



INTERNATIONAL OLYMPIC ACADEMY



*Olympians promoting Olympism:
Knowledge and Experiences in Olympic Education*

14th JOINT INTERNATIONAL SESSION
FOR PRESIDENTS OR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES
AND OFFICIALS OF NATIONAL OLYMPIC COMMITTEES



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6–13 MAY 2018

Editor
KONSTANTINOS GEORGIADIS
Professor, University of Peloponnese
Honorary Dean of the IOA

ANCIENT OLYMPIA

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(2018)**

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FOREWORD

The biennial Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees aims to educate high-ranking officials of Olympic Movement bodies involved with the development of Olympic education programmes and educational and social activities for the outreach of the Olympic Movement.

Taking part in the Session were representatives of National Olympic Academies, National Olympic Committees, International Federations as well as educators of the International Pierre de Coubertin Committee and other education bodies, aiming at shaping the character and disseminating the Olympic ideals in society.

The Session took place from 6 to 13 May 2018. One hundred and twelve representatives from 89 National Olympic Academies and National Olympic Committees participated. The theme of the Session was “Olympians promoting Olympism: Knowledge and Experiences in Olympic Education” and was analysed in detail through the input of ten distinguished lecturers.

Through the presentations it becomes clear that Olympism is a pedagogic theory. In the context of this theory, athletes constitute the experiential part of the educational process. If athletes are not viewed as role models, they cannot leave a positive narrative in society. Each Olympic education effort risks becoming an action devoid of a moral and aesthetic basis; an action which cannot convey universal messages to society. In the framework of Olympism conceived by Pierre de Coubertin as educational philosophy, it is necessary for athletes to be the “priests” who guide young people through the process of creating a better society.

Olympism creates the imaginary bridge between different social groups and peoples with divergent educational, economic and political aims and interests.

Baron Pierre de Coubertin tried to establish the position of athletes and Olympic medallists in the Olympic educational process and in the role which they have to play in the creation of a vision for young people, through access to knowledge, life opportunities and fair play with a view to raising their awareness of values and skills useful for life and society.

The IOC has institutionally strengthened the position and role of athletes

in the Olympic Movement with new actions relating to Agenda 2020, utilizing Olympic medallists as ambassadors of the Olympic Movement. As a result, the weighty position they hold is accompanied by obligations to the Olympic family as well as society. The crucial position of the athlete means participation at all significant levels of management as an example of sound management, everyday action and performance, with the aim to confront the scourges of sport such as doping, cheating, match fixing, commercialization, etc.

Of course, not all elite athletes are role models or all role models athletes! Parents, teachers, coaches, musicians and other well-known or less well-known individuals are considered positive role models.

Especially female athletes role models can create a movement of participation mainly for girls in groups where less significance is attached to physical education.

In all societies, people imitate, realize and assess themselves according to the behaviour of people they admire and gain inspiration from.

The behaviour of athletes in the wider society has a greater impact, so their actions, and particularly their sports and social behaviour makes them accountable to society.

The works of the Session approached and analysed research hypotheses of whether athletes should be role models and what obligations are entailed in that role. In addition, the challenges in the development of role models were examined.

In the Session's discussion groups and particularly their conclusions, the presidents and directors of NOAs and officials of NOCs through interactive approaches give their own answers to the questions: What is the main role of athletes as role models? What skills must they have as athletes role models in the framework of the Olympic Movement? Who has the responsibility of discovering, educating and training athletes as role models? How can athletes use technology intelligently to facilitate and perform their duties as role models?

We would like to stress that the organization of the Session left the lecturers, guests and participants satisfied, of whom 68.5% were men 31.5% women, leaving great scope for increasing the participation of women in the Session.

In closing, we warmly thank the IOC, the HOC and Olympic Solidarity for their full support for the activities of the IOA.

Prof. Konstantinos GEORGIADIS
*Dean, School of Human Movement
and Quality of Life Sciences,
University of Peloponnese
Honorary Dean of the IOA*



Opening Ceremony

ANCIENT OLYMPIA, 7 MAY 2018



OPENING ADDRESS
by the President of the International Olympic Academy
Isidoros KOUVELOΣ

Dear Participants and Dear Friends,

I welcome you once again to the hospitable land of Ancient Olympia and the premises of the International Olympic Academy.

I feel blessed that, as President of this Olympic centre of reflection and education, I am able to walk beside you and other thoughtful servants of the Olympic Movement, on the complicated paths of Olympic knowledge which, from its nature and beginnings, offers itself as a location for timeless research and application, disseminating the Olympic values with the aim of shaping the “*kalos k’agathos*” citizen, who will be a positive element in today’s diverse society.

The Ephoria of the IOA, wishing to place emphasis on the importance attached by the IOC and in particular, the President Thomas Bach, to the presence of the “exemplary athlete” as an example for emulation among today’s young people, has decided to dedicate the 2018 IOA Sessions to the role played by the “clean” athlete in this entire endeavour.

The attendance of such a large number of you at this first Session of the year underlines the significance attached by the National Olympic Academies and the equivalent Olympic Committees to this serious subject.

The fact that we all believe the “Olympic Athlete” has the ability and also the obligation to play the role of “model” for today’s younger generation pre-supposes that the athlete does not simply accept the Olympic values but implements them! Respect for opponents and the rules governing competition, respect for the particular nature of fellow athletes, having goal to succeed not only in victory but also in the excellence of the effort, and also dedication to honest competition without resorting to illicit means for attaining victory are the characteristics that make the athlete a “Role Model”. This role cannot be played



Opening address by the IOA President, Isidoros Kouvelos.



The IOA Honorary Dean, Prof. Konstantinos Georgiadis presenting the Coubertin stele.

by every athlete! To become a role model, you must combine certain basic characteristics which constitute the special personality that you wish to project! You have to be, for example, an Olympic standard athlete, to have distinguished yourself through your ethos, to have trained your mental capabilities in addition to your physique, and you must have shown a particular diligence regarding your general education! This last requirement demands that you have applied in practice the “dual career” programme. This means, a proper education, along with sports training, in order to obtain vocational opportunities, after the end of their sporting career.

The Greek scholar Cleanthis Palaeologos, in one of his lectures at the 1982 IOA Session, appears to claim that statues of the half-god Hercules at Olympia performed a morally educational function, standing for a model of physical, moral and intellectual virtue, particularly for athletes training there for the ancient Games:

«... Hercules is shown bearded, with beautiful features, ... a well-trained body, fine, proportioned muscles ... as a representative of the ‘kalos kagathos’ type, where the body is well-formed and harmonious, the expression of a beautiful soul, and the face radiates intelligence, kindness and integrity.”

The German Professor Stephan Wassong, in a recent reference to Coubertin’s perception on this specific subject, notes: “...in his Olympic pyramid, Coubertin states that an Olympic athlete has a moral and social responsibility to act as a role model, stimulating interest in sport for the masses: ‘For every hundred who engage in physical culture, fifty must engage in sports. For every fifty who engage in sports, twenty must specialize. For every twenty who specialize, five must be capable of astonishing feats.’”

Olympic athletes should demonstrate that competitive sport contributes to the education of a modern citizen who has the character traits to deal with the challenges of modern life