This can bring further confusion and conflict into the worlds of sport and recreation, with real and tough challenges for sports administrators and managers, for example in the management of changing space and competition.

As I have previously mentioned, "fairness" in sport depends on competition in categories (weight, age, sex). But despite being based on biological determinants, even "sex" categories are not always absolute: biological anomalies are complex individuals, who may be unaware of the anomaly and have well-established gender identities. Sports authorities and federations can be unprepared to manage these confusions and potential conflicts – as demonstrated in the case of Caster Semenya, where decisions and statements demonstrated lack of clarity between sex and gender, and a woeful disregard for the rights of the athlete, whose privacy was violated in ways disallowed by athletes suspected of doping. Duty of care and confidentiality for the athlete should be the first priority: the sport institutions did not perform well for Caster Semenya.

The IOC Medical Commission has indicated that gender transition athletes should be able to compete in single sex events; and there is new IOC guidance on hormone levels among female athletes. Yet still, the case of anomalous sex identity is confused by gendered assumptions and expectations. There also remains the potential for conflicts between "fairness" in sport competition, and "fairness" in human rights – the rights of the athlete to participate and compete – and conflicts between legal status of trans athletes in different countries. These conflicts provide challenges for sports administrators, for which they need thorough preparation and knowledge, and the skills to apply it. These challenges include:

- There is the real possibility of a return to gender verification as a routine requirement for competition. This would be a step back, since it was female athletes themselves who requested it no longer be used, seeing it as

undignified and unnecessary – and since the tests were inaccurate and unreliable, seeing the damage to innocent athletes as being disproportionate to the risk of abuse.

- Many people assume that only international level competition is affected; but the issue also affects recreational sporting competition and, of course, access to facilities including changing rooms.
- The sex/gender conceptual confusion and pre/post puberty “advantages” for transsexual athletes is likely to cause appeals as soon as a trans athlete is successful in high profile competition.
- The whole basis of single sex competition will be open to question, which in turn could reduce access to competition for many women, if many disciplines and sports “go open”.

Sport leaders must therefore be informed, understand the issues, and manage tensions with care for fairness in competition, and care and compassion for individual athletes – and ensure that everyone in the system does the same. They will also need to re-evaluate existing conventions and regulations, especially those based on gendered assumptions and exclusions for females and males. Another example of anomaly in this context is the young man who competes in a German synchronised swimming team, but who is excluded from international competition because synchronised swimming is restricted to females. The following extracts from “*Spiegel*” newspaper illustrate the tensions:

SPIEGEL: “You’re the only male synchronized swimmer in Germany. With your teammates at FS Bochum, you became the top German team. But now you’re not being allowed to swim with the German national team in international competitions. Why not?”

Stoepel: “The German Swimming Association applied to the international swimming association FINA two years ago to let me compete. But FINA rejected the request. I believe that officials just don’t want to see any men in this sport. ... You can already sense that at the national level. Many of the judges are more strict in their

scoring of me than they are with my female competitors. It's not fair. But I haven't given up my dream of one day competing in an international championship."

SPIEGEL: "You swim with sequins on your bathing suit and you have to shave your legs before competing. How do your fellow classmates react to your unusual passion?"

Stoepel: "Even I am surprised by how relaxed people are about it. I have been swimming in a girl's group for almost 10 years, and so far I have only had one experience where someone laughed at me. Someone at a party was making fun of this guy who swims with a bunch of girls. He said that in front of me, not realizing that I was that boy. The others all laughed, and I think it was more embarrassing for him than it was for me."

Educators in particular also need to be prepared by understanding of the ways in which sex and gender differences develop through children's and young people's development. Sex differences are much less obvious before puberty, and boys' and girls' physical attributes and habits of physical activity are fairly similar among younger age ranges – unless there is divergence based on cultural expectations of gender. After puberty, as dramatic physical changes take place in their bodies, girls and boys' range and levels of physical activity also tend to diverge, although the extent of divergence is heavily influenced by social context. Boys' and girls' choices seem to be affected by gender expectation, as much as by the hormonal changes related to sex.

It is also the case that mixed sex participation is still an issue in many countries and cultures. Requirements for single sex participation can be associated either with accepted single sex categories to ensure fair competition, or with cultural mores which would otherwise prevent female involvement – or both. And my view is, if that is what it takes for women and girls to enjoy sport and physical activity, then so be it.

Sport leaders can, of course, recognise and challenge anomalies. The Cana-

dian Association for the Advancement of Women in Sport has a slogan: “Ask Why? – and Change It”. They urge that we should re-examine “performance”, “science”, “evidence” – and use the re-evaluation to challenge generalised and stereotyped views of male & female achievements. We must constantly ask ourselves why some kinds of experience are more valued than others – whose experience? We need to acknowledge the structural inequalities which exist in sport and society, and consider how sport itself can re-invent itself to become more accessible and pluralistic. This in turn presents challenges to sport cultures and normalised practices. The two pictures below show two women in very similar clothing, at elite levels of competition; they present similar visual images. But their reasons for covering the body are different. What is most interesting is that they provoked very different reactions among the sporting media – from hostility at one athlete, to scepticism about effectiveness for the other.



In 2008, following an international study week in Oman, the International Association of Physical Education and Sport for Girls and Women issued the “Accept and Respect” Declaration, which calls upon International Sport Federations to assess their own rules and practices, especially with regard to clothing.

Clause 6:

We urge international sport federations to show their commitment to inclusion by ensuring that their dress codes for competition embrace Islamic requirements, taking into account the principles of propriety, safety and integrity.

The IAPESGW rationale is that conventional thinking about “appropriate” clothing is very much secondary to the rights of millions of women and girls to take part in and compete in sport. As long as athletes are safe and well prepared, why should unnecessary clothing restrictions exclude them? Sports administrators and legislators are merely being asked to think logically and clearly, with due regard for the rights of their client group – players and athletes.

It is within the role of Olympic educators, as guardians of moral capital in sport, to demonstrate the benefits of rational, well informed decision-taking and rule-making, using both knowledge and judgement. In doing so, I believe that they will exemplify a new professionalism in sport. In conclusion, therefore, I lay out these challenges for Olympic educators:

- To know enough for rational critique and (re)constructive suggestions.
- To believe strongly enough in an ethical sport.
- To develop the skills of advocacy to persuade and change behaviour.
- To build an international community of Olympic educators.
- To have the courage to express what is special about sport – the excitement, contact with nature, achievement, beauty, physical participation, joy.

And I look forward to working with you all to meet these challenges.

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***Short presentations
by the participants***



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

NATIONAL OLYMPIC ACADEMY OF FINLAND

Petri HAAPANEN (FIN)

President of the NOA of Finland

The Finnish Olympic Academy acts as an expert group of the Finnish Olympic Committee in the field of Olympic education. The Finnish Olympic Academy was founded in 1987.

According to the IOC the task of national Olympic Academies is to “preserve and promote the ethical, cultural and educational values of the Olympic Movement”. The 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. Every second year we will arrange Olympic Race programme at International Seminar for Physical Education Teachers at Vierumäki the Sport Institute of Finland.

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 large-scale school projects, which aim to introduce Olympic issues and ideas in the classrooms of Finnish schools. Our main target for last year was Vancouver 2010 –project for schools and preschools. It was done in co-operation with the Board of Educa-

tion, Finnish Paralympic committee and the ministry of Education and Culture. The label of Board of Education was highly significant. Now we have started our London project with the same partners.

Our first target is to create the material for London 2012 Games together with Paralympic Committee of Finland supported by The National Board of Education. Themes for this material are welfare at school, sporting and sleeping calendars, teamwork at classroom and school, fair play and functional school day. We have 21 physically active pilot schools. They arrange the Olympic Education Programme at their schools.

Our Academy's new ideas are Facebook for teachers, criteria for Olympic schools, marketing plan for 2011-2012, co-operation with sports institutes like international week for students at Vierumäki and Alumni session at Varala.

The second target is to arrange sessions both in Finland and here at Olympia, where we are lucky to come in September.

Our main target for next year is London 2012 project for schools and pre-schools. The priority is to market this project as well as possible. Our main marketing events are National Trading Event for Educators and London 2012 –tour for schools.

Values in Olympic education are things that we need in today's world. I would like to congratulate you all on the excellent work to spread the Olympic Idea in your own country.

APPENDIX

Olympic Race-programme

8th International Seminar for Physical Education Teachers

at Vierumäki the Sport Institute of Finland

1st to 6th of August 2010 (by the Olympic Academy of Finland)

Aims of the Olympic Race

- Physical abilities
- New Ideas: You can do this at your own School

- Tolerance: Accepting oneself and other people by doing things together
- Joy of effort: Do your best
- Body Awareness
- Fair Play
- Co-operation
- Doing together
- Trying, winning and losing are feelings that you will experience when you do sport in safe environment

Active Recess & Afternoon Coffee

- Motivation for the Olympic Race –programme
- Choose countries
- March to the Olympic Field
- Materials needed: Flags and sound system

Opening ceremonies (15:30 – 16:00)

March, gymnastics, opening speech, Olympic flag, Olympic torch, oaths for athletes and officials.

Working together (16:00 – 16:30)

- Names and balls in a circle
- Move the ball with the jump-rope
- Which month you have born at bench
- Volleyball with sheets
- Tasks for transfer from point to point / Olympic Art using material which you will find from nature
- Find objects without seeing

Race events (16:30 – 17:15)

- Last teachers running (2 participants one woman and one man)

One round is about 50m. Spectators will mark the route by sitting on the ground. At every lap the last runner will drop out and if the leader runner will reach you, you will drop out too. Last runner wins.

- Long jump with weights

Every participant from team will jump one jump at each round, without speed.

Next jumper will continue from the last jumper's foot marks.

- Who's the strongest

Participants will sit down face to face and feet sole touch to each other.

Participants hold the stick with both hands.

- Throw with both hands

Closing ceremonies (17:15-17:30)

CONTRIBUTION OF THE NATIONAL OLYMPIC ACADEMY OF TAJIKISTAN TO THE INTRODUCTION OF THE PROGRAMME ON OLYMPISM INTO THE EDUCATION SYSTEM¹

Ibod SHARIFI (TJK)

Vice-President of the NOA of Tajikistan

Jamilya NAZRIEVA (TJK)

Press-Secretary of the NOA of Tajikistan

The National Olympic Academy was created in June 2003 according to the decision of the NOC General Assembly and officially registered in the Ministry of Justice of Tajikistan on 27 September 2007. During the last three years of its activity 4 Regional branches have been created and are actively operating at the moment.

The goal of the NOA of Tajikistan is to disseminate the values and ideas of the Olympic Movement throughout the country through the Olympic Education Programme, including:

- Strengthening human resources and organisational and technical capacities of the relevant organisation, i.e. sports government agencies and sports federations, education departments, NGOs.
- Introducing the Programme on Olympism into the education system of Tajikistan at all levels.
- Increasing the knowledge and awareness of the population about the Olympic Movement.

1. The presentation was made by Khayriniso Radjabova.

- Promote the exchange of variable internal and foreign cultural values.

The NOA of Tajikistan carries out its work through its four established regional Olympic Education-resource centers located in Dushanbe, Khujand, Kurgan-tube, Kulob and Rasht. In 2011 the NOA is planning to establish the Centre for the Olympic Movement in Khorog, GBAO.

The main activities of the NOA of Tajikistan in 2010

The Olympic education at collegiate level. The National Olympic Academy of Tajikistan developed the Olympic Education training programme (40 in-class hours), which has been introduced into the state education programme through the Ministry of Education of Tajikistan in the early 2010. “The Olympic textbook” by Zebuniso Rustamova, published in 2000 and edited by Ibod Sharifi, Vice-President of the NOA in 2010 is a fundamental handbook intended specially for school and university students. The main issues of the Olympic education have been also included in the set of school textbooks on physical culture for different age groups (1-4 grades, 5-6 grades and 7-8 grades and 10-11 grades), which were developed by the NOA of Tajikistan professionals and published by the Ministry of Education of Tajikistan.

Starting from 2007 the NOA of Tajikistan annually conducts a conference entitled “Development of the Olympic Movement in Tajikistan” for sports professionals, young scientists, post graduates, advanced university students and educators, as well as a number of scientific-practical conferences devoted to “Olympic education”. In the fall of 2009 a facultative on “Olympic Education” was organised in the State Institute of Physical Culture and Sports, where lectures and symposia on the Olympic themes using modern technologies (electronic presentations, movies and video sports) were organised.

Moreover, in the fall of 2010 the Ministry of Education of Tajikistan has signed the Order on conducting a National Olympiad on the Olympic Movement (two stages: testing – about 150 questions and physical exercises normative passing – five disciplines) each year starting from the early 2011.

Training of Trainers to the Olympism Programme. In January 2010 based on discussions with the Ministry of Education it was recommended to conduct training sessions for trainers in all six Regional centers (Dushanbe, Khujand, Kurgan-Tube, Kulob, Rasht and Khorog) together with the Institutes for Teachers Qualification Refreshment under the Ministry of Education using the most advanced NOA of Tajikistan and Institutes' trained trainers. In 2010 three cycles of training of trainers (40 hours each cycle) have been conducted in five regional centres, except Khorog, GBAO, where in total 415 trainers, including 37 administrative staff from 21 sports federations and 32 students from the State Institute of Physical Culture and Sports, have been trained.

The Olympic education at preschool (kindergarten), primary, secondary and high school level. The Olympic education is becoming an integral part of a sports and physical education programme in the education system of Tajikistan at all levels. More and more education institutions (preschools, schools and Universities) establish equipped and functioning Olympic classrooms, Olympic Movement Walls, etc. On June 23 – The Olympic Day is widely celebrated in all cities and districts, including kindergartens, schools, Universities, summer camps, etc., where beyond sports events meetings with famous sportsmen, exhibitions, questionnaires, quizzing games, sports competitions and other events based on literature and art contests are also organised.

As a result of the ToTs follow-up monitoring and evaluation conducted in regions by the NOA of Tajikistan professionals and as a result of positive outcomes similar training sessions continued in 47 cities and regions of the country out of total 65 in 2010, where more than 1,500 educators on physical culture and coaches have been trained. In all training sessions two supervisors from each Regional Education Department participated, too, whose duties included to raise the importance of the Olympism Programme and display interest in continuing training sessions with their respective educational institutions in the cities/regions (districts) according to the developed curricular.

Besides, among the participants of the training sessions have been also managers and heads of methodic departments from Universities, schools and kinder-

gartens whose duties included implementing the Olympism Programme in their respective institutions.

Sports and mass events, which included elements of Olympic values and symbols. Within the framework of the Olympic Education Programme implementation the NOA of Tajikistan also organised and carried out Four Small Olympic Games in four Regional Centers (Khujand, Kulob, Kurgan-Tube and Jirgital), a number of various sports events for young athletes with the particular attention to girls. Meetings and discussions with famous athletes in schools and sports clubs have become traditional events.

Publication activities. All above-mentioned educational and sports activities would have been rather difficult without appropriate education, information and communication materials (EIC). The materials provide information on the Ancient Olympic Games and history of the Modern Olympic Games and the Olympic Movement, on the Olympic idea, philosophy, symbols, ceremonies and Olympic heroes. In 2010 the National Olympic Academy of Tajikistan in close collaboration with the professionals from the Committee on Youth, Sports and Tourism under the Government of Tajikistan, National Olympic Committee, Ministry of Education and the Physical Training Institute have developed, published and disseminated among the educational institutions, sports federations, sports clubs, NGOs and target groups the following EIC materials and guidelines:

- A guidebook “Sports Games at School”, 24 pages, in Tajik and Russian, 1,000 units.
- A guidebook “The Olympic education in summer camps”, 35 pages, in Tajik, 500 units.
- A guidebook “International Olympism at the stage of XXI century”, 36 pages, in Russian, 500 units.
- A booklet “Olympic Movement as a platform for peace”, color, 15,000 units.
- A Poster “We advocate for the Olympic Movement”, A-3, 14 pages, color, 1500 units.
- A leaflet “What is the Olympic Movement?”, color, 15,000 units.

- A 2011 Calendar”, A-3, color, 14 pages, in Tajik and English, 15 units.
- 4 issues of the “Olympic Newsletter”, 300 in Tajik and 100 in Russian of each issue.

Sport for All. At the initiative of the National Olympic Academy of Tajikistan together with the education departments and committees of youth, sports and tourism a number of sports events, such as Sports against AIDS, the Olympic Day and tournaments have been held. Many of these events have been accompanied by relevant conferences, round table discussions and BCC training. Most of the participants of the sports events received developed EIC materials on the Olympic Movement.

Cooperation with mass media. 14 and 8 articles on the issues of the Olympism have been published respectively in national and local newspapers only in 2010. Besides, the National Olympic Academy renders assistance in preparation and development of materials relating to the Olympic Movement in Tajikistan and abroad for TV programmes, e.g.: weekly TV programme “Youth, Sports and Health”. An Olympic Quiz for radio “Vatan” dissemination has been created, too.

Participation in international events. The NOA of Tajikistan takes an active part in the international Sessions and Workshops, organised by the International Olympic Academy, National Olympic Academies, e.g. Ukraine, Moldova, Russia, etc., and the Olympic Museum.

OLYMPIC EDUCATION ACTIVITIES AROUND THE WORLD



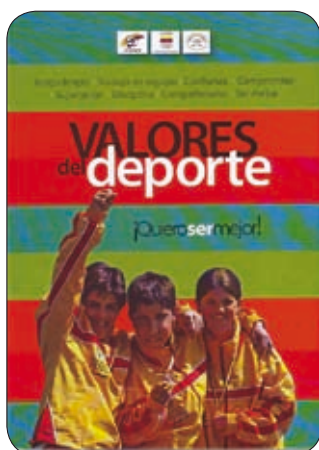
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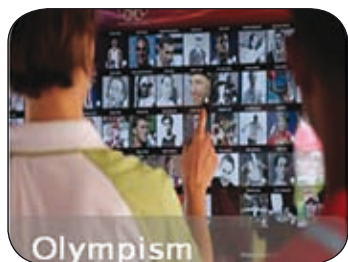


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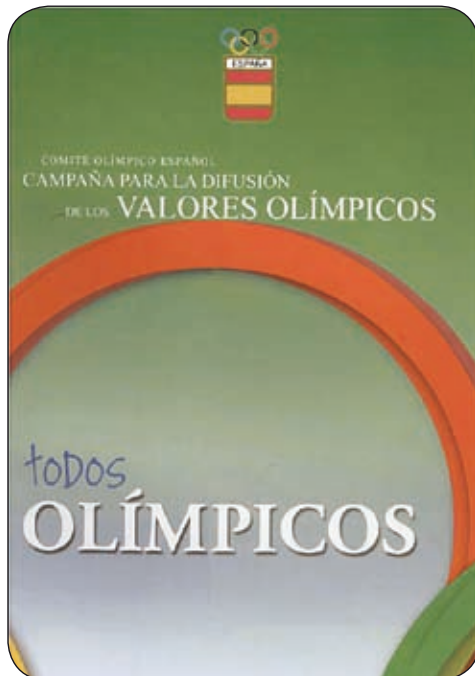




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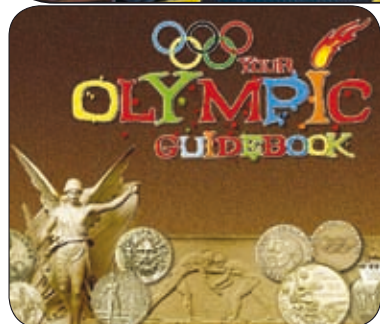
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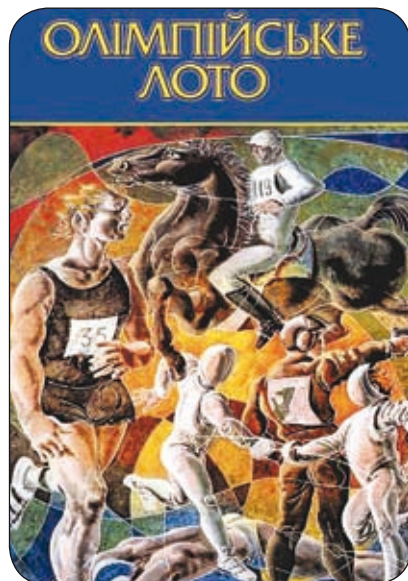
Thailand



Tunisia



Ukraine



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PRESENTATION BY THE NATIONAL OLYMPIC ACADEMY OF POLAND

Ewa KAŁAMACKA (POL)¹

Member of the NOA of Poland

Zbigniew PORADA (POL)

Member of the NOA of Poland

The Polish Way of the Olympic Education

The belief in the power of education is as old as the history of mankind and has been expressed by many educators, philosophers and physicians. Helvétius claimed that man was exclusively a product of education (*l'homme est tout l'éducation*). This maxim has had a particular relevance to the work of Polish educators preoccupied over the centuries with education. Their concern with this endeavour has always been the sign of a modern approach to education.

Olympic Education in Poland

The creator of modern Olympic Games Pierre de Coubertin said Olympic sport not only refined humans in the physical dimension, but through overcoming fatigue it could foster willpower, noble attitudes, respect for opponents and voluntary resignation from unfair opportunities to win. Sport can thus become a tool in moral, volitional, intellectual, social and hygienic education. Therefore *Mens*

1. The presentation was made by Ewa Kalamacka.

sana in corpore sano, the well known phrase from Juvenal has been both used and misused in debates about movement culture. The argument that a harmonious education consists of a well balanced development of mind and body was again used by Polish educators in the 20th century. This led to the introduction of sport within the educational system around that time. Sport has had as an educational component both in the school system and in society at large. In 1925 Pierre de Coubertin sent a letter to the Polish magazine "The Stadium" that published its special edition before the Olympic Congress in Prague. In the letter he wrote, among others: *"Sport needs the close alliance of strength of mind with physical power and thanks to this alliance people will become strong and skillful, serious and cheerful"*. Since that the educational role of sport has been developed by Polish Olympic Committee organised in 1919. Contemporary, the educational role of sport has been developed by the Foundation of Olympic Education Centre, which has assumed the institutional responsibility for the implementation of the Olympic education programme and by the Polish Olympic Academy, mainly.

The Polish Olympic Academy (POA)

The institution was founded in 1984 as the social authority of the Polish Olympic Committee. At the Polish Academy groups of scholars, journalists and activists take part. It has currently 35 members. The main task of the Polish Academy is to promote research on Olympism, organising of conferences, preparing of publications, exhibitions, initiating co-operation in the country and abroad with the sports associations and the regional centers of the Olympians. The POA co-organised competitions in the field of literature and art ("Olympic Laurels")². Representatives of the Academy are also involved in

2. Olympic Laurels, established in 1967, is a special prize of the Polish Olympic Committee and the Ministry of Culture. It is granted for outstanding artistic achievement of the Olympic themes in architecture, various fields of literature, visual arts (painting, graphics, sculpture), music film and photography. So far it has awarded 79 gold, silver and bronze Olympic Laurels (in the form of a medal).

the meetings of the chapter to award medal *Kalos Kagathos*. *Kalos Kagathos* medal is awarded since 1985, including prominent athletes, who after or during their sporting careers have also been very successful outside of sports³. The medal name is an abbreviation for the Greek term “*kalos kai agathos*”. This term is synonymous of the body efficiency achieved through exercise and the benefits of character, virtue, generosity, and moderation. So far 56 medals *Kalos Kagathos* have been awarded. The Academy is also the initiator of competitions on the doctoral and master works in Olympic themes. The POA cooperates with Polish universities in the field of education of sports promoters. It publishes its own magazine “*Olympic Almanac*”. The Polish Olympic Academy also participates in the Olympic education. Therefore, it initiates a public debate about the mission of the Olympic Movement, its current status, perspectives and possible risks. Special place in the work of the Academy have always occupied conferences, sessions and publications. In this way the Polish Olympic Academy has become a major place in Poland discussion, the confrontation of views, creating an intellectual image of the Olympic Movement.

The Academy was also an organiser and a participant in discussions on aggression in sport, the fight against doping and the threats to the Olympic ideas. The Academy has assured the continuity of work. Since 1996 is active the Young Circle. It brings together the young researchers of various specialties, activists and journalists, all of whom went through the sessions of the International Olympic Academy in Olympia and work in the field of the Olympic education. Young Circle participate as observers in all meetings of the Polish Olympic Academy, as well leads its own autonomic activity. Noteworthy is the fact that in recent years more than 20 people from the Youth Circle received doctorate degrees.

3. The head of Award Chapter is Rector of the Jagiellonian University. Members of the Chapter are: representatives of the Jagiellonian University, delegates of the Polish Olympic Committee, representatives of the Editorial Review of Sports (*Przegląd Sportowy*) and the Polish Olympic Academy.

Olympic Education Centre

The Centre's goals include the promotion and popularisation of the values of Olympism, Olympic ideals and culture; with special emphasis on Polish sport traditions. The Centre seeks to present the role and place of sport in the world of today and relations between sport and arts. Another important objective is to teach sport through sport, putting the slogan "*Live a sporty life*" into practice.

An important element in the education of the young generation is to provide the young people with comprehensive education in history, taking into consideration the tradition of Polish sport and physical culture as well as education in aesthetics. The point is also to make sure universal Olympic ideals can be applied in other domains of life in order to improve its quality and moral standards. The Olympic education is promoted through the following triptych: publications and thematic meetings, permanent and temporary exhibitions, recreation and entertainment.

In all these three elements of education, harmony between the body and the mind is predominant. In Poland the message of Olympic education to all individuals is to strive for excellence in order to surpass themselves. The Olympic motto, *Citius, Altius, Fortius*, not only means, faster in sport performance, but higher in moral standing and stronger in fortitude for the struggle of life. The Olympic education allows a comparison of personal thoughts and skills, helps to perceive excellence and strive to use power correctly. This education does realise truly humanistic values. The participation in sport and appropriate utilisation of sport calls for proper education. Education thus remains the first and ultimate humanistic hope for sport.

**THE DANISH OLYMPIC COMMITTEE
DANISH OLYMPIC ACADEMY**

Lars KIRKEGAARD (DEN)

Educational Adviser, NOC of Denmark

Education

The National Olympic Committee of Denmark, Danish Olympic Academy and the Danish sport federations are organised in one organisation called National Olympic Committee and Sport confederation of Denmark, NOC (Danish: Danmarks Idræts-Forbund, DIF).

In general the NOC is very active, developing education for every level of participation in Danish sport.

The NOC works closely together with the national sport federations to develop and maintain high quality education for officials, leaders/managers and coaches.

It's important for NOC to create educations that appeal to the modern user. In order to do so we have focused on digitalization of knowledge and education. It will give the user more flexibility in order to take an education when and wherever they like it.

The first project consists of two parts: An E-learn-course in sports injuries and the development of an application for smart phones ("mobile app").

The aim of the project is to prevent, treat and rehabilitate sports injuries.

Both parts of the project are already well under way, based on the funding from the NOC and Olympic Solidarity.

E-learn-course

This course substitutes the NOC's existing courses in preventing and treating sports injuries and will be fully web-based. The Danish Sports Physiotherapists' Association is a partner in the project, thus securing that the latest research is integrated in the development of the project.

The aim is that the new electronic platform will raise participation by 25% and that at least 20% of the NOC's member federations will have integrated the course in their education structure by the end of 2012. Furthermore, it is a goal that at least 1000 persons will have taken the course by the end of 2012.

Mobile application

The application is being developed for android smart phones in order for trainers, athletes, parents etc. to have qualified guidance on hand in the sports venues when sports injuries occur, i.e. advice on the acute treatment of injuries. Furthermore, the application will include information and advice on rehabilitation after injury. The application will be continuously developed with new information and knowledge over the next three years.

The aim is that more than 5.000 persons will have downloaded the application within the first month after set-off.

Promoting Olympism

The NOC has initiated cooperation with sport departments of Danish universities, in order to put Olympism on the university agenda.

The Universities have already scientists working with Olympic Topics, but their work is often not appreciated. By stimulating the need for further research and knowledge the NOC has re-promoted the Olympism as a serious topic at university level.

The NOC has created grants to motivate the students to become absorbed in Olympic topics and by doing so, the need for qualified supervision will increase.

OLYMPISM AND THE EDUCATION OF YOUTH: THE CONTRIBUTION OF THE SPANISH OLYMPIC ACADEMY (SOA)

Eugenia MARTÍNEZ-GORROÑO (ESP)

Spanish Olympic Academy – Autonomous University of Madrid

The Spanish Olympic Academy, a pioneer among National Olympic Academies, has been proposing, since its inception on 25 November 1968, multiple annual activities, thus responding to its mission under the Olympic Charter.

These last few years, in particular, it focused on the promotion of activities that can bring Spanish youth closer to the values and the code of ethics of Olympism. This was why it worked hard in order to establish *Olympic Studies Centres* in all Spanish universities. At present, there are 26 Olympic Studies Centres in the following universities:

OSC-Autonomous University of Barcelona	OSC- Autonomous University of Madrid
OSC-University of Alicante	OSC-European University Miguel de Cervantes de Valladolid
OSC- University of Almeria	OSC-University of Valladolid
OSC-University of the Basque Country	OSC-University of Valencia
OSC-University of Estramaduros	OSC-University of Cadiz
OSC-University of Cordoba	OSC-University Alfonso X El Sabio of Madrid
OSC-University of Grenada	OSC-University Rey Juan Carlos of Madrid
OSC-University of La Coruña	OSC-University of Vigo
OSC-University of León	OSC-University of Jaén
OSC-Catholic University of S. Antonio de Murcia	OSC-University Pablo de Olavide of Seville
OSC-University of Santiago de Compostella	OSC-University of Caceres
OSC-University of La Rioja	OSC-University of Burgos
OSC-University of Oviedo	OSC-University of Las Palmas de Gran Canarias

These *Olympic Studies Centres* were born from conventions signed with Universities. They are extremely interesting academic institutions because they have been bringing together for many years now young people who are preparing for different professional and scientific fields. This university phase is most important for teaching these young people the depth and nuances of *Olympic philosophy*. University students are indeed at an age and stage of preparation that places them in an ideal position to grasp the values, the scope and the potentiality of Olympism. On the other hand, a large number of these young academics will find themselves at the helm of many organisations and institutions, which are particularly important for the country's future.

The above thoughts have led the *Spanish Olympic Academy* to make sure that during their academic studies students shall be given the opportunity to get to know and appreciate the Olympic ideology and its content in order to “*contribute to building a peaceful and better world by educating youth through sport practiced in accordance with Olympism and its values*” and expand their knowledge on its organisation, its administration and the success already obtained along its historic course in order “*to place 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*” (Olympic Charter, Fundamental Principles).

These *Olympic Studies Centres* are run by the professors of the University in which they are located and implement an annual programme of activities. To carry this task through, they have at their disposal bibliographic material provided by the Spanish Olympic Committee (SOC) which they receive on the signing of the agreement leading to their establishment.

We shall mention as an example a few of the activities that were proposed last year by the *Olympic Studies Centres* established throughout Spain thanks to the initiative of the *Olympic Academy*.

The *Olympic Studies Centre* of the *Autonomous University of Madrid* offered a course on *Values, Olympic Games and Olympism: History, evolution and current prospects*. This course was held from 6 to 29 April 2010 in the Main Hall of

the Teachers Training and Education Faculty of the *Autonomous University of Madrid*. You will find below the themes that were presented by different professors on Tuesdays and Thursdays during the abovementioned period:

Title: <i>Olympic ideology and humanism.</i> <i>Dr Conrado Duránte Corral. President of the Spanish Olympic Academy and member of the Spanish Olympic Committee.</i>
Title: <i>The Olympic Games from the viewpoint of a sports technician.</i> <i>Dionisio Alonso Curiel. Professor of the AUM and Coach of the Olympic athletes.</i>
Title: <i>The Paralympic games and disabled persons.</i> <i>Lourdes Cid Yagüe. Professor of AUM.</i>
Title: <i>Religious festivals and athletic contests in ancient Greek civilization.</i> <i>Dr José Luís Navarro González. Professor of AUM.</i>
Round tables held on 20, 22, 27 and 29 April 2010.
Title: <i>The media and the values in today's Olympic Games: Beijing 2008 retrospective analysis.</i> Lecturers: <i>Dr Juan del Campo Vecino. Professor of AUM, Olympic journalists: Ignacio Romo Arroz, Carlos Arribas and Carlos Toro Montoro.</i>
Title: <i>The Olympic Games and Spanish women: challenges and evolution.</i> Lecturers: <i>Dra. Clara López Crespo, Professor of AUM, Marta Carranza Gil-Dolz del Castellar, Deputy General Director of Sports Promotion and Paralympic Sport, Higher Sports Council, Dr Catalina Riaño González, University of Oviedo, Dr Matilde Fontecha Miranda, University of the Basque Country.</i>
Title: <i>Sport, Health and the Olympic Games.</i> Lecturers: <i>Dr Vicente Martínez de Haro. Professor of AUM, Dr Julio Legido Arce. Director of the School of Sports Medicine (SSM) of the AUM and Doctors Luis Felipe Belinchón and Paco Miguel Tobal, both Olympic doctors and Professors at the SSM of the Complutense University of Madrid.</i>
Title: <i>Olympism and Olympic sport from the athletes' viewpoint.</i> Conference chaired by: <i>Alejandro Blanco Bravo, President of the Spanish Olympic Committee.</i> Lecturers: <i>Olympic athletes: Ignacio Sola, Cayetano Cornet, Fermín Cacho and Gema Hasenbeil.</i>

The *Olympic Studies Centre* of the *Autonomous University of Madrid* also publishes with the financial support of the *Spanish Olympic Committee* the research review *Citius, Altius, Fortius. Humanism, Society and Sports: Research and Essays*. It is edited by the President of the SOA Dr Conrado Durántez Corral and the Professor of the Autonomous University and Director of its OSC Dr Eugenia Martínez Gorroño. This publication, issued twice a year since May 2008, makes it possible to disseminate original works of the highest academic and scientific level written by authors of international renown. Thanks to the support of the OSC and the University, *Citius, Altius, Fortius* is sent by post to the libraries of all Spanish universities that offer graduate courses in physical activity and sports sciences, as well as French, German, Portuguese, Argentinian, Brazilian and British universities whose professors and researchers are members of the *Advisory Committee*. The objective of course is to disseminate its content in academic communities.

Aimed at university students, on the initiative of the SOA and the OSC of the *University of Jaén*, the *43rd Official Course of the Spanish Olympic Academy* was held in the capital of Andalusia on 22 and 25 November 2010. Prominent personalities of the Olympic and academic world delivered lectures among whom we will mention: Conrado Durántez, Julio Pernas, Juan Jiménez Fernández, Agustín Antuña, Fernando García Romero, Ms Eugenia Martínez Gorroño, Víctor Yanes and Miguel Angel Morales. A round table discussion was also held during the course, moderated by the Secretary of the SOA Pablo Galán. Jaén athletes Pedro Medina (Tokyo 1964 Olympic rifle champion), Fermin Cacho (gold medallist in Barcelona and silver medallist in Atlanta), Manuel Pancorbo (Olympic champion in Barcelona and Atlanta) and Antonio Prieto, Olympic champion in Barcelona, Atlanta and Sydney participated in this round table.

This session provided the opportunity for issuing a personalized stamp depicting the outline of the Jaén Cathedral and the SOA' logo, with the view to ensuring the promotion and propagation of the principles of Olympism among the people of Jaén and Spain. The stamp was presented by SOA President Conrado Durántez, during a ceremony attended by the Dean of the Cathedral Francisco

Juan Martinez, the Lady Mayor of Jaén Carmen Peñalver, the Rector of the University Manuel Parras and many other personalities. The choice of the Jaén cathedral as the subject of this Olympic commemorative stamp was greatly appreciated by the Jaén authorities since its cathedral aspires to become a World Heritage Site.

During the session the iconographic exhibition of Pierre de Coubertin's life, the property of the Spanish Olympic Committee, was presented.

Course attendance was high with 270 officially registered students from the University of Jaén. Three students were selected among participants and they will represent Spain at the Session to be held in Olympia in June 2011.

The *Olympic Studies Centre of the Basque Country*, as part of the celebration of the 12th Olympic week in its academic premises, issued in 2011 the publication "*De Re Olimpica*", a volume of 237 pages containing the lectures that were delivered between 22 and 26 November 2010.

For younger people the SOC organises during the school year the "*All Olympic*" programme. It is estimated that 8000 students participate in it each year. This is a campaign for the dissemination of Olympic values. It has been developed by a team trained and selected by the SOC and composed of five former professional athletes with higher education qualifications who visit the Madrid schools during the school year. This programme is mostly intended for school students, 12 to 13 years old, who attend the first year of compulsory secondary education. In 2011, in addition to the lectures and workshops it also included a small theatrical play called "*Olympic Games and Olympic heroes*".

Other activities organised by the Spanish Olympic Academy

The limited length of this presentation only allows us to underline a few of the events that were organised.

Between 11 and 13 October 2010, the 13th Congress of the Pan-Iberian Association of Olympic Academies (PAOA) was held in Lima with the participation of delegates from fifteen Spanish and Portuguese-speaking National Acad-

emies. As the President of the Association, Conrado Duránte presented a general report on the activities that had been undertaken and future projects. He also presented the publications *"The origin of Iberian-American Olympism"* and "Philosophy of Olympism" issued by the PAOA. The delegates from different Olympic Academies reported on the activities of each member country. Participants were welcomed at the seat of the Congress of the Republic by its President and by Cénida Uribe, volleyball silver medallist at the Tokyo Games in 1988 who is presently an MP.

The excellent organisation of the Peruvian Olympic Committee was praised by all participants who were also received by the Mayor of Lima at the Town Hall where *Olympic Solidarity's* Nicole Girard-Savoy gave a lecture on *"Olympism and its values"*. The monographic exhibition of Greek researcher Sergios Dolianitis on *"The historic Impact of the battle of Marathon"* was impressively documented and commemorated the 2500th anniversary of the event.

We cannot conclude this short presentation without mentioning the fact that Conrado Duránte was appointed, in 2010, by Jacques Rogge as Coordinator of the *Commission for Culture and Education of the International Olympic Committee*. This nomination recognizes his past work and his present and future contribution to the Olympic Movement.

**THE OLYMPIC EDUCATION IN THE REPUBLIC OF MOLDOVA:
THE ACTIVITY PROGRAMME OF THE MOLDOVAN
OLYMPIC ACADEMY**

Nadejda GORI (MDA)

Member of the NOA of Moldova

The Olympic Academy of the Republic of Moldova was founded on December 10, 1993 as a result of the decision of the General Assembly of the National Olympic Committee.

The pride of the the Moldovan Olympic Academy are: Larisa Popova, Olympic champion of the Moscow Olympic Games in 1980 (rowing), Nicolae Juravschi double Olympic champion of the Seoul Olympic Games in 1988 and silver medallist of the Atlanta Olympic Games in 1996; Tudor Casapu, Olympic champion 1992 (weightlifting); Serghei Mureico, bronze medallist of the Atlanta Olympic Games (Greco-roman wrestling); Oleg Moldovan, 2nd place at the Sydney Olympic Games in 2000 and many other World and European champions.

The Olympic Academy of Moldova has social, educational, cultural, sports, humanitarian, non-profit, apolitical and non professional character. It brings together - through voluntary adherence - teachers, sports personalities, and experts in sports performance, schools, associations, sports federations and others that can actively contribute to the science of sport.

Its main objective is the affirmation and promotion of non-racism and tolerance ideas of Olympism, the Olympic spirit and principles in the sports activity in Moldova.

Among the main objectives of the Moldovan Olympic Academy are:

- to study the historical, cultural, ethical and social aspects of the world and the national Olympic Movement, and those related to the Olympic Games;
- to promote the spirit of fair play, the struggle against violence, doping and corruption in sport;

- to protect the athletes and sports from any negative influence that can lead to deviation from the Olympic Principles and sports ethics.
- to contribute to the training of specialists in physical education and sport in the spirit of the Olympic ideals.
- to encourage research and study activities, as well as the organisation of Olympic artistic events.

The formative goals of the Olympic Academy of Moldova aim at the fulfillment of human personality through the harmony between physical and spiritual sides.

Olympism is a state of humanity, a means of bringing people together; it is a manifestation of worldwide culture. Regarded as the father of Olympism, Baron Pierre de Coubertin stipulated that this state of mind, stated in the Olympic Charter's principles, will persist over time, contributing to the improvement of human and social harmony.

In particular, the purpose of Olympism and also of the Olympic Academy of Moldova is to provide, above all, the spiritual education by means of physical education and the teaching of the history of the modern Olympic Movement, through sport for the harmonious development of man with the aim to encourage the creation of a peaceful society, being concerned with the keeping of human dignity.

The main activities of the Moldovan Olympic Academy are:

- The enhancement of the approaches in order to attract into Olympic education activities as many volunteers as possible - amateurs who respect the Olympic sport values, approving and demonstrating seriousness and responsibility which are absolutely necessary for the process they are dedicated to.

- The development of the dialogue between the structures (such as the Olympic Circle, district and municipal subsidiaries) and local factors in public administration, with an emphasis on representative personalities who increase their image and attractiveness of the events held under the auspices of the Moldovan Olympic Academy.
- The organisation of sports and cultural festivals, promoting the Olympic ideals among young people; most of which are held in foreign languages, including French, the language in which Baron Pierre de Coubertin expressed his ideas.
- The development of dialogue with partners at central and local level, so that the Olympic educational activities can benefit by the adequate concept and means of expression.
- The promotion of Olympic values among the athletes from national teams, and among Olympic scholars and juniors enrolled in Olympic national reserves.
- The organisation and supply of methodological support for all competitions in all sports events.
- The promotion of the Olympic spirit in all educational institutions: kindergartens, primary schools, middle schools, high schools, colleges, higher education institutions, production organisations, etc.

From those mentioned above, we assert that the Olympic Academy of Moldova organises annually a lot of sports activities, seminars, scientific conferences, international scientific congresses on Olympism, debates, intelligence contests, scientific researches, competitions, etc.

The most relevant sports events that are annually held are: the cross –country race organised on “The Physical Education and Sports Day” in Moldova, traditional spring-autumn running races whose winners are awarded with special prizes of the Olympic Academy of Moldova, the International Scientific Congress “The Olympic Sports and Sport for All”, and the Conference “The Spirit of Fair Play and Sports Entertainment”, etc.

It is worth mentioning that at these scientific meetings organised under the aus-

pices of the Olympic Academy of Moldova, we had guests and outstanding personalities of the world sports science. Also, we are proud that our institution is one of the few Academies in the world that was visited by Juan Antonio Samaranch, Jacques Rogge, Mario Pescante, Nicholae Platonov, Maria Bulatova, etc.

As a result of these scientific sessions, monographic studies, textbooks, methodical and scientific guidances like “The current issues regarding the improvement of the educational system in physical culture”, “Scientific issues in the field of education and sports”, “The current problems of physical culture theory and practice” that have become useful for the whole country, were published and allotted in all university centers.

Also the promotion of Olympic ideals is enhanced through the following publications:

- the journal “The Olympic Almanac”
- the weekly “Sport Plus”
- the scientific and methodological magazine “The Science of Physical Culture”

The Olympic Academy of Moldova is always open for collaboration and invites you to visit our beautiful and sunny country!

Welcome to Moldova!

REPORT ON THE ZIMBABWE OLYMPIC ACADEMY FOR THE PERIOD 2010 TO APRIL 2011

Eugenia CHIDHAKWA (ZIM)
Director of the NOA of Zimbabwe

The Zimbabwe Olympic Academy

The Zimbabwe Olympic Academy which is an arm of the Zimbabwe Olympic Committee has grown from strength to strength since its inception in 2002. This report will cover major activities done in 2010 up to April 2011.

The structure

The Zimbabwe Olympic Academy (ZOA) is manned by a committee of 5 members including the Director and these work on voluntary basis. They bring in diverse experience in sport. The committee is made up of 2 women and 3 men.

Activities and programmes

The main activities and programmes of ZOA were performed in the following areas:

Train the trainer workshops

Having realized that there was a gap in the dissemination of Olympic Education

in schools, the ZOA committee took an initiative to train lecturers in teachers colleges in Zimbabwe as well as teachers from targeted primary and secondary schools. This gave birth to the introduction of Olympism clubs within the colleges and the schools. A workshop was also done for young participants within sport clubs in line with the youth Olympic Games.

Exhibitions

The Academy managed to successfully exhibit at the Zimbabwe Trade Fair, Harare Agricultural Show and The Harare International Festival of Arts (HIFA). The main focus was to educate people on Olympism and Olympic Education as a tool for social change. During HIFA the Academy realized that Art can be a powerful vehicle to disseminate information on Olympism.

Activities

The Academy has gone a step further by introducing a software which allows participants to answer and play games on Olympic Education; this was done after realizing that young athletes do not read fliers and are not keen to being lectured.

- The Academy participated in different activities organised by National Sport Associations in the country e.g. Zone VI basketball qualifiers, Zimbabwe Tertiary Sports Union national competitions and the Zimbabwe National under 19 youth games and Cottico rugby tournament.
- The Olympic Day which has become a multi discipline tournament provided the Academy with the opportunity to carry out Olympism activities through various educational games. This started with a cultural week in Chitungwiza and cleaning of the environment by school pupils.
- 2010 saw the inaugural primary and secondary Art and Culture competition being held in selected schools. The schools identified pursuit of excellence as the most violated Olympic value; hence they came up with drawings and paintings of how it is being violated.

- The Academy conducted a national quiz competition on Olympism in conjunction with the national museums and monuments in Zimbabwe.
- Radio programmes led by the Academy have helped to spread Olympism as the information reaches a lot of people.

Presentations

The Academy works closely with other commissions within the Zimbabwe Olympic Committee. In 2010 it made a presentation at women in sport workshop and the various courses organised by the Education and research commission especially the Sport Administration courses. The Academy also worked very closely with the Sport for All Commission as well as the Technical Commission. Olympism presentations were also done to Christians united against Aids group and CAF level 3 coaching clinic amongst many other presentations.

Technology

In order to help National Sport Associations and athletes to access information the Academy with the help of the ZOC has established a computer centre with computers connected to the internet.

The ZOC website is also to be used by the Academy to disseminate information.

Future Aspirations

The Academy would want to see every Tertiary Institution, school, National Sport Association, Sport Club in Zimbabwe having an Olympism club. Our other hope as an Academy is that the Olympic Values are not only practiced on the field but in everyone's day to day life.

ARGENTINE OLYMPIC ACADEMY 2010-2011

Lic. Mario MOCCIA (ARG)¹

President of the Argentine Olympic Academy

Argentina has been linked with the Olympic Movement from the beginning when Dr Jose Benjamin Zubiaur was appointed to be one of the first 13 members of the International Olympic Committee in 1894.

When the International Olympic Academy was created, we sent a couple of participants to attend the first session in 1961, and we have sent representatives of our country since then.

The Argentine Olympic Academy was founded March 19th, 1982 and is managed by a Commission of a President, a Vice-President and members of the commission. The Argentine Olympic Academy is part of the Argentine Olympic Committee.

The current President is Mr Mario Moccia, who is also the Secretary General of the Argentine Olympic Committee.

Our country being so large, we appoint delegates in several provinces to help us spread the Olympic Ideals.

During 2010 and 2011 we worked very hard in some key points that have become very important for us:

- 1) Between October 4th and 8th 2010 we organised the XXVIII Argentine Olympic Academy Session, to which participants came from the National Federations and Provinces.

1. The presentation was made by Silvia Dalotto.

This Session took place in a club 35km from the city of Buenos Aires. The Session started on Monday morning and lasted until Friday afternoon. Group coordinators and participants stayed overnight at this place that included sport facilities, a conference room, and very comfortable accommodation. We had exactly the same schedule as the IOA: lectures in the morning, discussion groups in the afternoon, presentation of conclusions before the end of the week and social evenings.

We also invited the attendants at the last session of the IOA Session for Young Participants to give information about their experiences in Olympia. We tested all the participants, through personal meetings, to evaluate their real knowledge of French and English, and from that group of 40 participants who were all between 20 and 34 years of age, we selected one male and one female to attend the Young Participants' Session in the IOA the following year.

- 2) Between November 25th and 28th 2010, for the very first time we organised the Itinerant National Olympic Academy for people between 35 and 65 years old who had not been allowed to participate in the annual session due to their age. 28 participants attended this session, with a similar schedule as the previous one, with lectures in the morning and group discussions and sports activities in the afternoon. This first experience was very successful and we will organise two sessions with these characteristics in 2011.
- 3) On April 21th 2010, the Argentine Olympic Committee signed an agreement with the Province of Entre Rios, where José Zubiaur one of the IOC founders was born, in order to start teaching Olympism in schools and so we published this book of activities to prepare the teachers for this target. This publication is also in digital format for easy distribution.
- 4) We are developing strategies to increase the sports activities and Olympism related subjects in all levels in the formal educational system.
- 5) We are organising with the IOC Culture and Education Commission a regional course for 30 people to learn and understand how to implement the Olympic Values Education Programme in our schools.

Besides these main activities, the Argentine Olympic Academy is supporting

the Argentine Olympic Academy Participant's Association to organise courses and seminars in sports administration and Olympism.

As a conclusion we can assure that the constant work of our Academy after 28 years since it was founded, has made our people realize the Olympic Movement is essentially an educational one, and one of the main activities of a National Olympic Committee should be around educational programmes. The Argentine Olympic Committee and the Argentine Olympic Academy are working hard in this direction.

OLYMPIC EDUCATION BEYOND THE SINGAPORE 2010 YOUTH OLYMPIC GAMES

Wai Cheong Eugene CHEW (SIN)

Principal/National Director of the Singapore Olympic Academy

The publicity and excitement leading to the official opening of the inaugural Singapore 2010 Youth Olympic Games (YOG) facilitated varied educational initiatives related to aims of the Olympic Movement. These initiatives were in sync with the works of the Singapore Olympic Academy (SOA). However, the SOA by itself would not have been able to achieve what was accomplished by the Singapore Youth Olympic Games Organising Committee (SYOGOC) and its numerous partners. The scale and diversity of these initiatives could never be achieved by the SOA alone. The government-led multiagency cooperation and efforts developed and implemented the YOG Culture and Education Programme (CEP) as well as other initiatives leading up to the YOG. This mode of operation made it possible and effective (see activities and events under the CEP in the YOG official website).

Examples of lead-up initiatives include the Ministry of Education (MOE) Olympic Education Resource Pack that was developed with input from several quarters including the SOA. This package was used to inspire school students to embrace, embody and express the Olympic values of Excellence, Friendship, and Respect. Another example is the twinning of Singapore schools with countries participating in the YOG as part of the cultural and educational exchange programme. The arrangement heightened the interest of students in Olympic

education, and spurred principals and teachers to develop content and resources towards this end. In late 2009, the SOA also held its annual international session where delegates were taught how to use the IOC Olympic Values Education Programme (OVEP). At this session, representatives from the various schools in Singapore also shared and discussed the Olympic education initiatives they have developed in support of the YOG.

While the YOG provides the focal point and the ultimate culmination of concerted efforts to educate the public on Olympism, important questions associated with the sustainability of Olympic education programmes already surfaced at the III International Conference of Physical Education and Sports Science (ICPESS) held from 25th to 28th May 2010 in celebration of the YOG. These questions include: “What next after the YOG? How can we further Olympic education in schools?”, “Will the entire school management and staff be behind the effort?”, “How can we ensure that school staff other than the physical education teachers are committed to such Olympic education programmes?”. All these questions can be translated into a broader challenge: “How can Olympic education or Olympism remain relevant to the young people and the general public?” I believe that many host countries of past Summer Olympic Games, and Winter Olympic Games, faced the same predicament. It would be instructive to learn what they have done to move on from the euphoria of the extraordinary main event to the regular, continuing functions of the National Olympic Academies (NOA).

For the SOA, we charted our strategic directions for the next three years. We identified that the key challenge is ensuring that the works of the SOA remain relevant to schools and the general public. As the works of the SOA are carried out in collaboration with the Physical Education & Sports Science Academic Group (PESS) of the National Institute of Education, Nanyang Technological University (NIE/NTU), these strategic directions are guided by the principles enunciated below:

1. To optimise the use of limited resources, the SOA should fulfill its role as the education branch of the Singapore National Olympic Council (SNOC) in a strategic and focused manner.

2. As the SOA is housed in the NIE/NTU under an established collaboration between the PESS and the SNOC, the nature and scope of the works of the SOA should bring about development and achievements that will mutually benefit SNOC and NIE/NTU.
3. In contributing towards the objectives of the SOA, NIE/NTU in particular PESS, should concentrate its efforts in areas where it can leverage on its academic expertise and existing organisational capabilities, generate knowledge related to the Olympic Movement and international sport, and tap on the organisational reach that NIE/NTU has with pre-service student teachers and in-service school teachers.
4. The community of educators, and relevant stakeholders of the Olympic Movement and the universal values that it promotes, form an integral part of the vehicle for the promotion of Olympic education. As such, their involvement and contribution to the aims and objectives of the SOA are important.

These directions were shared with some of our stakeholders and will continue to be updated. Here, I share the outline of the strategic directions of the SOA.

Key Area 1: Capability Development of Educators

Components that form the core initiatives under this key area are as follows.

Learning unit on the Olympic Movement and Olympism in the pre-service teacher preparation programmes for physical educators. Teaching Pre-Service teachers about the Olympic Movement in relation to various topics that are relevant to education such as international sport, nation building, international relations, promotion of universal values, and character development can provide an essential element to the preparation of school teachers for their roles in developing holistic and global-minded individuals.

International seminar on teaching values and Olympic Education for in-service teachers. Olympic Education through its various elements (e.g. notable Olympians, international perspectives, sporting heroes, Olympism, universal val-

ues) is relevant to schools for the development of students beyond the academic curriculum. As the MOE emphasises the development of social and emotional learning in all students as part of the holistic education received by these students, the values espoused by Olympism can be integrated into the teaching of universal values to all students. In addition, the stories associated with past and current Olympians provide an ideal platform for the discussion of such universal values.

To remain relevant to the desired outcomes of education as envisioned by the MOE, the regular SOA annual session will be transformed into an international seminar that incorporates the framework for social and emotional learning, the teaching of universal values, and aspects of Olympic Education such as those prescribed in the OVEP.

The inception of Olympic Education programmes in schools prior to the inaugural YOG in Singapore provides a platform for all-round and character development of students. This legacy of the YOG can be furthered. While some schools have acquired and implemented excellent Olympic Education programmes, schools will continue to need teachers to be trained in this area and have the resources to sustain existing programmes or implement new programmes. The international seminar can meet this need.

International Session for Educators and Officials of Higher Institutes of Physical Education (by the International Olympic Academy at Olympia). Potential contributors to the cause and works of the SOA should continue to be identified and sent to this international session as part of the capability development programme.

Key Area 2: Promotion of the Ideals and Universal Values of Olympism

Seeking to reach a wide audience, activities in this key area are aimed at promoting the ideals and values of Olympism, or engaging and inspiring people to be collaborators or advocates in promoting the ideals and values of Olympism. This could be achieved in many ways, for example by inspiring the next generation

of Olympians, sharing of meaningful stories which are anchored on the universal values of Olympism, and participating in programmes that provide opportunities for gaining international perspectives on Olympism and the Olympic Movement in relation to the participants' diverse cultural and national backgrounds.

Outreach programmes to schools. These include Breakfast With Team Singapore sessions where national athletes interact with students, talks and presentations to schools on Olympic Education topics, and publicising the availability of resources on Olympic Education.

Publicity and education for the general public. There is a need to work with, and leverage on the strengths and resources of relevant agencies such as the media, Singapore Sports Council, National Sports Associations, polytechnics, on public education programmes or initiatives on Olympic Education. It is also important to look into the possibility of synergising and integrating such education programmes with existing and future sport related learning centres (e.g. Hall of Fame, Youth Olympic Museum, sports museum in the future sports hub). Seminars and talks targeted at the general public such as young children or school students could be held.

Other initiatives include extending the SNOC website to include Olympic Education information. Where appropriate, links should be established to tap on the rich resources available on the International Olympic Committee (IOC) website, the International Olympic Academy (IOA) website, and other relevant electronic sources. Relevant resources at NIE/NTU could be shared via this website. The use of new media such as Facebook will also be incorporated.

International Olympic Academy Sessions. The SOA will continue to select and nominate young people, educators and administrators from Singapore to the IOA sessions held in Olympia, Greece. Participants in these IOA Sessions will become members of the SOA Alumni. There will be opportunities for them to contribute to the works of the SOA (e.g. presenting or leading in the SOA international seminar, sharing and contributing to the SOA Resource Centre from what they have learned at the IOA Sessions or from the Olympic Education programmes they have implemented).

Key Area 3: Olympic Studies and Research

The influence of the Olympic Movement and Olympism in the social, political and economic spheres in Singapore is significant enough for academic studies and research. The strive for glory in competitive sports in the international arena, sport as a vehicle for nation building, and the hosting of the inaugural Youth Olympic Games, are few examples of how the Olympic Movement might have an impact on Singapore. Scholarly studies and research in this area can create new knowledge and provide insights that could be shared with the stakeholders of the Olympic Movement.

Research Projects. This is an interesting area for development. However, this necessitates the relevant expertise in the faculty members in PESS (or any other academic groups at the university) to supervise research in studies related to the Olympic Movement. Such research projects could also stem from student projects as part of their coursework in the PESS undergraduate or post-graduate programmes or in the Sport Science and Management (SSM) degree programme offered at the university.

The SOA could also explore supporting research projects in this area by other appropriate educational institutions (e.g. schools, JCs, or polytechnics) or agencies.

Key Area 4: SOA Resource Centre

The SOA Resource Centre provides the necessary support to achieving the objectives of the other key areas. The SOA should consolidate and make available resources that would a) aid in the conduct of Olympic Education programmes by schools or other associated bodies, and b) support research and scholarly work related to the Olympic Movement. In doing so, the SOA functions as an enabler, thus multiplying its efforts in promoting its cause.

Existing resources. Ongoing work is done in documenting the existing resources in the SOA room, and then making it available for loan to members associated with the SOA.

New resources. New resources should be acquired based on needs of the stakeholders. In view of future developments, there is a need to explore the best venue to situate the Centre taking into consideration existing and upcoming set-ups (e.g. NIE Library, Youth Olympic Games Learning Centre, SSC Sports Museum/Learning Centre at the new Sports Hub).

Internet access to resources. In step with current trend, information and resources related to Olympic education should be made accessible to interested individuals. Different forms of web presence (e.g. websites, social networking sites, blogs) should be explored.

Conclusion

The above-mentioned strategic directions and associated initiatives chart the path for the continual promotion of Olympism and Olympic education in Singapore. With the Ministry of Education in Singapore seeking to develop competencies for the 21st century in children and youths in schools, the key to making Olympic education relevant to the young people in Singapore lies in integrating Olympic values into the social and emotional learning framework espoused by the Ministry of Education.

Children and youths should be the main target audience as they are malleable and are the future of any society. They are potential Olympians as well as consumers (e.g. TV viewers, on-site spectators, buyers of IOC-licensed products) of products related to the Olympic Movement. Interest in the Olympic Games, and in general the Olympic Movement, can be instilled in them through inspiring stories of Olympians, and other means. Relatively speaking, not many of these children will make the mark to take part in the Olympic Games as athletes but all of them can be enthused to watch and be a part of the spectacle of the Olympic Games.

Knowing that not all people of Singapore are able to be part of the Olympic experience either as athletes, officials or in other capacities, it is therefore important to find ways to interest them and provide opportunities for them to have a

personal experience in things related to the Olympic Movement. The immense value of an experiential encounter needs to be better recognised for its effectiveness in propagating the knowledge, value and spirit of the Olympic Movement. The inaugural Singapore 2010 Youth Olympic Games and the annual sessions hosted by the IOA are examples of excellent platforms for offering such experiences. More ways need to be established to include many others, and answer the key challenge of making Olympism relevant to the children and youths of today and days to come.

THE INFLUENCE OF PARTICIPATION IN SPORT ON OLYMPIC KNOWLEDGE AND PERCEPTION OF OLYMPIC IDEALS IN CZECH YOUTH

Prof. Antonín RYCHTECKÝ (CZE)

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There are a lot of reasons to develop and advance the role of Olympic education in general educational systems. For example: the educational and socio-cultural functions of sport; the relationship between the sport and Olympism; the crisis of contemporary educational systems, etc.

Those and others we see as a challenge to update the concepts and contents of the Olympic education. Less attention is given to social studies in sport, regardless of the fact that the social benefits (immediate and postponed) of participation in sports can be usually identified in terms of education of attitudes, values, wellness, social inclusion etc.

Due to the fact that this session is aimed at Olympism and youth sport, the main concern will be the focus on problems of how participation of youth in sports influences how young people reflect, understand and interiorize Olympic ideals.

Design of study

The aim of this empirical study was to explain how 12-19 year-old Czech young people with different levels of participation in sports assess the Olympic Games and the Olympic ideals were assumed that:

- Young people more involved in sports associated in current Olympic Games more Olympic ideals and values than non-sporting persons of the same age and gender.
- The Olympic knowledge in today's youngsters is not significantly different from that of their counterparts ten years ago (1998).

Methodology

The "Olympic Questionnaire was used (cf. Telama, Naul, Nupponen, Rychtecký, & Vuolle, 2002). The annual frequency of participation of the respondents in sports and physical activities was classified by the COMPASS method. The respondents were 12 – 19 year old young people (1274 boys and 1090 girls) selected according to the principles of the quota sample in the Czech Republic.

Results

The results in the table 1 confirmed strong associations between the Olympic Games (OG) and the athletes, kinds of sports and sport competitions; but less and more free ones between the Olympic ideals and OG. Part of the respondents, more girls than boys, associated the OG with Olympic symbols. As the age of respondents increases, significantly in males than in females, the associations between the OG and the occurrence of negative phenomena in the Olympic Movement like commercialism, extremely overvalued role of money, strong influence of media and abuse of doping, etc., increases as well.

Table 1. *Associations with the Olympic Games in youths, PE students and Olympians both genders in % (Source: Rychtecký, Dovalil & Tilinger, 2009)*

Categories / age groups /	12-13	14-15	16-17	18-19	P.E. students	Olympians	Total
males and females; N:	665	854	266	316	177	212	2490
Individual aspect	0.2	0.75	1.8	1	0.5	15.4	19.65
Social – emotional experience	0.9	1.1	6.1	7.7	2.3	36.2	54.3

Categories / age groups /	12-13	14-15	16-17	18-19	P.E. students	Olympians	Total
Drugs, doping	0.75	2.3	4.3	7.95	2.4	6.5	24.2
Fair play	0.9	0.15	2.45	3.6	10.2	6.8	24.1
Peace	0.55	0.9	3.1	3.7	7.4	9.1	24.75
Participation is more than victory	0	0	0.9	0.35	0.5	5.6	7.35
Other moral values	0.56	0.65	3.1	2.9	0	13.4	20.61
International understanding	0.9	1.5	10	10.4	2.8	28.9	54.5
Historical roots	1.1	1.3	4.3	5.9	3.1	8.6	24.3
Olympic symbols	7.8	9	23	24.5	11.2	8.4	83.9
Competitions	9.8	13.1	31	45.4	12.3	21.4	133
Kind of sports /athletes	9.2	10.4	33	25	4.7	5.6	87.9
Commercialization / money	0.35	1.4	3.1	12.3	2.9	5.7	25.75
Commercialization / mass media	0.2	0.55	4.5	8.1	5.2	10.1	28.65
Total	33.1	43.6	135.4	158.5	65.3	181.8	

Relationships between the levels of participation in sport and active knowledge of the facts from the Olympic Movement

The aim of this subsequent comparison was to assess how the general knowledge and understanding of Olympism and the Olympic Movement of respondents is influenced by the level of participation in sports. Active and correct answers of the respondents (young people 12-19 year old) were included in the comparison.

Table 2. *Knowledge of selected Olympic facts, clustered according to participation in sports and physical activities (COMPASS categories, annual frequency – AF), surveyed in 2008*

COMPASS categories / Olympic knowledge	a	b	c	d	e	f	g	h	M
1 – AF ≤ 120, competitive, organised	40.7	34	80	39.7	90.3	92.2	81.9	41.9	62.6

COMPASS categories / Olympic knowledge	a	b	c	d	e	f	g	h	M
2 – AF ≤ 120, competitive or organised	33	25.8	79.2	33.5	82.6	65.1	76.8	21.8	54.6
3 – AF ≤ 120, noncompetitive, non-organised	33	31.2	70.6	46.4	77.1	84.3	73.2	31.8	55.9
4 – AF 60 – 120, competitive, organised	27.3	28.2	74.4	38.4	85.6	86.2	79.1	28.9	56.2
5 – AF 60 – 120, noncompetitive non-organised	27	25.5	67.2	37.4	83	87	79	23.2	54.6
6 – AF 12 – 60, irregular participa- tion	27.3	24.7	73.2	35.6	82.2	88.5	69.7	24.2	53.1
7 – AF 1 -12, occasional participa- tion	19.2	34.2	62.5	35.5	78	80	72.5	29.3	49.5
8 – No sport, no physical activity	18.1	17	63.5	30.7	70	75.5	62	16.2	44.1
M	28.2	27.6	71.3	37.2	81.1	82.35	74.2	27.1	

Legend: a. *general information about the Olympic ideas*; b. *active knowledge of the Olympic Ideals*; c. *city in which the first modern Olympic Games were held*; d. *year, in which the first modern OG was held*; e. *city of the last winter Olympic Games*; f. *city of the next Summer OG*; g. *what do the 5 Olympic rings symbolize*; h. *who is the current President of the IOC*.

The results in table 2 show significant differences between the participation in sport and physical activities and Olympic knowledge. In this case the hypothesis about the positive influence of participation in sport on Olympic knowledge was confirmed. The respondents, both the boys and the girls, who are more involved in sport activities, have a better partial and sum of knowledge about the Olympic Games and the Olympic Movement. In boys samples the sum of the Olympic knowledge is higher than in girls which reflects the lower participation of girls in sports in general. Especially in terms of participation in organised and competitive sports, not in Czech case only.

The next comparison documents compliance, as well as the differences between the results of surveys carried out in the years 1998 and 2008. The same areas of knowledge of the respondents, as was described above, were selected

for this comparison. A high level of compliance is documented in the fields: b, c, e, and g. Conversely, in particular in the areas a, d, f and h, distinct differences were discovered. Unfortunately, the results are not always in favor of the current population.

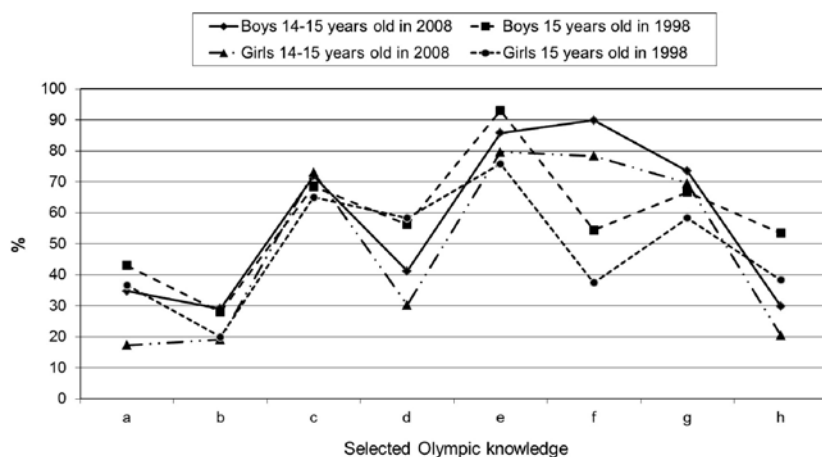


Figure 1. *Olympic knowledge in the surveys carried out in the years 1998 and in the year 2008 in 15 year old and 14-15 year old respondents*
(Source: Rychtecký et al, 2009)

Conclusions

The hypothesis that young persons in most cases associate the Olympic Games with sport competitions, sports and sportsmen rather than with moral Olympic Principles was confirmed, but the hypothesis about positive impact of participation in sport on association with the Olympic Games has not been confirmed. The adolescents associate the Olympic Games more with the moral ideals and with the negative phenomena in current Olympic Movement than their pubescent counterparts. Differences in the perception of the Olympic Games in sporting and non-sporting populations are more or less conclusive.

The sporting youth know more facts about the Olympic Movement than their non-sporting counterparts. The differences in comparison of the results of surveys 1998 and 2008 were not statistically significant, but have to be kept in mind in the concepts of Olympic education programmes.

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THE NATIONAL OLYMPIC ACADEMY OF BELGIUM

Mathieu MARLIER (BEL)

Coordinator of the NOA of Belgium

This year's session of the Olympic Academy of Belgium sadly brought the loss of its initial founder: Prof. Dr Marc Maes. Still to this day, he remains widely considered as one of the most prominent defenders of the Olympic Movement. His sudden death is a great loss, not only for our Olympic Academy, but for the whole Olympic Movement itself.

It is in his honour that I will try to give you some information about the way we approach our Olympic Academy and how the Movement's identity and values are interconnected with the identity of the Olympic Academy of Belgium.

A universal language

Belgium is a beautiful country, but it has its peculiarities. You can divide Belgium into three regions: the Flemish region, where Dutch is the primary language; the Walloon region, where French is most widely spoken; and finally, bilingual Brussels. As some of you might know, we are struggling to establish a government, because of certain tensions between the Flemish and the Walloon region. Although these tensions between the north and the south are predominantly situated at a political level, we wanted our academy to form bridges between the different parts of the country, over the barriers of language and culture.

To reach this goal, we created a partnership between three institutions: Uni-

versiteit Gent of the Flemish part, Université catholique de Louvain of the Walloon part and our Belgian Olympic Interfederal Committee, which is situated in Brussels. It is also in this partnership where lies the strength of our academy. Since every partner has its own network of experts and academics, we can guarantee a high quality of speakers. Also, because of the collaboration with the universities, we can give graduated participants an interuniversity certificate, substantially boosting one's diploma and resume.

Progress – Evolution

Over the years, the concept of the Belgian Olympic Academy has changed. In 1981, it started out as an intensive three-week course without any university participation. Today, it has become a weekly session of 6 hours, taking place every Friday afternoon for a period of 21 weeks with the collaboration of two universities. This longer period of formation gives the participants the chance to incorporate the acquired knowledge of the sessions into a thesis. The main objective of this thesis then is to elaborate on something that contributes to a particular (sport) organisation, a struggle point, a new project etc. Another advantage in having additional tutorials is the extra time allocated to participants, allowing them to absorb and rethink all seen information; thus, making them better sport managers in the process.

This is the second formation of the Belgian Olympic Academy since cooperation began with the university of Ghent, Université Catholique de Louvain and the BOIC. Every session, the participants evaluate the content and the speaker's presentation as a whole. This allows us to recognize each speaker's value, whether positive or negative. In doing so, we continually try to improve our formation.

Olympic Values throughout the programme

With a commitment to establishing continuity in the programme, the values of

the Olympic Movement have been a point of stability throughout the years. One of the nine topics of the programme is the ethical perspective of managing sports organisations. Furthermore, a lot of time is allotted to discussions on the values of an organisation and how to incorporate these values in the identity of the company.

The climax of the formation of the Belgian Olympic Academy consists of a three-day management training in Lausanne. Apart from interactive visits to the International Olympic Committee and the Olympic Museum, top managers of international federations will also be present to speak during the visit in Lausanne. This is not only interesting from an educational point of view, but it's also an excellent means of forming positive bonds and relationships amongst the participants. We are thoroughly convinced that this three day Olympic bath in Lausanne will stimulate the participants to incorporate these Olympic values into their respective sport organisations.

THE ACTIVITIES OF THE TUNISIAN NATIONAL OLYMPIC ACADEMY 2010 – 2011

Ridha LAYOUNI (TUN)
President of the NOA of Tunisia

- Organisation of the 1st Session of “Advanced Sports Management Courses” in cooperation with the International Olympic Committee (seven theoretical and practical training sessions with two course days per month from 30/09/2010 to 30/04/2011).
- Organisation of the 2nd Training Session for “Young Olympians” on 20 – 24 December 2010.
- Organisation of the annual Session of the Tunisian National Olympic Academy on 25 December 2010.
- The TNOA was represented at different educational events both at national and international level.
- Organisation of the participation of one Young Olympian at the MEMOS in French (2010-2011).
- Coordination of the participation of two Young Olympians at the Summer Youth Olympic Games 2010 in Singapore as international Olympic volunteers.
- Organisation of the participation of two Young Olympians in the 50th Session for Young Participants of the IOA in Greece.
- Organisation of the participation of 6 Young Olympians as lecturers in the “Coca Cola Football Fan Academy” intended for the young members of foot-

ball clubs in view of the 19th edition of the FIFA 2010 World Cup, on 25, 26 and 27 March 2010.

- Participation in the various activities of the TNOA.
- Coordination of the participation of Young Olympians in the organisation of the different activities of the TNOA and national sports federations.

UNITED STATES OLYMPIC COMMITTEE

Jill ZELDIN (USA)

Member of the NOC of USA

Lindsay HOGAN (USA)

Member of the NOC of USA

The United States Olympic Committee administers a number of programmes with the objective of spreading Olympism and the Olympic Ideals. Outlined below are its two most robust Olympism programmes: the Team USA Ambassador Programme and Olympic Day.

The team USA Ambassador Programme

The USOC considers its athletes the greatest representatives of the Olympic Movement and Olympic values. By developing the Olympic values in elite athletes, and, through sharing their stories, we aim to inspire others to seek the highest levels of excellence and to have respect for all, regardless of nationality, religion, race or background.

Started prior to Beijing 2008, the goal of the Team USA Ambassador Programme is to expose U.S. Olympians, Paralympians and hopefuls to the expectations, roles, and responsibilities of representing the United States at the Olympic and Paralympic Games. This extensive athlete education programme guides athletes through what it means to be an ambassador for their sport and country, how to embrace and maximize their role as a role model, and to consider the legacy and impact they hope to create.

The multi-phase programme includes presentations, inspirational speakers and small group activities to cover such topics as:

- What it means to be an Olympian / Paralympian
- The athlete's role as an ambassador
- The Olympic Ideals and why they matter
- Interview and media preparedness
- Leadership
- Leaving a lasting legacy through sport and Olympism
- Challenges all Olympians and Paralympians face

The 2012 programme includes mandatory half-day sessions that take place at seminars conducted around the country, based on National Federation availability. The programme allows for comprehensive discussions on the programme objectives, including small group activities and interactive elements. A brief wrap-up session will be conducted in conjunction with the 2012 Olympic and Paralympic Games, providing a quick overview of ambassador programme learnings, while focusing on inspirational activities and final tips.

The programme is primarily delivered by iconic U.S. Olympians and Paralympians who have demonstrated sportsmanship and perseverance on and off the field of play in their own careers. The Olympic facilitators have included speed skaters Bonnie Blair, Eric Heiden and Dan Jansen; football player Brandi Chastain; softball player Jessica Mendoza; skier Picabo Street; decathlete Dan O'Brien; and others.

Positive Outcomes

- The programme was first administered in 2008, followed by 2010. Both Olympic and Paralympic Games resulted in better behaviour and self-awareness by members of Team USA. The overall feedback from the American public was pride in the athletes' performances on the field of play, but also their conduct off the field as good representatives of the USA and members of the Olympic Movement.
- Athlete feedback on the programme has been overwhelmingly positive. All

athletes who complete the programme are surveyed and rank programme elements on a scale of 1-5, with 5 being the highest ranking. For the 2010 programme, the average score on each question ranged from 4.0 to 4.4.

- The programme has been a successful case study in bringing together cross-functional teams consisting of staff members throughout the National Olympic Committee, National Federations, alumni, coaches and athletes.

Not only have Team USA athletes represented themselves well on and off the field of play, but a nation and beyond have been inspired by their demonstration of the Olympic values. With 4 billion individuals around the world witnessing the Olympic Games, this programme has the opportunity to disseminate elements of Olympism globally.

Olympic Day

Olympic Day in the United States represents the pinnacle USOC-led event to educate youth on the values of Olympism by coordinating all the leaders within the U.S. Olympic Family. All constituencies within the U.S. Olympic Family work in tandem to spread the message of Olympism and plant seeds among youth about entering the athlete pipeline and pursuing their Olympic and Paralympic dreams.

U.S. Olympic Day celebrations of a national magnitude occurred for the first time in 2009 thanks to the support of Chicago 2016 and the U.S. Conference of Mayors, in conjunction with the U.S. Olympic Committee. In 2010, the U.S. Olympic Family rose to the challenge of surpassing the success of 2009 through increased participation among the National Federations, Athletes' Advisory Council (AAC), Multi-Sport Organisations (MSO), current athletes, athlete alumni and more.

2011 proved to be the most successful U.S. Olympic Day in history. From June 19-27, the U.S. saw:

- 385 events
- 311 participating cities in all 50 United States
- 230 Olympians, Paralympians, hopefuls and coaches

- 90,000 participants

At these events, athletes led discussions with youth about the Olympic Values of excellence, friendship and respect. Sports demonstrations, fun runs and festivals helped introduce young people to Olympic and Paralympic sport.

The U.S. Olympic Committee has designed a turnkey programme that assists communities across the nation in celebrating Olympic Day. The organisation creates a team of account managers who work directly with a portfolio of communities to provide assistance in preparing for the events. In addition, an online toolkit is available for each event, consisting of:

- Olympic Education Materials (scripts and DVD) for one of the following topics: fair play, respect, perseverance, sportsmanship
- Recommended Olympic Day agenda
- U.S. Olympic Flag
- Certificate of Participation
- Olympic Day Mayoral Proclamation Template
- News Release Templates
- Team USA Logo and Guidelines
- User-Generated website for posting photographs

The account manager also works with the more than 5,000 Olympians and Paralympians currently living in the United States, endeavoring to have an athlete present at most Olympic Day celebrations to share their experiences and the role the Olympic Ideals have played in their lives.

Thanks to the support of all participating organisations, Olympic Day is on the verge of appearing in every community across America within the next several years while continuing to expand partnerships among the U.S. Olympic Family. Olympic Day is becoming a great springboard in the United States for disseminating Olympic values across and grassroots organisations and participants.

2010-2011 REPORT OF ACTIVITIES CANADIAN OLYMPIC COMMITTEE

Lisa WALLACE (CAN)

NOC Manager, Education & Community Relations

The Canadian Olympic Committee (COC) takes great pride in the history and tradition of excellence in the development and delivery of our Education Programmes. The foundation of our programmes lies within the promotion of the Olympic values, education of Olympism and connection to the Canadian Olympic Team.

At the COC, the Education, Youth and Community Outreach department sets out to accomplish this guiding principle through our portfolio of programmes. Our education programmes accomplish this fundamental principle, which is embedded in the second component of our dual mandate, “*to lead the achievement of podium success at Olympic Games and to advance the Canadian Olympic Team*”.

With the spirit and success of the Canadian Olympic Team and delivery of the Vancouver 2010 Olympic Winter Games still in the air, the Education, Youth Community Outreach department of the COC sets out to provide extensive education and community outreach initiatives, to reach our citizens from coast to coast to coast. This short presentation provides a brief summary of the activities and initiatives that took place in Canada over 2010-2011.

Canadian Olympic School Programme

The Canadian Olympic School Programme (COSP) provides Olympic themed

resources to over 65,000 Canadian teachers, administrators, students and parents. COSP reaches over 52 nations and over 7,500 international educators. Since 1988, this programme has been building its leadership, quality and reach within the nation and internationally. The programme objectives are to promote the Olympic values and inspire the application of these values in the lives of Canadian teachers and students. COSP increases awareness of the Canadian Olympic Team amongst teachers and students nationwide, ultimately setting out to inspire citizens to personal levels of excellence, to dream Olympic sized dreams and to perhaps one day even be our future Olympians. Highlights from the 2010-2011 COSP Programme included:

- COSP Challenge - Encourages students to exercise their mind, body and character with some of our Canadian Olympians. The following resources were within the Challenge:
 - o Canadian Olympic Movement Olympian Stories – The five Olympian Stories released included Alexandre Bilodeau's story of Inclusion, Clara Hughes' story of Healthy Choices, John Morris' story of Healthy Active Living, Maëlle Ricker's story of Respect and Joannie Rochette's story of Courage.
 - o Movement Skills – Students exercise their bodies by mimicking the movement of our Olympians while acquiring developmentally appropriate movement skills. This resource was developed in conjunction with Physical and Health Education (PHE) Canada, Canada's professional association for Health and Physical Education.
 - o Personal Best Challenges – The personal best challenge podcasts inspire students to project the given value on to their lives at home, in their local community and at school.
- Case Studies – Utilizing authentic information from the Canadian Olympic Team and the Vancouver 2010 Olympic Winter Games, the following case studies for high school students were developed: Volunteerism and the Vancouver 2010 Olympic Winter Games, Environmental Sustainability and the Vancouver 2010 Olympic Winter Games, Performance Excel-

lence: Friction and Winter Sports, Performance Excellence: Wellness and the Canadian Olympic Team and, Branding and the Vancouver 2010 Olympic Winter Games.

Canadian Youth Olympic Team Mentorship Programme

With the inaugural Youth Olympic Games taking place in Singapore in 2010, the COC established the Canadian Youth Olympic Team Mentorship Programme. This programme connected Olympians with Canadian Olympic Youth Team members ultimately setting out to:

- Maximize the Youth Olympic Games' sport and educational experience for our Youth Olympians and their local communities.
- Engage our Youth Olympians in a community outreach initiative while encouraging them to share with the Canadian Olympic Committee their incredible stories of community outreach in conjunction with the Canadian Broadcasting Corporations' (CBC) newly introduced "Sports Day in Canada" on September 18, 2010.
- Inspire the Olympic values of peace, friendship and respect amongst our Youth Olympians.
- Complement the IOC's Athlete Role Models (ARMs) initiative, appointing Olympians as role models to inspire and educate YOG participants.

2011 Canadian Olympic and Paralympic Heroes Tour

In the lead-up to the 2011 Canadian Olympic Hall of Fame Induction Weekend, 9 of Canada's finest Olympic and Paralympic athletes visited some of Atlantic Canada's largest cities to celebrate and inspire personal excellence and the embodiment of the Olympic Values amongst our citizens. The Canadian Olympic and Paralympic Heroes Tour connected Olympians with students, community leaders, children in hospitals, members of the Canadian Armed Forces and fans of the Canadian Olympic Team alike.

This tour enabled Canadians to see themselves in the eyes of our Olympians and for our Olympians to see themselves in the eyes of our Olympians. Making these connections through the common language of our Olympic values further emphasized the importance of positioning our Olympians as role models via our education and community outreach programming. Highlights from the tour included:

- April 11, 2011 – Halifax, Nova Scotia – Celebration at the Canadian Forces Base Halifax.
- April 12, 2011 – St. John's, Newfoundland – Celebrating the 31st Anniversary of the day Terry Fox started his Marathon of Hope. This day was also highlighted by a visit to Janeway Children's Hospital.
- April 13, 2011 – Charlottetown, Prince Edward Island – Celebration of excellence at Charlottetown City Hall.
- April 13, 2011 – Summerside, Prince Edward Island - Hometown Heroes Visit – Celebrating Gold Medallist Heather Moyse at her elementary school.
- April 14, 2011 – Moncton, New Brunswick – Coliseum Show – Celebrating our Olympians with 5,000 students from Moncton and the surrounding area.

The intent of this short presentation was to highlight the educational impact and opportunity of positioning our Olympians as ambassadors, role models and/or mentors. Our Olympians are our greatest example of the Olympic values in action. At the Canadian Olympic Committee we have placed emphasis on our Olympians as role models and in doing so have experienced incredible results via the Canadian Olympic School Programme (COSP), the Adopt an Athlete Programme, the Canadian Youth Olympic Games Mentorship Programme and the Canadian Olympic and Paralympic Heroes Tour. Thank you for your time and all that each and every one of you does for Olympic Education in your nation.

ETHICS AND THE OLYMPIC MOVEMENT

Sylvia SCHENK (GER)

Board Member of the German Olympic Academy (DOA)

When IOC President Jacques Rogge presented his speech on World Ethics at the University of Tuebingen in May 2006 (<http://www.weltethos.org/data-ge/c-20-aktivitaeten/25a-0015awe-reden-rogge.php>) he named five threats for modern sport:

- Doping
- Commercialization of sport
- Damages to the physical and psychological health of the athletes
- Corruption
- Racism and violence

Rogge stated that transparency is “a prerequisite for the ethical governance of all sports organisations, sport administrations and also individual members of these organisations” and he appealed for a “sport based not only on performance but also on values”.

Besides hopeful initiatives for facing these challenges, for example in the field of fighting racism and violence, five years later the problems are not solved but partially have grown worse:

- The fight against doping stays on the agenda. Even a growing control bureaucracy with an increasing burden for athletes regarding whereabouts etc. cannot guarantee a fair competition, especially due to national differences, new forbidden substances and methods and juridi-

cal problems in proving breaches of the WADA-Code and convicting perpetrators.

- Accidents in sports like luge, alpine skiing and cycling demonstrate the danger athletes are facing in competition sport and training.
- The sport organisations are still struggling to find an adequate way to deal with transsexualism and homosexuality in sport without exhibiting athletes to a curious public and pressure.
- Match-fixing is challenging especially international football, tennis, cricket with the internet allowing Chinese gamblers to bet on third class matches in Europe and elsewhere thus undermining the positive image of sport and luring criminals, even organised crime, into the world of sport.
- The Commonwealth Games 2010 in India as well as the preparations of the Olympic Winter Games Sochi 2014 and the awarding of the FIFA World Cups 2018 and 2022 have been accompanied by strong corruption allegations and for example the suspension of two members of FIFA's Executive Committee.

The IOC and the International Federations have reacted with -among others -strengthening WADA and helping to harmonize anti-doping regulations all over the world, amending rules and technical regulations to minimize athletes' risks and particular with taking measures on match-fixing: The IOC has screened all the events at the 2006, 2008 and 2010 Olympics in order to detect unusual betting patterns and prevent result manipulation, organised a seminar on prevention of match fixing in June 2010 and a peak meeting on repressive measures against manipulation in March 2011. FIFA and UEFA are regularly screening a high number of international matches and even on national level first prevention projects have been started.

Thus the international sport movement is taking up on developments in business, where in the past ten years compliance has become a major issue. To stick not only to the laws but to one's organisation's ethical standards and to implement structures and tools to ensure a legal and social adequate behaviour has

become a challenge in economy, politics, administration and of course also in sports. While the public expectation on stakeholder involvement, transparency and integrity is growing all over the world the modern media like internet with facebook and similar services, twitter etc. broaden the possibility of information becoming public. So no one can be sure to hide his secrets for long, any deviant approach automatically includes severe reputational risks. A zero-tolerance attitude and the right “top of the tone” will be the only way on the long run to succeed in preserving not just the positive image but the positive impact of sport.

The International Olympic Academy is the right place to exchange views on these actual challenges, to discuss best practices and to develop a common understanding on future steps to take in order to protect the Olympic Spirit as essential part of the Olympic Movement as well as the fundamental principles and educational values of modern Olympism.

YOUTH AND THE FUTURE OLYMPISM IN A GLOBAL WORLD

Laurentiu OPREA (ROU)

Director of ROA branch

At the beginning of the new millennium a new and vigorous coverage of existence and human activity areas is developing, in which the phenomenon of globalization is increasingly present and felt. Globalization leads to intensification of worldwide social relations but it also produces negative effects such as changing attitudes, particularly those of young people, and administrative deficiencies.

In this context, Olympism has to reduce the negative effects of globalization, to establish an intercultural education by promoting its values, by strengthening the link between the young people of contemporary world.

Olympism can enter the young consciousness, can influence or change human behaviour, establishing itself as an educational valuable factor.

In order to achieve these goals some measures are required:

- Reviewing and identifying the intrinsic values of Olympism, which seem to have lost their meaning in our changing society, must be a priority and match the continuous development of the world today.
- Olympism should not be a promotion of statements, but rather should teach the implementation of values in real situations.
- Olympic Education Programmes need institutionalization which can even be compulsory.

If Olympism is introduced in schools it could enrich human heritage and inspire the achievement of human values. Incorporating the Olympism values in

the instruction and training predisposes young generation to understand each other's cultural traditions, to respect nationality and confession, to create links and a new type of community solidarity; the steady growth, since the first classes, of Tolerance and Fair Play significance, reveals a high responsibility function of the education process.

In Romania, in the sports classes' curriculum, there are contents related to the Olympic Movement and its values. Efforts are undertaken in order to develop a physical education handbook for secondary education, where the Olympic education should be a priority.

- Organisation of as many sport competitions for young people as possible and ensuring participation of youth sports from all over the world is another premise of the future Olympism – the Youth Olympic Games, at its first edition in Singapore 2010, proved this assertion.
- Participation of sportsmen and famous coaches in these competitions, as well as their stated support for the Olympic Movement would make a valuable contribution in educating young people.
- In Romania, Olympic champions and human models take part every year in the “Olympic Run”.

Organising and carrying out Olympic education programmes. These programmes are carried out by open lessons, newsletters, scientific communications sessions, competitions such as “Olympism and victory”. They should be made public and turned into a real celebration.

In this respect, Romania annually organises:

- o National School Sports Olympics-sports competition between schools and high schools by participating and cultural activities.
- o Drawing and painting competitions entitled “Olympic Games in children's imagination”.
- o Contest “Who knows Olympism wins”.
- o Contest “A Fountain Pen Named Fair play”.
- o Contest “School Olympic Pentathlon for the 3rd Millennium”.

- o Symposium on Olympic education issued at regional ROA level (countries).
- o Activities within Olympic circles at schools, high schools and sports clubs.

Olympism is primarily an instrument of mutual understanding and knowledge about the youth of the world, therefore we should engage with theoretical and practical educational programmes.

THE INTRODUCTION OF OLYMPIC EDUCATION PROGRAMME IN KOREA

Prof. Dr Dong Wham KIM (KOR)

Member of the NOA of the Republic of Korea

Dean

1. The Role of the Korean Olympic Academy

The leading organisation for the Olympic Movement in Korea is the Korean Olympic Academy.

From September 20, 1989 to September 22, 1989, the first 'formal education process' of the Korean Olympic Academy had begun, and the Korean Olympic Academy had tried to lead the Olympic Movement. Achievements of Olympic education by the Olympic Academy for the last 20 years are as follows:

- 1) Development of Olympic educational programmes for schools.
- 2) Extension of 1988 Seoul Olympics' mind.
- 3) Practice for Fair play movement with Korean Fair Play Committee.
- 4) Interchange activity with foreign Olympic Academies.
- 5) Holding of Korea Olympic Congress.
- 6) Unfolding of public relations for Olympic Games.

2. Application of Olympic education to curriculum

The fact that Olympic education plays an important role in social development

was suggested by many Korean scholars since the Seoul Olympic Games. Under this influence, Olympic education was brought to be introduced inside of curriculum. The purpose of application of Olympic education to school curriculum is suggested in three aspects.

1) It is to spread Olympism. Cultivating senses of values and of morality to the Korean youth are important education purposes that Korea modern education seeks. Korean society has lacked process of cultivating sense of morality while rapid industrialization took place. That is why Olympic education had begun to apply to school curriculum.

2) It is to educate the youth with fair play mind. There was no worthy curriculum to introduce fair play mind before the 1988 Seoul Olympic Games. Fair play was established as a cardinal virtue in Korean society after the Seoul Olympic Games and ever since it was emphasized to the youth as increasing their emotional sense.

3) It is to plan a balanced development between mind and body. A balanced development between body and mind through movement education should be gained by all youth. Korean youth accomplishes mental development well, but is not accomplishing enough physical development due to the excessive pressure on the college entrance examination which is similar to SAT in the United States.

Examples of curriculum of Olympic education enforced since Seoul Olympic Games are as follows:

A) elementary school: elementary schools compose curriculum for raising interest and awareness about Olympic Games. Olympic education is performed in courses such as physical education, history, world history, social issues and so on. The contents are same as following:

- (1) What is the Olympic Movement?
- (2) Why does each country participate in the Olympic Games?
- (3) How many sport disciplines are there in the Olympics?
- (4) What is the meaning of the 1988 Seoul Olympic Games?

The following displays the contents of Olympic education divided by the period. A teacher may carry on Olympic education by allocating some contents to elementary students. For example, explanation about Olympic history may be applied (4 weeks). Each feature and episode of participating country will be introduced (4 weeks). Video tapes with participating events and prospect athletes will be given to students (4 weeks). Then a teacher explains facts about the Seoul Olympic Games. Afterwards, a teacher goes directly to the Olympic Park (Songpa-gu, Seoul) taking along the students and gives an opportunity to the students to become formally aware about the Olympic field. It is possible for the students to participate in a picture-drawing contest (*Baikiljang*) on the theme of the Olympic Games (4 weeks).

B) middle school and high school: it is important that students get chances to think and discuss about the Olympic Games.

Important contents of curriculum are as follows:

- (1) Discussing about important issues (boycott, the political event, commercialism, doping problem etc.) of Olympic Games.
- (2) Presentation for the historic meaning of the Seoul Olympic Games.
- (3) Researching and announcing the records of the Korean team in the Games.
- (4) Studying about design of the environment for Olympic Games such as ground, gym, and field.
- (5) Realizing the meaning of the Olympic Games.
- (6) Announcing about the relation between Olympic Games and art.
- (7) Examining about sports science that mobilizes Olympic Games.
- (8) Discussing about economics of Olympic Games.
- (9) Studying about hosting purpose of the Games.
- (10) Discussing about specific plan that Olympism is worth coming true in the Korean society.
- (11) Visiting the Korean Olympic Committee and observing Olympic affairs directly.

C) University level: it is important that college students must be educated on Olympic Games concentrically in the course of physical education. A professor prepares an adequate time about Olympism that can be discussed freely among students. It is possible that college can provide subjects such as “Olympics and Korean Sport for all” (in the case of Yonsei University, Seoul Korea). If a student is interested in Olympic education, he/she may take the formal course of the Korean Olympic Academy every year. Also, 1 or 2 college students may go to the IOA every year for training on the Olympic Games. There is a great idea that a student with a good ability for learning the Olympic education can get internship in the Korean Olympic Committee for 1 or 2 months.

**SUMMARY ANNUAL REPORT 2010
THAILAND OLYMPIC ACADEMY
JANUARY TO DECEMBER 2010**

Dr Issadee KUTINTARA (THA)

Member of the NOA and the NOC of Thailand

A brief history of the Thailand Olympic Academy (TOA)

After a period of preparation, in 2001, the National Olympic Committee of Thailand approved its new structure by establishing the Thailand Olympic Academy (TOA). On 25 January 2002, TOA was officially established by NOCT, and was registered as a member of the International Olympic Academy (IOA) on March 25, which marked the 103rd from 156 country members of IOA. Since then, the Thailand Olympic Academy has carried out several successful activities to fulfill the following missions:

1. To be the knowledge resource center of the Olympic Movement.
2. To be the center in expanding knowledge about Olympism to the public in congruence with Thai culture and customs.
3. To support education and research related to the Olympic Movement framework.
4. To preserve Olympic ideology.

For almost 10 years, TOA has served as an Olympic Movement resource center in Thailand. The organisation truly embedded the principles of Olympism and Olympic Value in our Olympic education programmes. To have a close cooperation with the International Olympic Academy (IOA) and Olympic Soli-

curity (OS) is one of our first priorities. TOA has selected 42 representatives to participate in various Olympic Education Programmes hosted by IOA, OS and other NOAs.

With the support of OS, TOA also organised the Sport Administration Course annually. Since 2002, 490 sport administrators, which most of them come from the Olympic Sports Organisations, have passed this course. Not only the sport administrators, but another primary target is also to promote the Olympic Movement to Thai youth. On the Olympic Day, TOA organised the Olympic Education Programme in conjunction with the Olympic Day Run activity held by Thailand NOC. Hundreds of children from different schools in the Olympic Day Run city spent one day in learning about Olympism and the Olympic Movement through several educational activities.

Thailand Olympic Academy activities in 2010

In summary, TOA has carried out several activities during year 2010, which can be briefly described as follows:

1. Selected two representatives to attend the 50th International Session for Young Participants from 16-30 June, 2010 at Olympia, Greece.
2. Selected a young reporter to attend the Young Reporter Programme at the 1st Youth Olympic Games, Singapore 2010 during 12-16 August, 2010.
3. Selected two young participants to attend the 16th Asian Games Youth Camp at Guangzhou, China from 10-21 November 2010.
4. Sent a representative to attend the 13th National Olympic Academy Session for Young Sports Leaders 2010 hosted by Olympic Council of Malaysia from 25-29 January 2010, Kuala Lumpur, Malaysia.
5. Organised the Olympic Movement. Culture and education programmes in conjunction with the Olympic Day Run 2010. 600 students from a number of schools in Hua Hin municipality spent 1 day in learning the

- Olympic Movement through a Fresh-Friend-Fun-Fair-Fit activities, Move-Learn-Discover activities and Ancient Olympic Games.
6. Organised a Sport Administration Course under the topic “Innovation: Thailand Sports Administration”. 35 sport administrators from 15 National Sports Associations attended the course from 7-9 July, 2010 at the Twin Towers Hotel, Bangkok.
 7. Organised a Sport Administration Course under the topic “Decoding the Olympic Education for Youth Development”. 60 teachers and students leaders from 17 campuses of Institute of Physical Educations attended the course from 15-18 July, 2010 at Tammarin Thana Hotel, Trang.
 8. Attended Advanced Sport Management Director Training Course at Lausanne, 4-7 October, 2010. Assoc. Prof. Dr Supitr Samahito, the director of TOA and Dr Issadee Kutintara, TOA committee member, attended the training session along with other 13 participants from other countries. Both candidates from TOA passed the training course and currently run the Advanced Sport Management Courses in Thailand.

Academic Articles

Assoc. Prof. Dr Supitr Samahito, the director of TOA, also wrote and published 14 articles. The Director also participated in several International Games as a Deputy Thailand National Team leader, such as Beijing 2008, Singapore Youth Olympic 2010, Guangzhou Asian Games 2010, Asian Beach Games 2010 in Muscat, Oman, and Asian Winter Games 2011 in Almaty, Kazakhstan. She attended the Games and observed the event management, so the experiences in these games were disseminated to Thai public via the published articles. Several of her articles were referred as a reading material in several courses of sport management programmes as well as sport administration training course.

The Future Plan for Year 2011

The Thailand Olympic Academy is studying the feasibility to establish Thailand Olympic Museum where a study center as well as a library will be built to collect documents, articles, printings, posters and materials related to the Olympic Movement. Currently, TOA is also supporting the Institute of Physical Education (IPE) to establish the Olympic Study Center in 17 campuses and 11 Sports Schools around the country. In addition, TOA also stimulates Sport Science, and Physical Education programmes to add an Olympic Education course in their curriculums.

The Thailand Olympic Academy will also expand the Olympic Education programme to schools. Potential schools in a remote area can work in collaboration with the TOA and organise the Olympic Education programme in order to enlarge the knowledge of the Olympic Movement to youth in the remote areas.

The Thailand Olympic Academy will also focus on developing the sport administrators in Thailand. The Advanced Sport Management Courses will be held throughout year 2011 and target high potential sport administrators from the Olympic Sports Organisations as well as University Professors in the area of sport management. In addition, the sport administration course in year 2011 will focus on women sport leaders because women executives currently play an important role in developing of the Olympic Sport Organisations in Thailand.

The Thailand Olympic Academy will truly commit with the Olympic Movement ideology and will work closely with all partners such as IOA, OS, NOCT and NOAs in the region. The director of TOA will also encourage and support neighbor countries such as Cambodia, Laos and Vietnam to have more collaboration projects and exchange ideas in expanding the Olympic Education programmes in the region.

YOUTH AND THE FUTURE OF OLYMPISM IN THE GLOBAL WORLD: THE UKRAINIAN EXPERIENCE

Laryssa DOTSENKO (UKR)¹

Scientific Secretary of the NOA of Ukraine

Lidiia RADCHENKO (UKR)

Member of the NOA of Ukraine

At the 119th session of the IOC, Jacques Rogge drew the attention of the participants to the role and place of today's youth in the Olympic Movement. One of the major themes of the XIII Olympic Congress was "Olympism and Youth". Today, in order to involve the younger generation into the Olympic Movement, the Olympic Programmes are expanded at the account of inclusion of popular youth sports, such as mountain bike, snowboarding, snow cross, skateboarding competitions etc.

A crucial part in attracting young people to the Olympic Movement is to organise and conduct the Youth Olympic Games, European Youth Olympic Festivals, the Pan-Arab Youth Games, Commonwealth Youth Games, International Games of schoolchildren, World University Student Games, etc.

At the same time participation of young people in the Olympic Movement still remains a pressing problem in modern society.

It is no secret that in spite of the rather complicated socio-economic situation in Ukraine today the Ukrainian Olympians take top places at the Olympic Games, World Student Games, Youth Olympics and other competitions.

1. The presentation was made by Laryssa Dotsenko.

One of the reasons that lead to such a successful performance of Ukrainian athletes is the presence in our country of the well-organised system for attraction of the younger generation to the ideals and values of Olympism.

In the early 90's, after the collapse of the Soviet Union and establishment of the NOC of Ukraine the financial and institutional situation in Ukraine was difficult. Then it was decided to develop the Olympic education on the bases of relevant higher educational institutions. The OAU was established under the patronage of the Kyiv State Institute of Physical Culture, and its branches appeared in Lviv, Donetsk, Dnipropetrovsk and Kharkiv – so that to unite the efforts of specialists who were engaged in work with youth, dealt with Olympic education, and, above all, studied and taught the history of the Olympic Movement. Thus, *the first phase* of our work was devoted to the accumulation of knowledge.

Next in Ukraine there was established the Olympic Museum and its regional affiliates to popularize the Olympic Movement among different population segments and, above all, the youth of our country.

With the same purpose, on the initiative of Dr Prof. V. Platonov, the Rector of the National University of Ukraine on Physical Education and Sport, there was founded two magazines - “Science in the Olympic Sport” and “The Olympic Arena.”

The former is designed for researchers, while the latter has got a popular status. With the assistance of the OAU there have been issuing of other specialized magazines, where young professionals have the opportunity to publish their scientific papers: “Theory and Methods of Physical Education and Sports”, “Young Sports Science of Ukraine”, “Sports Medicine” and the like.

Further, in specialized higher education institutions there were established Departments on Olympic sport which began to prepare appropriate professionals. So, if before that we prepared only coaches and PT teachers, now all of our graduates are also experts in the Olympic Movement. Later, the similar departments were opened and in pedagogical universities.

In order to improve the quality of young professionals' training, on the initia-

tive of V. Platonov and his Russian colleague S. Guskov there was published a handbook "Olympic sport" - the first book of such kind in the world.

The next stage of work with youth was the appearance of Ph.D. and D.Sc. in Physical Education and Sports for young professionals.

One more aspect of promoting the Olympic ideals and values among the younger generation was the creation of a specialized Publishing House "Olympic Literature". It published the first Olympic Charter in Ukrainian, unique Memoir of the founder of modern Olympics, Baron Pierre de Coubertin, "The Presidents of the International Olympic Committee. Lives and deeds", "Golden Pages of the Olympic Sport of Ukraine", a five-volume "Encyclopedia of the Olympic sports", "Encyclopedia of the Olympic Sport of Ukraine." The analysis of the archives and historical documents allowed us to restore historical justice and to publish a collection of works by Alexei Butovsky - a member of the first IOC, a representative of Czarist Russia, but a Ukrainian by birth. In 2009 there was published a unique 2-volume edition of "Olympic sport", which allows both teachers and young professionals to study in detail various aspects of the modern Olympic sport. By the 20th anniversary of the Ukrainian NOC there is published a richly illustrated memorial book "Olympic constellation of Ukraine". Our experts have carried out a titanic task, and collected information on more than 600 champions and Olympic medallists in our country. At present we are preparing a similar book devoted to outstanding coaches who had prepared those winners and champions.

In 2009, the "Encyclopedia of the Olympic sports in the questions and answers" written by M. Bulatova, the Head of the NOC Commission for Culture and Olympic Education, and the president of the OAU was recognized as the best book of the year in Ukraine in the category of "heritage". It is important to note that these readings are addressed not only to specialists but also the general population too; they are quite practical, and can attract the younger generation to study various aspects of the Olympic Movement. Also, for each Olympic Games, we are preparing colorful printed materials that acquaint our youth with the programme of the Games, peculiarities, culture and traditions of the host

country. Today, our achievements are recognized internationally and we are preparing a similar book not only for Ukrainian teenagers, but for all participants of the Winter Youth Olympic Games.

There have been established the Olympic libraries and set up special catalogues. Thus, there has been created a system by means of which we are able to provide teachers with the necessary knowledge, i.e. one more important step was done - to educate teachers.

There were defined the forms how to bring the knowledge accumulated and presented in the books and encyclopedias to students. Under financial support from the IOC and the NOC there was published "Your first Olympic guidebook" - a special tutorial in the form of fairy tales and legends for children. This May the book has seen its fifth edition not only in Ukrainian but also in English.

In order to coordinate the dissemination of knowledge about the Olympic Movement at secondary school level in Ukraine, there is launched a network of Olympic education schools, which includes more than 100 secondary schools in different regions of our country. Twice a year there are held trainings, seminars, meetings for principals and teachers of these schools.

The OAU created and launched an educational children's game "The Olympic race," "Olympic bingo", puzzles, etc. We regularly conduct the all-Ukrainian contest of children's art competitions, and literature contests "Olympic Sport and Literature", "All-Ukrainian Olympic quiz", etc.

At the expense of the IOC and with the financial support of the NOC of Ukraine the Olympic Academy printed a series of educational posters that reveal the important pages in the history of ancient and modern Games in colorful illustrations, facts and figures. Twelve thousand sets of these posters have been distributed to educational institutions and schools of our country.

On the initiative of President NOC of Ukraine Sergey Bubka, and the OAU in all secondary schools in Ukraine every year in September, there is held the All-Ukrainian Olympic Lesson with participation of outstanding Ukrainian athletes and coaches.

On the basis of all higher educational institutions of physical education there

have been established Centers of Olympic Studies Olympic Education and Research, which organise research work on Olympic education development by means of university students and postgraduates. The results of their research they report at such scientific gatherings as “All-Ukrainian Olympiad for university students majoring in Olympic and professional sports”, “All-Ukrainian Foreign Languages Olympiad ‘Student and Olympic sports’”, “Masters Speak English”, international conferences “Youth and the Olympism” and “Young Sports Science of Ukraine”, and so on.

Since 1993, under the patronage of the IOC, the Academy has been actively involved in the preparation and participation in the international congresses under the title “The Modern Olympic Sport and Sport for All” usually gathering over five hundred leading scientists not only from Europe but also Central Asia and the Americas.

Under the auspices of the OAU there were organised and conducted such international forums and conferences as “Current problems and ways of development of sports medicine”, “Information security”, “Disabled Sports and the international Olympic Movement”, “Olympic education: status, problems and prospects”.

Today, all over the country there are actively working OAU branches. Their mission is to implement all our projects into practice and disseminate them among different population segments, especially among children, adolescents and young adults.

In conclusion, it should be noted that the more active involvement of young people in the Olympic Movement is a challenge of the modern Olympic sports, while the Ukrainian experience shows that implementation of Olympic knowledge in a particular country can not only attract its citizens to the values of Olympism, but resist the influence of negative social factors on the younger generation.

THE ACTIVITIES OF THE SUDANESE OLYMPIC ACADEMY (2009-2011)

Dr Younis ELAMIN (SUD)¹

Member of the NOA of Sudan

Dr Ahmed Adam (SUD)

Director of the NOA of Sudan

The SOC was founded in 1956, the year of our independence. Its Founder and President was the late Dr Abdel Halim Mohamed who later became CAF's President and a very active member of the IOC, particularly in the medical field.

Our Academy, however, was only created in 1993. Since its establishment, it has had many personalities of sports at its helm and, in particular, Professor Mahmoud Elsir, the present Secretary General of our NOC. The Director of the Academy today is Dr Ahmed Adam, who is an Associate Professor at the University of Sudan and present among us at this beautiful gathering.

As for myself, I am a member of the Academy's Board, which includes 10 members who represent the federations and the academic community. I am also the President of the Sudanese Commission for the "Olymafrica" project whose Technical Director is the Senegalese Mamadou Samba, a great expert of Olympism.

Thanks to the joint efforts of our NOC's President Hachim Haroun, who was elected 16 months ago, its present Director Dr Ahmed Adam and educational and sports authorities, our Academy organises a number of activities each year.

1. The presentation was made by Dr Younis Elamin.

Among these jointly organised activities we could mention as an example the following:

- The Olympic Week. This week was organised for the first time in 2010 in Khartoum with 13 states taking part in this cultural, educational and sports event. Each state was represented by a team that included: 40 young athletes, a doctor, 2 or 3 officials. Transportation costs were covered by the country concerned, while accommodation, local transport and meals were provided by the Sudanese NOC with the kind assistance of Youth Minister Mr Haj Maqid Swar.

Each state had the possibility to promote its local culture and take part in a choice of eight competitions selected by the federations concerned.

All competitions and activities were held in accordance with the Olympic spirit. I am pleased to add that we had two candidate regions for the organisation of the next Olympic Week. Furthermore, among the programmes that have been conducted these last two years, we can mention the following training courses:

- A 5-day training course for about 30 young journalists to inform them about the organisation and Olympic values.
- A training course on information and communication technologies aimed at sports officials. It was inaugurated by the Vice-President of the Republic and is presently held for the second time.
- A training course for 60 participants from which a young woman and a young man will be selected to represent the young Sudanese in Olympia.
- Basketball training courses (two experts coming from the Real Madrid and Barcelona Clubs).
- A canoe-kayak training course run by a Tunisian expert selected by the International Canoe Federation.

Moreover, the SOC and the Academy support all the activities of the “Olymafrica” project whose local commission I am honored to chair. Ten directors of

African centers of “Olymafrica” have visited Sudan on two occasions for a training course directed by Mr Mamado Samba.

We have benefited from the presence of these ten African directors in order to launch a new project with the view to linking sport to peace in a critical region of our country. All the members of the SOC and the African participants in the training course of the Olymafrica center directors went to visit the region. We organised many sports and educational activities there and the Vice-President of ANOCA Mustafa Berrat from Algeria offered many gifts, balls, T-shirts to the displaced youngsters of this Darfour region. Mr Kibir, the State’s Wali gave a warm welcome to our delegation and promised substantial material and financial assistance. I am pleased to announce that we have received all the relevant documents concerning a 43,000 square meter site for the building of a sports complex at El Fasher, the region’s capital.

Please allow me to stop here and warmly thank you for your patience. I would also like to express my thanks to the IOA authorities for having made it possible for me to be once again part of this beautiful gathering (my first visit dates back to 1981).

NEW ZEALAND OLYMPIC EDUCATION PROGRAMME 2011

Elsbeth McMILLAN (NZL)

Olympic Educator, NOA of New Zealand

The key objective of the New Zealand Olympic Academy and New Zealand Olympic Committee's Education Programme is:

To encourage young New Zealanders to explore, engage with and model the Olympic Values through participation in sport and the inspiration of the Olympic Games.

There are 3 main components to our Olympic Education Programme

- Olympic Values Education Resources and Activities
- ASB Olympic Schools
- Olympic Museum Gallery

The Olympic Values Education resources and activities consist of a number of resources which are targeted at primary school aged children aged 8-13. All the resources are aligned to and reinforce the values of the New Zealand Education Curriculum.

We aim to make all our Olympic Values Education resources engaging for youth by using modern, interactive technology that they, as well as the teacher, can interact with during the lesson.

All the resources are digital, many are interactive and all are supported by teaching notes and lesson ideas. They are all freely available from the NZOC website www.olympic.org.nz, following a simple registration process. The purpose of which is to produce a communication and evaluation database.

1. Olympic Values Education Resources and Activities

Living the Olympic Values Resource

- A cutting edge, interactive digital teaching resource
- 6 new texts to be added to this resource during 2011
- Covers multiple learning areas (English, Social Sciences, Health and Physical Education)
- Uses Olympic symbols, Olympic Games and Olympian role models to promote and engage the students in the Olympic values
- Accompanied by extensive teaching notes

Living the Olympic Values Resource Competition

- Competition for a school or class to write 1 of the texts
- Winning school/class will receive a prize of a professional publishing workshop & a video camera

Olympic Stories

- Downloadable interactive PDF format
- Providing interesting and inspiring, values-stories based on real-life examples
- Accompanied by teaching notes to engage learners in authentic problem solving and values exploration that will challenge students to explore, communicate and reflect on their own values and perspectives
- Two Stories to be developed this year

Chat with a Champion

- Linking schools to Olympians through a series of values based recorded interviews
- Supported with teaching notes for English learning/subject area on note taking, interviewing and presenting

- A Competition will be run to choose schools to conduct the interviews
- Research & development of this initiative will be completed during 2011 ready to launch during the 4th quarter of the year

Interactive Area/Kidszone

- Interactive Honours & Display board where students/classes can submit their work on Olympic values and nominate people from within their school community to the Honours Board who have demonstrated that they are living the Olympic values
- Quizzes & games related to international and New Zealand Olympic activity
- Research & development of this initiative will be completed during 2011 ready to launch during 2012

London 2012

- Resources developed specifically to promote the London 2012 Olympic Games and the Olympic Values they celebrate. They will include:
 - Curriculum aligned digital resources covering the learning areas English, Social Sciences, Health and Physical Education, The Arts, Mathematics and Statistics
 - Posters and other display material
 - A classroom competition within The Arts learning area
 - Linkages to the London 2012 *Get Set* teaching resource

Olympic Day

- Olympic Day will be promoted to all schools
- Schools are encouraged to register for an Olympic Day run or other physical activity
- Primary and secondary teaching resources related to Olympic Day and the Olympic values will be available on the NZOC website

Promotion

During 2011 there is a strong focus on building awareness and usage of Olympic Education resources and initiatives via:

- Exhibitions and presentations at education sector conferences
- Professional development workshops for teachers
- Advertising in leading education publications
- Classroom Competitions
- Regular communication directly with schools and teachers

Pilot Schools & Evaluation

- 8 schools have been contracted throughout the country to evaluate the Living the Olympic Values resource on an on-going basis
- An on-line survey is being developed to gather feedback on the Olympic Education Programme
- There is monthly tracking of all traffic to the education section of our website

2. ASB Olympic Schools Programme

This is a rewards programme sponsored by a leading national banking organisation, ASB. The programme includes a toolkit of Olympic symbols including a set of medals, Olympic flag, plaque, certificates and posters of the Olympic values. Olympic schools can also get assistance with running their sports day; visits from Olympic ambassadors; a letter of recognition from the NZOC President for identified students with sporting talent; assistance with sourcing sports uniforms and many other initiatives.

3. Olympic Museum

The Olympic Museum is an integral part of the NZOC and has permanent and

temporary exhibitions promoting the Olympic values using different themes such as Women in Sport and current Olympic Games. The Museum is currently developing touch screen interactivity capability using Ipads to provide interactive information on the Olympic Games, Athletes and NZOC history together with photographs of the museum's total collection.

The Museum is also currently developing a mobile museum, sponsored by Samsung. This museum will be based in a large truck and trailer unit to use at sporting events, schools and NZOC related events.

**THE ELECTRONIC OLYMPIC EDUCATION KIT.
AN OLYMPIC MUSEUM NETWORK PROJECT**
(collaboration between The Olympic Museum in Lausanne
and The Olympic Stadium in Amsterdam)

Fabienne VAN LEEUWEN (NED)
Olympic Education Manager, NOA of the Netherlands

Presentation of the electronic Olympic education kit

1) Why?

Today, the amount of didactical material covering one or another aspect of Olympism (values, history, etc.) is relatively high. However, there is not much material that provides a comprehensive yet brief overview.

2) For Whom?

- For anyone wishing to explore Olympism with a group of children or adolescents (primary and secondary school levels), in particular:
 - Schools
 - Extracurricular institutions
- With a few adaptations, it can also easily be used by Olympic institutions:
 - NOCs (Olympic day)
 - OCOGs
 - Olympic Museums (OMN)

3) Content: 6 Topics Covered

- Institution: the Olympic Movement
- Origins: the ancient Games, the birth of the modern Games
- Identity: 5 rings, flag, torch relay and motto
- Olympic values
- The Olympic Games
- The athletes & competitive sports

4) Structure: The kit is structured by topic

- On the welcome page, teachers indicate the use they want to make of the material (available time, no. and age of students, school subject, topic, etc.) and receive a list of “recommended activities” to carry out.
- The kit contains, for each topic, “Ready-made” activities (workshops, films, photos, discussions, etc.) adapted to the different ages and levels of the students.
- Background information sheets (one for each topic), a selection of images and a list of bibliographical references enable teachers to read up on the topics and enhance the activities.

5) Didactical Objectives:

Objectives (Level 1):

Students have a good overview of what is Olympism (origins, institution, identity, values, Olympic Games).

Students can present the characteristics of competitive sports and are aware of the main challenges that athletes face.

Objectives (Level 2):

Students are able to see the relevance of some issues learned in Olympic educa-

tion programmes for their everyday lives (citizenship, understanding of the world, multiculturalism, etc...)

6) Links To School Programmes:

Working on the subject of Olympism, before or during the Games or at any other point of the year, allows teachers to address a large number of topics on school programmes seen from the angle of sport, a subject in which many children are interested.

Here are just a few examples of topics that could be addressed:

Ancient history:	the ancient Games
Modern history:	modern Games in history/society
Geography:	the Olympic Games, the torch relay, etc.
Citizenship education:	the Olympic values
Etc.	

7) About The Project:

- Adapted from the Dutch experience with electronic Olympic education (2008-2011)
- A first collaboration among members of the Olympic Museum Network
- Implementation: 2011-2012

For more information, please contact
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The Olympic Museum
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THE OLYMPIC EDUCATION IN THE RUSSIAN FEDERATION

A.N. BLEER, Daria S. KLIMENKO (RUS)

Central Olympic Academy of Russia,

Russian State University of Physical Education, Sport and Tourism

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 organisations persistently propagate the ideas of Olympism and hold different events contributing to dissemination of information and knowledge on Olympic Movement among the population of our country.

Two main items:

Activities of the Olympic Academies in the Russian Federation and Olympic Education in the State University of Physical Culture, Sport 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 institution on physical education and sport in Russia now called *The Russian State University of Physical Culture, Sport and Tourism*.

A year or two later the Olympic Academies in the republics of the former So-

viet 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 Russian Olympic Committee 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 the 12 Regional Academies in the different regions of Russia 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.

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 Russian Olympic Committee. On March 5, 1994, a joint document of the Ministry of Education and the Russian Olympic Committee called "On the organisation of the studies of Olympic Movement and Olympic Games" was adopted.

Thus the organisational 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 eight editions of this book have been published. Its total distribution is 235 thousand copies for 60 thousand schools.

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

However, the system which has been successfully working for seven school years already, could not be effective enough without the Regional Olympic Academies, and their contribution to the organisation, 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 higher institutions on the basis of which they are created:

- To execute the functions of the organisational and methodological center of Olympic education in the region
- To organise and implement the regional programmes of Olympic education
- To organise 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 organise the regional rounds of the All-Russian contest “Olympic Education in Russia”.

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

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

- To form among students fundamental knowledge on Olympic Games, Olympic Movement, their history, on values, aims, tasks and principles of Olympism, on humanism and humanistic potential of sport.
- To distribute 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 in the Olympic Games and the Olympic Movement and to realize through the means of sport basic humanistic values.
- To propagate 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 2009-2010 study year in the State University of Physical Culture, Sport 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, organising different competitions like “Experts of Olympism” where they could demonstrate their competence in the history of Olympic Games, their past, present and future perspectives.

At the final stage of the special course the students were suggested once again to go through the test. They improved their knowledge by 16.7%. The 1st test on the basic knowledge on Olympism before the beginning of the course gave result 57%.

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 NATIONAL OLYMPIC ACADEMY OF GREECE

Isidoros KOUVELOΣ (GRE)

President of the Hellenic Olympic Academy

Dear friends,

The Hellenic Olympic Academy, for the first time after its establishment in 2010, is developing its activities at a very difficult time for our country.

It is a great honour for me to be able today, in my capacity as the President of the Hellenic Olympic Academy, to present to you first the work we have been doing until now for our country's youth.

We have set high objectives from the very beginning, with emphasis on children and young people in our country.

Fully aware of the difficult financial situation we are presently facing, we did not ask the government to finance our programmes but looked for resources that come for the largest part from the private sector.

The dissemination of Olympic education in Greece, the development and implementation of the Olympic Movement's educational and social principles, fair play, contributing to the elimination of doping and violence in sport, raising young people's awareness of environmental protection through sport and promoting the sports community perception of sustainability and coexistence issues, are the primary objectives of our activity.

Our Academy has chosen as its symbol and mascot the owl, the bird of knowledge and wisdom! We gave it glasses and called it ACADEMOS, a name that easily invokes the very substance and purpose of our organisation.

In addition to the mascot, we felt that we should also create a message, a

motto, which would breathe optimism, could be easily accepted and would strengthen children's determination to achieve high goals. The motto we chose for that purpose is "*Reaching high*" and accompanies everything we do.

So, under the slogan, "*Let's protect the environment, instead of hurting it*" and with the whole educational community readily responding to the National Olympic Academy's invitation, the 1st Panhellenic "Reforestation and Sport" Programme was completed in 2010 with the volunteer participation of hundreds of pupils and many educators and Greek Olympic medallists.

This ambitious tree-planting programme was implemented under the auspices of the Hellenic Olympic Committee and the Ministry of Education and was the first integrated programme that we conducted according to the IOC's recommendations.

Identifying sport with nature will allow us I am sure, to bring young children closer to the positive idea of "fair play", an idea that incorporates the concepts of friendship, dignity, respect for others, good behaviour and equal opportunities. The Council of Europe defines fair play as a way of thinking and not only as a way of behaving towards man or nature.

Our young friends must learn that Fair Play means playing within the rules and participating in the game in a way that offers something positive to both team members and opponents. Through our programmes, our children will learn, I hope, that the game should be played for the game's sake and not for another ultimate objective.

The 1st "Reforestation and Sport" Programme we implemented in 2010 fully complied with the 7 points set out by the IOC's International Cooperation & Development Commission and we could thus be included on the short list of organisations that competed for the IOC's special prize for environmental protection.

The schoolchildren, athletes and society at large were informed about the programme through a Ministry of Education circular and an advertising campaign that was aired by all radio and TV stations in Greece. "Academos", the young owl, the mascot of the Hellenic NOA, invited primary and secondary education pupils from all over Greece to take part in the reforestation activities, bringing

their own sports message and encouraged them to hang it on the tree they would plant.

The Hellenic Olympic Academy revitalized four Greek regions that had been hit by the destructive fires by identifying sport with nature. The programme's main objective was to identify sports activities with environmental protection actions.

The project was launched in Ancient Olympia, on 5 June 2010, for the celebration of the World Environment Day. The trees were planted in the IOA facilities at the sports fields and as you go out you will be able to enjoy the trees that were planted by the school children.

The programme continued in *Marathon*, on 23 June 2010, for the celebration of the "Olympic Day" with the planting of trees at the start of the Marathon Race.

Right after that in *Halkidiki*, on 16 September 2010, for the International Day for the Preservation of the Ozone Layer and was completed in *Rethymnon, Crete* on 21 September during the celebration of the World Car Free Day.

The sites selected were particularly important as each date had been chosen so that the tree-planting would coincide with a World Environmental Day or a day related to the Olympic Movement.

In all the regions, the activity always started with the Olympic Anthem, short lectures by specialists of environmental issues and short addresses by Olympic medallists.

During each activity, a survey was conducted using a primary data methodology based on two parameters: 1) to register the teachers' opinion on the organisation, management and establishment of sports activities through programmes promoting contact with nature as in the case of the 1st Pan-Hellenic "Reforestation & Sport" Programme and 2) to record the pupils' view on sport through nature and the necessity to organise and establish sports activities that are identified with environmental protection actions.

The survey's results clearly showed that educators considered the method for reaching out to children as outstanding while pupils wanted to be in contact

with nature through sport and this makes us hope that similar programmes in the future will be even more successful.

The HOA's objective is to establish tree-planting as an annual activity by selecting new areas for reforestation and ensuring the protection of already reforested sites, as well as the *children's participation in track and field, basketball competitions and experiential approach to all sports*. The programme will be expanded with new activities such as the recycling of appliances and beach and forest cleaning.

The benefits of these efforts for the protection of the environment will be seen in the coming years. By making the HOA's programme an annual activity our aim is to create new generations of educated and informed people on environmental issues by identifying, through their contact with the Olympic Ideal, sustainability as a priority and the strengthening of sports volunteering among schoolchildren.

The fact that the state, through the Ministry of Education, has placed the Academy under its patronage and that our initiative was welcomed by the Environment Ministry, linked to the fact that private organisations have supported our efforts, surely recognize the work that has been achieved.

2010, however, was not only the year of the environment and sport. The Hellenic Olympic Academy's actions continued on *12 September 2010*, at the Marathon Olympic Museum with the awarding of prizes to the pupils who took part in a nation-wide essay competition organised by the Ministry of Education on the subject: *"2500 years from the Battle of Marathon"*, the battle that gave birth to the Marathon event!

At the same time, on *16 October 2010*, at the Zappeion Building, the HOA organised what it called "My personal... Marathon!", a foot race for athletes with intellectual disability in order to collect the necessary money for building their own home, the Greek social care centre "Hestia".

The Academy generously offered its know-how for the organisation of this race, respecting the IOC's sensitivity for supporting every effort aimed at ensuring the best educational, sports practice and living conditions for all the children who need them.

2011 began for our National Olympic Academy with new programmes, as well as the continuation of last year's activities.

Last *Wednesday, 11 May*, we launched the 2nd Pan-Hellenic "Reforestation & Sport" Programme with the aim of bringing children closer to sport through their close contact with nature. Let me only mention, very briefly, that the "Reforestation & Sport" Programme will continue in another four regions of Greece that suffered from the fire.

Moreover, on *12 April 2011*, the National Olympic Academy of Greece, within the framework of its educational goals and activities implemented for the first time the "*Olympic Education Day*" programme seeking to establish the annual celebration of the 1st Olympic Games of Athens in 1896.

So, through the Arts (music, dance and painting) we revived the *6th April 1896!*, linking in this way the sports part of the Olympic Movement, i.e. the Olympic Games, with Olympic education and its dissemination throughout the country. This event was held in the "*Marble Panathenaic Stadium*" where the institution of the first modern Olympic Games was revived. It was attended by primary and secondary education students from all Greek schools who presented from the stands their own Olympic message, which they had prepared using recyclable material.

The Hellenic Olympic Academy will achieve, in the course of 2011, its second important goal after the "Reforestation & Sport" Programme: an ongoing "Sports Administrators Training" programme that will be held in our facilities in Ancient Olympia, with the view of acquainting sports administrators of national sport federations with the messages of the Olympic Movement and current developments in the administration of sports organisations.

Finally, during that same year, the HOA will initiate a research project for updating the teaching methods of Olympic education so as to make it easier and quicker for young schoolchildren to assimilate Olympic messages.

Dear friends, the HOA like all the other 143 Olympic Academies operates as a multicultural centre whose object is to preserve and disseminate the Olympic Ideal. Our ambition is to attain the objectives we have set and give young people the opportunity to embrace the principles that cultivate and shape a different model of man. I will now say goodbye to you with our Academy's motto – *Reaching high*.

Conclusions of the discussion groups

The discussion groups were asked to select the subjects and questions to discuss on during the works of the Session. The conclusions derived are published here in the form they were presented at the end of the Session's works.



FRENCH-SPEAKING DISCUSSION GROUP 1

I. Olympism must make a lasting commitment

- at social level
(support the poorest children and the adults who are alone and not focus only on elite men and women athletes)
- at economic level
(appreciate projects at their true value, not spend without thinking of the fundamental human contributions that often need a lot of time before bearing fruit)
- at environmental level
(take into consideration the impact of human activities on the environment, we can have an irreversible destructive impact on nature)
- at medical level
(raise awareness on potential abuses linked to certain practices or substances, continuous development of prevention).

II- The values are universal but strategies need to adapt

Human values for all women and men.

Olympic values are human values that transcend differences among human beings all over the world.

We are living in a complex world, a globalized world, at the level of the economy and markets, which however has differences and distinctive features that need to be considered to allow us to better apply and promote Olympic values.

Differences and distinctive features:

- depending on the country
- depending on the culture
- depending on beliefs
- depending on communication media (from Facebook to printed media)

III- The fundamental support of public authorities

For any action to be effectively undertaken in the medium or long term public authorities are the fundamental partners of our values.

From now on and in the future, we have to think in terms of:

- action policies
- concrete projects
- support, not only financial but also human, moral and logistic, etc.

Conclusion

“To know the future, we need to know the past” or “to know where we are going we have to know where we came from”. The future belongs to all of us.

It is a challenge for our minds to have the chance of always moving forward thanks to shared values and friendship.

FRENCH-SPEAKING DISCUSSION GROUP 2

Preamble:

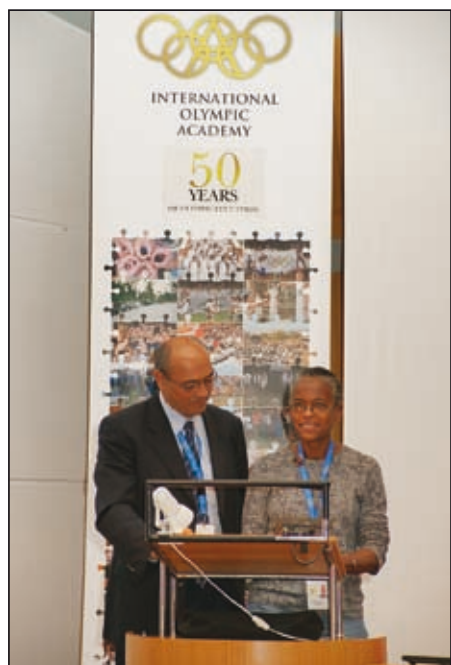
Three subjects were considered by our discussion group. We first dealt with the “perception and dissemination of Olympic values among young people”. The second topic was “the training of Olympic education teachers” and, finally, participants in this discussion group were interested in the role played by the NOAs.

Subject 1: Perception and dissemination of Olympic values among young people

We must admit that the image of the Olympic Games has a strong influence on young people’s perception. This perception, however, does not appear to reflect all the ideals and values of Olympism. It is therefore important to make a clear distinction between “Olympism” and the “Olympic Games” that refer to different image elements.

The concept of “Olympism” apparently represents an element that has a very positive impact on how young people perceive the Olympic values. From this perspective, the Youth Olympic Games appear to be fully identified with the Olympic values. This new event makes it possible to highlight the philosophy of life that includes the education of the body and the mind through sport. More precisely, these Games promote the spirit of competition, as well as fraternity or peace in the world.

On the other hand, part of the image promoted by the media concerning the



Olympic Games sometimes refers to other realities that may, to a certain extent, taint or hide the positive aspects previously mentioned. From this perspective, the role of the media who are often looking for a scoop was considered.

Is the promotion of the meaning attributed to the Olympic values the media's task?

In this respect, the lack of strategies and structures at national and international level for identifying the needs related to the propagation of Olympic values was underlined. It is essential that the Olympic family improves its communication media. Its intervention should be more effective for the promotion of the Olympic values.

Subject 2: Training of teachers in Olympic education

The shortage of teacher training courses in Olympic education was underlined. A number of actions are therefore needed: development of content: textbooks, educational resources, etc; teacher training appears to be a top priority; enhancing training facilities in order to deal with this shortage and increasing the number of teachers according to the NOAs' needs.

From this perspective, it would be appropriate to propose a programme to Olympic Solidarity. The idea of pooling needs and costs might prove decisive. In this way, certain needs identified by the members of AFAO and ANOA could be included in this plan of action.

We would like to mention as an example that sport management training is already being developed in Tunisia for African NOAs.

Subject 3: What will be the NOAs' role

Once again we must acknowledge the fact that NOAs have different roles from country to country. In other words, the distinctive features of each country have to be taken into consideration. What we see, however, is that the role of the

NOAs is not always clear and this has an impact on governance and the relations between some NOCs and NOAs which may, in certain cases, have similar missions... without interacting necessarily.

A number of recommendations should be made in order to strengthen the NOAs' legal base.

First of all, the prerogatives of each NOA should be clearly identified. One possibility, for example, would be to include in the NOC's statutes "articles" and/or rules of procedure with the view to define the intricate details of each NOA.

Some participants of the working group would like to see their NOA become more professional regarding its management. For example, the selection system of the participants for the different Sessions of the IOA is not always transparent.

To conclude, the working group highlighted a number of activities that are inherent to the NOAs: promotion, awareness raising and dissemination; training and research; protection of the Olympic memory: archives, library, museum, etc.

These actions cover a number of fields: Olympic education; sport management; the history of the Olympic Movement; environment, art and culture; management of volunteers; ancient values, ancient and modern Olympic Games and, to some extent, sciences and physical and sports activities techniques, etc.

ENGLISH-SPEAKING DISCUSSION GROUP 1

Technology is a fact of life but there are a number of negatives and positives associated with it. It can enhance socialization but can also generate anti-social outcomes.

Question 1

How can we use modern technology to reach youth and promote Olympism?

Which technologies should we consider?

- Those which are economical to distribute information
- Those which are connected with children

Options:

- Internet
- Video conference / webinars
- Mobile phones
- Video and computer games
- Social media
- E-Learning
- Future technology

Objectives:

- Connect with children directly and increase cognitive understanding of Olympism

- Encourage youth to live the values
- Cultivate positive emotion of sport culture and grow it in young people
- Halt the drive of solitary and sedentary behaviours

As we strive to achieve these objectives we want to avoid facilitating the increase in solitary and sedentary behaviours.

Which technologies should we consider in relation to youth and economical distribution?

- The internet
- Social media
- Mobile phones
- Video conference / webinar
- Video and computer games
- E-Learning
- Future technology?

What Works in connecting with youth?

- Make a visual impact
- Use interactive content
- Include experiential learning, joining technology with practice
- Make it fun
- Bring in athletes
- Make materials free but require registration to keep dialogue open and get feedback
- Allow children to be equally involved

Specific Recommendations

Connecting with Youth

- Create a values version of the Mario and Sonic go to the Olympic Games
- Videos/messages from athletes

- YouTube videos - Funny
- Post dilemma and ask questions online or on Facebook
- Offer prizes and rewards for behaviours we want to emphasize through online contest
- Experiential learning with teacher

Influencing the Influencers

- Establish appropriate guidelines for technology use and relate the Olympic values to these guidelines
- Establish website for parents and educators to access content
- Create webinars and web conferences for teachers
- Connect with media, editors, publishers to share aligned messaging

Question 2

How can we use modern technology to share best practices?

Aims of best practice approaches:

General

Elevate impact of Olympism programmes around the world

Reduce redundancies and create efficiencies

Building bridges and co-ordinating across geographies

IOA Specific

- Survey NOAs to ascertain needs of NOAs and identify where the IOA can provide assistance, especially where the IOA has provided economies of scale
- Create platform that allows for NOA exchanges
 - NOAs to share and download best practices content, videos, brochures, etc.

- Provide on-line archive of national and regional sessions
- Provide opportunity for dialogue online between NOAs
- Create and share materials that can be used by NOAs
 - Develop content that can be easily adapted to different cultures
 - Develop regular communication with NOAs to disseminate information
- Create guidelines for employing technology based on the Olympic Values (i.e. Respect for Others, Fairplay)

NOA Specific

- Work with IOA to organise regional sessions
- Encourage select outside observers to attend national and regional sessions
- Use webinars for national and regional sessions to share information more frequently, at lower cost and at lower environmental impact
- Actively participate in exchange platform
- Create and publish list of experts from your country for other countries and the IOA to utilise

Question 3

How do we assess and evaluate the success of Olympic Values education?

A key issue is that values are difficult to measure.

- Because character is developed through many factors it is hard to measure the influence of Olympic values programmes
- Behaviour is difficult to quantify
- There are difficulties in conducting longitudinal studies e.g. (cost, length of time to get results, difficulties in maintaining measurement group)
- It takes time to change behaviour and culture

Possible options for measurement include:

Simple Options

- Measurement knowledge through tests
- Measure participation
- Survey teachers and parents
- Measure societal values overall using existing studies as opposed to Olympic values specifically

More Considered Options

- Third party longitudinal, intra-individual evaluation of individual, school and community
- Teachers evaluate children over time on the whole person
- 360 degree evaluations with teachers, parents, students
- Measure incidences of bad behaviour over time in sport, in general and community in general
- Receive input from social experts on how to design these studies.

ENGLISH-SPEAKING DISCUSSION GROUP 2

QUO VADIS OLYMPIA?

Preamble

In the age of globalization, it is recognized that problems of youth are challenging to human progress. These problems include youth adjustment to problems of the modern-day life with negative activities such as cigarette and tobacco consumption, doping and drug abuse, social networking and the spread of the Internet, alcoholism, etc. As youth constitute a large proportion of the world's population and is the concern of national governments, the Olympic education can play a role in alleviating these ills of globalization and contribute to world peace.

Two main questions

1. What kinds of tools and strategies can be implemented to spread/ facilitate/substantiate the Olympic education and the "Olympism" to youth?
2. How to spread the Olympic values/education to athletes, especially elite athletes, of the respective National Federations, in order to sustain the Olympic ideal?

Proposals

1. Address (influence, persuade, etc.) the stakeholders:

- a) Ministry of Education/Minister of Education/President/Prime Minister

- b) Other relevant ministries/government agencies such as Sports, Culture, Youth, Health, Environment, etc.
- c) Local government authorities
- d) Private sector/non-governmental organisations, public bodies
- e) NOAs/NOCs, NSFs and sports organisations
- f) Teachers/teachers' Unions (e.g. UNSS in France)
- g) Media (TV, radio, press, print media, etc)

1.1 This effort shall be attempted at all levels, for example, in the education sector from kindergarten to school to tertiary institutions.

2. Develop Content

- a) Promote the Olympic values important to society and its future, such as humanism, fair play, excellence, etc.
- b) Reinforcement of sportsmanship and comradeship
- c) Include the Olympic values in school and college curricula.

3. Promote activities of Olympism

- a) "Olympic Week", "Olympic Day" and "Olympic Lesson" activities; publicity and dissemination of information through films, videos, art contests, cultural activities, etc.,
- b) Organise "Olympic events" in schools and colleges
- c) Promote use of new technologies, especially electronic means
- d) Environmental protection and preservation activities
- e) Use the Olympians as role-models
- f) Emphasize the meaning of the "Olympism", its history and evolution to the present day.

4. National experiences

Study the diverse examples of Belarus, Singapore, France, etc., in order to replicate the experiences.

Conclusion:

Quo Vadis Olympia?

ENGLISH-SPEAKING DISCUSSION GROUP 3

Question 1

How to close the gap between Olympic values and (sport) reality, e.g. doping, corruption, match-fixing?

Identifying the gap:

Quite often we have a lack of mutual respect and the absence of fair play in sport - examples:

- Doping
- Corruption (including favoritism)
- Match-fixing
- Discrimination of Women
- Exclusion of disabled
- Sexual harassments/sexual abuses

What has to be done?

- a) We need the acknowledgement of the problems –instead of denying them– by the sport organisations, i.e. raising awareness within the Olympic Movement on all levels –local to international– of the risks involved and their responsibility in preventing them.

We need as well athletes who come out in the open with their problems/failures - for example perhaps a well designed amnesty programme could be a tool to really overcome the doping problem.

- b) To succeed in implementing the Olympic values we need to have com-

mon standards of transparency, integrity and accountability on all levels of sport. To achieve that we have to transfer Compliance programmes from the business world/companies to sport (sport federations, clubs), consisting of:

- Code of Ethics
- Code of Conduct/Guidelines
- Conflict of Interest Policy
- Zero-Tolerance Approach/Tone of the top
- Education Programme for Athletes, Coaches, staff, policy makers etc.

Compliance programmes should be established as state of the art mechanism for governing a federation /club with the IOC, the IFs and the NOCs as role model.

- c) In additional to setting an example within sport (see b above) we ask that the IOC through its Culture and Education Commission establish an Olympic education policy framework that places the IOA as the center research planning and execution agency operating in a manner similar to the approach taken by the IOC in the fight against doping in sports.

Question 2

What are the key factors favoring Olympism in today's world?

- a) The Olympic Movement and its Events send very strong messages to the World

The Olympic Games are the main asset of the Olympic Movement and can play a key role in the development of worldwide peace and cooperation between nations and can help find answers to global challenges.

The Youth Olympic Games (“YOG”) can not only involve the youth in the Olympic Movement but must also include new ideas, attitudes, modern thinking, communicating and acting into the Olympic Movement.

Sustainability, with its three pillars of economy, environment and social

aspects (such as human rights, labor rights, health, inclusion of all groups of society, anti-corruption), must become a common approach all over the world to face challenges like climate change, end of natural resources etc. Vancouver 2010 started to send a strong message about how to organise sustainable Olympic Games and thus ensure a lasting legacy from the Games for future generations within and outside of Canada. London 2012 is going to set the next important steps on this way. The IOC should encourage future Olympic Cities as well as bidders to take advantage of the transfer of knowledge from Vancouver and London and to contribute further to the development of sustainability.

By establishing young ambassadors for the YOG in every country the IOC created a promising instrument to have the youth themselves contribute to the Olympic Movement. The young participants of the YOG and the ambassadors helped to pass the idea on to many young people all over the world. The young ambassadors for the YOG should be joined by additional national ambassadors, all of them trained in the Olympic values and how to promote them, for multiplying the effect. This should be organised in close cooperation with the IOA and the NOAs and should of course also include sustainability.

b) Global Cooperation within the Olympic Movement - Availability and Accessibility of new Media as an advantage

The globalization of Olympism allows experience sharing all over the world. IOA-sessions help to coordinate activities and to learn from one another. Regional activities - for example the Dutch NOC with the Olympic Museum in Lausanne working on an Olympic Education toolkit, the cooperation of Spanish speaking Olympic Academies or the Zeus-programme for youth exchange in Sri Lanka - give additional opportunities.

We should improve sharing toolkits etc. by keeping in mind during the process of development the possible international use, i.e. make it transferable in other languages and cultures. To avoid reinventing the wheel we ask the IOC and IOA to establish a platform for gathering best practice from the member countries.

With the new media, especially social media (web 2.0), new possibilities of fast and cheap exchange of experience and opinion arise. A pro active approach of NOCs and NOAs is key for using these possibilities. IOA and IOC should encourage their members to work on it and develop solutions/ support for those countries still lacking the technical infrastructure for internet etc.

Question 3

How to reach and motivate the young generation towards the adoption of the Olympic values through modern technology?

It is not just about the web (1.0, 2.0, 3.0) but as well about video conferences, smart phone applications, digital libraries etc. All these new technologies should be used to establish a modern international network within the Olympic Movement.

Special forums for the youth should be created where the youth can express themselves and make proposals to the older generations regarding Olympism on the whole, not just the YOG.

The websites have to be reviewed in order to become more youth oriented and interactive than today.

For the content of websites, education programmes (for example e-learning) etc. the basic principles should be developed in a universal language, i.e. the Olympic values have to be transferred into actual practical experience to help to reflect one's own situation. Thus a common international approach is ensured but differences between countries will be respected. Each country is free to modify the basic programme, toolkits etc. and to focus on its special needs.

A first step could be to elaborate the IOC software prepared for the YOG in Singapore and put it on the web to make it accessible for the NOAs.

To keep developing countries with limited technology in the game there must always be alternatives available for countries with no or little internet access etc.

ENGLISH-SPEAKING DISCUSSION GROUP 4

Question 1

What is the best way to educate Olympic values?

After some reflection we could deduct three different ways to educate the Olympic Values: education through teaching, through events and through the media.

Teaching Olympic Values should be approached in a holistic way. In our opinion you would need to focus on 3 groups: the children and the teachers, the athletes and the trainers and finally the sport leaders. To do this in the best possible way, it is important to create collaboration with the organisations in charge as in the schools and the federations. The power lies in the partnerships.

According to our vision, the children would be the most important target group, because they will be the future teachers, athletes, and sport managers. Hence, if they can incorporate the Olympic values, the future will be prevailed of ethical behaviour. Of course you would need different methods for every age group.

Educating the Olympic values through events like for example the Olympic Days or the Olympic Weeks, could be a good way to really focus on the implementation of the values, and to create an atmosphere of fair play, respect and friendship.

The third way of educating the Olympic values would be through reaching the media. By approaching the media in an intelligent way you could inspire a lot of people with the Olympic values.

Question 2

Olympism and the effect on globalisation

From an historical point of view the Olympic Games were a symbol for peace and unity. The Games were the only time that the divided Hellenic cities celebrated together in peace and unity, even if they were at war.

In our discussion group we see Olympism as one of the first forms of globalisation. For example, if you look at the rules of sport: it doesn't matter where you are, the rules of badminton, taekwondo, basketball, football are the same all over the world. As globalisation for some people has a negative connotation, we see in Olympism the *good side* of globalisation. The Olympic Games are a place where people from all across the world gather, and get to know each other, away from political differences and prejudices. It is not only during the Games that we can experience the best side of globalisation; also during the Olympiad, Olympism unites countries in various ways. So has the IOC more state members than the UN, and incorporates seven out of eight Millennium goals, also this union of the IOA is an example of positive globalisation. It is safe to say that Olympism unites nations from all over the world, gives them a possibility to exchange ideas and helps to understand and interact with many different cultures.

Even more we believe that Olympism can be the defender against some downsides of globalisation. One downside could be the fact that through globalisation countries tend to lose their genuine identity and culture of their country. Every city becomes a place where Starbucks pours the coffee, McDonald's serves the food, and H&M clothes the people. Looking at the Games we see a setting where people get in touch with their own roots and are proud of their culture. We also believe that every medal contributes to the shared identity and culture of a country.

Question 3

How to cope with social media

We have chosen this question not only because it has reappeared in many of our lectures, but mostly because it is a problem which many current organisations are struggling with.

How to cope with it? We unanimously decided we need to use it. Social media embody the answer to a question which haunted us for many years, that question being: “How to pass the message to the youth?” It would be a missed opportunity not to use this information.

To the logical question, how do you protect it? We can’t give a clear answer. According to us, you can’t, you can only try to manage it. In an attempt to respond to the question: how to manage it, we concluded that it is a matter of education. For every different media you could find different solutions. For example if you would make a site on facebook, you could find a moderator who could remove inappropriate reactions.

ENGLISH-SPEAKING DISCUSSION GROUP 5

Abstract

Group 5 discussed the IOA topic of youth and the future of Olympism in a global world and formulated our discussion around best practices in creating a new NOA and the opportunities created by the Youth Olympic Games. Both properties provide limitless potential for the growth and distribution of Olympism to new generations.

Question 1

What are best practices for a country just launching its National Olympic Academy?

Introduction

Group member Dr Nasser Salem Saleh al Ameri from the United Arab Emirates has recently been tasked with creating a new National Olympic Academy within his country. He seeks recommendations and best practices from existing NOAs in order to initiate the formation of an academy within his country and to best ensure its success and long-term sustainability.

Best Practices

The group discussed best practices and shared successes from their own NOAs. In general, it was decided that Dr al Ameri should draw on the experiences of other NOAs and adapt ideas to his country's culture and environment.

Recurrent throughout the recommendations was the emphasis placed on en-

sureing the support of the government and the National Olympic Committee. Also stressed was the importance of selecting one place to start and starting small, of developing a focus so that the NOA does not become overwhelmed in the beginning with multiple projects all launching at once.

Last, it was crucial to the success of established NOAs to connect with and engage community leaders, which allows the academies to utilize their vast experiences and networks. Further, by meeting with school administrators and physical education teachers at least once a year, academies are able to gather ideas and create inclusion in their planning.

Recommendations

Board of Directors: The first essential element before proceeding with the NOA is to establish a board of directors. NOAs should ensure a wide participation on the board by including representation from the government, the National Olympic Committee and the PE teachers' association. From here, Academies should assign responsibilities and sub-committees to each board member based on their areas of expertise, such as marketing, IT, finance, PE and sport administration.

Mission Statement: NOAs should establish a mission statement and/or objectives which clearly outline the purpose and role of the academy.

Budget: NOAs should work with their NOC to clearly outline the financial support available. Other sources of revenue include sponsorship and government grants. From here, the development of a realistic and sustainable budget must take into consideration all aspects of the academy, as well as the unique features and structures within the country.

Partnerships: The participation and support of the country's PE teachers and its association will create a team to propel the NOA forward and ensure its sustainability. In addition, these individuals will transmit the ideas of Olympism to the next generation. Further, NOAs succeed by targeting officials, coaches, judges and administrators to spread the messages of Olympism and the NOAs' activities to their many athletes.

Strategic Plan: A new NOA should identify and focus on programmes that will adapt best to the local culture and environment. An outline of recommended programming follows.

Strategic Plan Programming Examples

Olympic Day: Bring communities together to celebrate and learn about Olympism through this annual IOC event on June 23. Invite the country's Olympians to participate and speak about the Olympic values. Consider including elements of physical activity, group discussion, educational projects and multi-media presentations.

School Programming: Create an educational programme – starting with 3-4 schools – whereby students participate in discussions on Olympism and subsequently create projects and/or posters about Olympic Movement topics, such as its history, values and symbols. Continue this programme weekly or monthly. Second, educational lesson plans, such as OVEP, can be utilized and distributed to schools and community centers. Another model is to create Olympic toolkits to distribute to schools that include items such as posters, programme information, Olympic DVDs, school curriculum and an Olympic flag.

Athlete Ambassadors: Invite the country's Olympians to become ambassadors for the NOA by educating them on the Olympic values, and then engaging them through school appearances, public speaking opportunities and Olympic Day events.

Conclusion

Young National Olympic Academies should begin by creating a board of directors with a wide representation and clearly outlined responsibilities, and which should undertake the creation of a mission statement and/or objectives for the academy, as well as a sustainable budget. With the framework in place, the NOA should establish and cultivate key partnerships throughout the country, and create a strategic plan that includes a few fundamental programmes to launch the academy.



Participants practising sport during their free time.

Question 2

How can future editions of the Youth Olympic Games have the greatest impact on youth?

Introduction

The first edition of the Youth Olympic Games took place in August 2010 in Singapore, involving approximately 3,500 athletes from 200 countries. The International Olympic Committee created the event with emphasis on balancing the focus: 50 percent on sport and 50 percent on culture. The YOG will next travel to Innsbruck, Austria, for the winter edition in January 2012, followed by Nanjing, China, in August 2014. Group 5 discussed the methods by which to ensure that these future YOG have the greatest impact on youth.

Challenges

Those who attended the YOG witnessed the transformative effect of the event

over the athletes, coaches and officials who participated. There were numerous positives, powerful moments and experiences. However, in looking at the challenges, the event created a hurdle for athletes as they best attempted to balance sport and culture, especially with an increasing focus on winning that naturally grew during the event. A small number of National Olympic Committees may have furthered this by denying their athletes the opportunity to participate in the Culture and Education Programme or by providing payment for athletes who won medals. Secondly, there was confusion among NOCs on whether the IOC was requesting each country to send their top athletes or to send those most capable of spreading the Olympic values and sharing their experiences while at the YOG.

Last, the YOG provide a wonderful opportunity for smaller nations to host such a significant, global sporting event. However, the high cost of hosting a YOG and the precedent of large spending may not only exclude small countries from hosting, but threaten the long-term sustainability of the event.

Recommendations

Mixed Team Events: The mixed team events at the Singapore 2010 Youth Olympic Games were a resounding success, popular with the athletes, officials, and the global media. They include mixed gender, mixed countries, and team relays in sports typically competed only individually. This new concept introduced solidarity among teammates and among countries that was embraced, creating a concept distinctive to the YOG. This practice should be continued in future YOG and introduced to as many sports as feasible.

Athlete Ambassadors: While the 3,500 athletes at the YOG were inspired and moved by the experience of the event, the benefits saw limited extension to other youth around the world. To capitalize on these athletes' experiences, they could be given an official title such as Youth Ambassador for Sport, and tasked with a specific project or presentation when returning to their home countries in order to spread their learnings. They can then share the results of their efforts with their new international friends through the YOG social media platforms, as well as encourage the youth of their country to connect through these platforms.

TV Broadcasts: The ability for the spirit of the YOG to spread throughout the world depends partially on the global media, which was somewhat low in Singapore due to the nature of this inaugural event working to establish credibility and history. However, the organising committee in Singapore produced and made



available an excellent wrap-up show and assorted footage to the world's media. For future editions of the YOG, the IOC could recommend or mandate Olympic Games host broadcasters to utilize the footage through the hosting of a TV series or daily wrap-up show on the YOG on their networks, ensuring the ability for the general public to participate in the spirit of the event.

National Olympic Academies: The IOC could work with NOAs to create curriculum and school programmes during the timeframe of the YOG based on its Culture and Education Programme, once again providing a means to further spread the Olympic spirit and the values of Olympism to a wider audience.

Coaching Criteria: The IOC could create the required criteria for the selection of each NOC's coaches to be dependent on those coach's involvement and potential within the field of Olympic education.

Conclusion

The Youth Olympic Games in Singapore was a great success for Olympic education, but by broadening the reach of its Olympism programmes and the Culture and Education Programme around the globe, future editions can maximize their impact on the world's youth. Ideas for this expansion include increasing the number of mixed team events, requiring participating athletes to bring their learnings back to their home countries, encouraging Olympic Games host broadcasters to carry YOG coverage, working with the NOAs and adding educational elements to the coaching criteria.

ENGLISH-SPEAKING DISCUSSION GROUP 6

Discussion 1

What is the role of digital media in Olympic Education?

In considering the use and integration of digital media into Olympic education the following points should be taken into consideration:

- Availability and access to computers and internet access of target audience
- How computers are used in the schools or at home
- Online content must be constantly updated to ensure material is current
- Policy-makers need to be convinced of the need to include the teaching of values as part of the curriculum so as to allow access to Olympic education online

Various ways, either via new media or more traditional methods, for promoting Olympic education as well as participation in sports and physical activities, were suggested. The following opportunities to integrate digital media into Olympic Education were identified:

- Digital games or other forms of games for the teaching and learning of Olympic values
- Educational brochures, e-newsletters and toolkits to promote Olympism;
- Online social media platforms to recruit human resources
- Develop projects that empower students to research online for Olympic themed lesson plans

- Utilizing various forms of digital media such as cell phone applications and interactive websites to promote Olympic values
- Share and provide access to Olympic education packages developed by other NOCs, NOAs, the IOC and the IOA
- Accessing internet as a means to search for information
- Develop Olympic icons to interest students in universal values or in using electronic search methods
- Provide how-to videos and inspirational stories to get citizens active

Discussion 2

How do we bring the ideals and values of the Youth Olympic Games (YOG) into Olympic education?

The following challenges to incorporating YOG into Olympic education were outlined:

- The messages are friendship, excellence and respect are similar but how do we ensure a youth component
- YOG downplays the competition and introduces more emphasis on participation, friendship and personal excellence
- As the YOG is a new platform, the media has yet to incorporate the value of the culture and education components. There is confusion as to what excellence at the YOG means given the focus on winning at Olympic Games.
- The challenge for many countries is that funding opportunities for training citizens about YOG and its values are not available
- Initial introduction of YOG to the NOCs was how to qualify as opposed to the dual purpose of YOG

We recommend the following means to help spread the value of both the sport and education programme of YOG:

- Educate the media, coaches, team officials, sport administrators,

sponsors, sport journalists, NOC executives and teachers to the values promoted by the YOG and the importance of the culture and education programme

- Provide media access to public figures who understand the vision of the Youth Games to help promote the key messages
- Develop and promote activities, such as school based youth Olympic Games and school projects to promote Olympism
- Achieve access to the activities and programme of the YOG Culture and Education Programme (CEP) so as to disseminate within our nations
- Create Olympic Education materials that are appealing to youth. Obtain content and advisory from youth to do so
- Collaboration between International Federations and National Sport Federations to communicate the important messages of YOG to their participants
- Educate a larger population here in Olympia at the IOA as to the importance of YOG so as to have greater impact and influence at the grass-root level
- Train young people at youth forums/youth academies to speak about and exemplify the Olympic values
- Provide press releases reporting the values based stories of our Youth Olympians and not just their results
- Educate Youth Olympians as to the importance of the overall YOG programme and their role in being ambassadors

Discussion 3

What is the role of the National Olympic Academies (NOAs) in the Youth Olympic Games?

On-going support:

- Educate the media and NOAs nation as to the athletes participating

- Collaborate to ensure mutual understanding between NOAs and NOC as to the educational value of YOG
- Need to prove quality and importance of NOA work to be appreciated by the National Olympic Committee so as to be integrated in YOG process
- Help communicate importance of YOG to NOC
- Use Youth voice to tell the message to make it real Educate Youth Olympians (YOs) as to their role as ambassadors
- Help identify difference between YOG and other competing youth sport festivals (i.e. European Youth Olympic Festival, etc.)

Before Youth Olympic Games:

- Provide orientation/pre-camp opportunity of the Youth Olympians (YOs) Develop speaking and writing skills of the Youth Olympians
- Foster support of the athletes within the nation
- Interact with the YOs participating to understand the CEP programme
- Educate ambassadors to inspire YOs to participate in CEP
- Provide intro to YOs to Olympism
- Facilitate process of communicating purpose and function
- Promote Olympic values before, during and after experience to make our Youth Olympic Teams ambassadors for Olympic Movement

During Youth Olympic Games:

- Promote the Youth Olympians within their nations incorporating the values
- A greater presence of NOAs at YOG to help facilitate continuance and reach of Culture and Education Programme to reach our youth

Post Youth Olympic Games:

- Outline and support opportunities for YOs to return to their community and spread Olympism within their communities
 - o Provide toolkits or templates for community outreach planning
- Connect youth with community opportunities to spread Olympism
- Increase participation of young people in the organisation and support of our teams to reflect youth mandate
- Have presence at the YOG to help build
- Support in coach education of the YOG experience.



The IOA Olympic Education project implemented for the Youth Olympic Games is being operated at the premises in Olympia.

**Closing Ceremony
of the 11th International Session
for Directors of National Olympic Academies
ANCIENT OLYMPIA, 16th May 2011**



*Prof. Margaret Talbot and Marius Francisco are receiving their diplomas
by the IOA President Isidoros Kouvelos.*



ADDRESS
on behalf of the participants of the Session,
by Alexandre Miguel MESTRE (POR)

Dear all,

Please allow me to start by thanking all of you for giving me the opportunity of presenting a brief speech on behalf of the participants.

We, the Participants, are privileged people. Having the chance to be in front of the stele of Pierre de Coubertin and near the commemorative monument of John Ketseas and Carl Diem are both a great honor and a unique opportunity to express our gratitude to the Founder of the Modern Olympics and to the pioneers of the IOA. Isn't gratitude a feature of Olympism? Yes, it is.

We, the participants, are here representing more than one hundred countries, from the five continents. Isn't universality – especially in the era of globalization, one of the topics of our working groups - one of the main achievements of Olympism? Yes, it is.

Quoting Mr Isidoros Kouvelos, the President of the IOA, here in Olympia each one of us have the chance, every single day, early morning, to hear the birds singing the Olympic anthem. Isn't that Olympism? Yes, it is.

We, the participants, had the opportunity to visit the archeological site and remark that the Temple of Hera was built before the Temple of Zeus. Isn't the non discrimination on grounds of sex/or gender one of the Fundamental Principles of Olympism? Yes, it is.

And did you remark the silence experienced here, in this amphitheatre, when, among others, Mr Fernando, from Guatemala, intervened? That meant respect

for someone who represents different generations of participants in this sort of Sessions. Isn't respect one of the main values of Olympism? Yes, it is.

We, the Participants, have observed the tolerance of our Dean, Mr Kostas Georgiadis, when some of us, specially Eugenio, our dear and good friend from Singapore, over passed the 9 minutes limit for the NOA's presentation. Isn't tolerance an important feature of Olympism? Yes, it is.

And what about that moment at the Ancient Stadium when our colleague from Belgium ran faster than Usain Bolt? Wasn't him interpreting the Olympic motto *Citius, Altius, Fortius*? By the way, talking about body language, who can forget, for example, the moments when our friends, Fernando, from Colombia, and Roberto, from Bolivia, came here and took the floor?

We, the participants, running and swimming in the sport facilities of the IOA, have been practising sport, a human right, exalting and combining in a balanced whole the qualities of body, will and mind, as a philosophy of life, which is the definition of Olympism in accordance with the Olympic Charter. Yes, we have been putting Olympism into practice.

And, of course, my dear friends, those who have lost the football game yesterday have demonstrated a true spirit of friendship and fair play. Aren't friendship and fair play relevant facets of Olympism? Yes, they are. (Well, to be honest some of the football players have cheated. However they were lucky since the Helladodikai – the Greek judges – couldn't come. Otherwise their names would be now at the entrance of the Ancient Olympic Stadium...)

And we, the Participants, have discovered that alcohol is a doping substance. Some of us witnessed several friends drinking at the Zorbas Bar or at one of the cafés of Olympia, until late night. And what happened the morning after? They were here putting clever questions and sharing intelligent comments. Isn't the discovery of new doping substances a challenge for Olympism? Yes, it is.

Last but not the least I would like to remind you of the distinct impressive and emotional videos that we have seen. Let me choose and emphasize the one shared by our friend from Iran. It was definitely paradigmatic evidence that

Olympism can indeed blend sport, culture and education and simultaneously promote peace and preserve human dignity.

Well, dear colleagues and friends, it is time to finish.

We, the Participants, would like to pay tribute to Mr Isidoros Kouvelos, Mr Dionyssis Gangas, Dr Kostas Georgiadis and all the IOA Staff.

We, the Participants, would also like to express our gratitude to the Lecturers for their brilliant and useful presentations.

And if you allow me a personal comment, let me thank the IOA for all that it has been contributing to the development of the Portuguese Olympic Academy as well as to my personal, academic and professional life. After all, and benefiting from what we have learnt from the Dutch Olympic Educational Programme, I would say that this is nothing but ME, YOU, WE.

Thank you very much!

ADDRESS
on behalf of the lecturers of the Session,
by Dr T.J. ROSANDICH (USA)

I know that I am speaking on behalf of all of my colleagues who have presented over the past few days when I say that I consider it both an honor and a privilege to have been asked to come here to the birthplace of the Olympics to participate in this conference. There are very few places in the world where the conference topic spans some 3,000 years of human existence as was both the venue and lecture topics we have all enjoyed over the past few days.

Following the opening remarks of President Kouvelos which set the agenda for the conference, Dr Retsas discussed medicine in the ancient Olympic Games. As one considers events in the ancient Games such as the Pankration, it is little wonder that medical invention was often needed. The next day as we toured the Sanctuary, I thought of Dr Retsas' presentation wondering about how almost 50,000 people on that site in the height of summer got by with the medical services available at the time.

From the ancient to the modern, there were presentations on the Information Age and digital revolution. The presentations given by Professor Horn and myself complimented each other well. I provided an overview of the information evolution wrought by the advent of the internet and described some of the pros and cons of Web 2.0 technology. With this overview as a backdrop, Professor Horn did an admirable job in describing some of the societal effects of the digital age, especially in the younger generation. Whatever your personal attitude toward technology, it is important to recognize that the society-wide changes being

brought about by the digital revolution are here to stay and we all need to master the skills of using these tools.

Speaking of Games, the presentation by IOC Vice President Ng who served as the Chairman of the Singapore Organising Committee of the inaugural Youth Olympic Games was superb. An outstanding multi-media presentation on the Games set the stage for earnest questioning from the delegates on the event and raised our expectation for the Games yet to come.

A common theme throughout the programme was the primacy of education as a means for the dissemination of the Olympic ideals and values. Dr Najeeb described how he was able to get the National Institute of Technology-Calicut to include a course on Olympic values as a requirement in that institution's curriculum. Given that the world-class bureaucracy that is India, to do so is a testament to perseverance and determination. Dr Blondel also presented a similar success story on getting the OVEP into France's national educational curriculum and their strategies to ensure it is actually carried out. Last, and certainly not least, Ms Talbot, President of the International Council of Sport Science and Physical Education did an outstanding presentation on the role of Olympic education in today's world of sports which closed out the presentations of the 11th NOAs' Session.

Speaking on behalf of the lecturers, I'm sure that we too have all been enriched by our participation in the programme. I, for one, feel I'm taking away from the programme far more than I contributed. Watching the presentations of the NOAs over the past few days was for me both inspiring and educational. I was continually impressed with the untiring efforts being put forth by the NOAs to spread the message and ideals of the Olympic Movement and the philosophy of Olympism across the globe. I also found the creativity of the NOAs in the undertaking of these tasks to be a marvelous learning experience given the wide divergence of resources available and the difference in cultures where this work is being done.

But more than that was the exchange between colleagues that took place outside of the auditorium. This gathering afforded us the opportunity to make new acquaintances from different corners of the globe and much of our discussion

over a meal or a beverage went far beyond “shop talk” into topics that provided insights into who and what we are. This person-to-person exchange is every bit as important as the formal exchange in the lecture hall in making the Olympic values a reality.

I would like to take a moment to thank the administration and staff of the IOA for all their efforts to make this programme a success. From the very beginning with the invitation to speak, the secretariat responded in a timely, helpful and professional way to requests for information or other administrative details. The technology staff has done a marvelous job on making sure that all of the presentations received the support they needed. Having observed Mr Vaggelis race up and down the stairs as a regular occurrence, I think he is faster than some Olympic sprinters and has about worn out the carpet. And last, but certainly not least, is the work of the translators, those unseen voices over the earphones without whose intervention the conference would have been greatly diminished. I believe that they all deserve a round of applause.

I hope that all of the participants are leaving here energized with new ideas to make your programmes more vital and how to reach more of your constituents. Good Luck in your endeavors and thank you.

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

Dear participants,

The 11th International Session for Directors of NOAs, which has just been completed, has left us a remarkably positive sense regarding the future of the Olympic education dissemination on a global scale.

Nowadays, the meaning of globalization is totally understandable to have been identified more with a political movement and less with an effort to achieve educational uniformity in the field of promotion of the Olympic Education in different regions of the world.

Even though I didn't have the opportunity to attend all the lectures, I have realized from their presentations that they face the special subject of the Session with great sensitivity. Through the presentations of prominent lecturers, like Dr Rosandich from the USA and Prof. Axel Horn from Germany, we have all found out that the new forms of technology which are currently developing really fast, apart from the risks that are being involved, such as abuse of one-sided and insufficient information, they also offer unlimited potentialities of the dissemination of the Olympic Idea.

Prof. Najeeb has introduced us a new level of knowledge concerning teaching systems and methods, which have been developed recently, via globally recognized interdisciplinary strategies, while our Oncologist friend, Dr Retsas, has guided us, in an elegant way, through the medical paths of Ancient Greece and

the influence of medicine in the formation of a social culture connected to nature and competitive sports.

Dr Yohan Blondel, through his presentation regarding the recent French approach to the teaching of Olympic values, has convinced us that we will always have the hope of improving the classical methodology for the dissemination of the Olympic values, through school programmes which associate directly the sport action with the Olympic knowledge.

The IOC Vice President and Chairman of the Organising Committee for the 1st Youth Olympic Games Singapore 2010, Mr Ser Miang Ng, has brought us close to the astonishing IOC efforts for the creation of an athletic culture, on a different basis, which combines physical exercise with the cultural education of youth and the new model athlete we have all anticipated. At this point, I would like to underline my friend's Miang Ng's presence in this Session, which is of great importance, since it shows the IOC's interest for the works of the Session and the issues raised by the National Olympic Academies.

I would also like to point out Professor Talbot's interesting approach with regard to the controversy between the educators and the Sports administrators. A controversy which creates various side effects, ambiguous interpretations and most times, human dead ends. In an Era where the phenomena don't respond to the reality, the need to enhance the role of the Olympic educators becomes more and more significant.

The subject we have chosen this year for discussion in the Session for the National Olympic Academies has left a margin of reasoning pursuit, while at the same time, has provided an opportunity of evaluation of the course, followed until recently, towards the propagation of the Olympic Ideals.

The conclusions as well as the thoughts you have just expressed (even though they were not known to me the moment I prepared this speech) is certain that they will be further discussed by all of us. More specifically, the National Olympic Academies members are requested to examine in depth the issues that have come into question and define their stance, which we would like to record as soon as you return to your home countries.

As I have already stated in the 10th Joint International Session for Presidents or Directors of NOAs and Officials of NOCs “The contemporary societies desperately need ideas and people with vision”.

I am absolutely sure that these people are within the National Olympic Academies, and if you have not discovered them yet, search around you and especially among the young people.

Give them food for thought and action and take advantage of their anxiety before the oncoming New Era which comes along with globalization. Simultaneously, make use of the things that this New Era offers you, along with the technological evolution and innovations, so that you can form the conditions which will facilitate the work of educating and training the youth, through a global procedure.

The Olympic values are not going to corrupt because of the globalization. On the contrary, the prefabricated ideas as well as the nihilistic dogmatic perceptions, which usually follow such movements, could be influenced by the purity included in the terms, fair play, respect, meritocracy and peace.

Dear friends, I would like to thank you, once more, for your presence here, in this sacred place of Olympia and for your efforts to attend this Session in an active way. I wish you a safe return back home, health to all of you and I promise to be always close to you and assist you in your work.



The IOA officials are celebrating the 50 years anniversary of the IOA after the surprise organized by the participants.



NOAs' delegates with their participation diplomas.

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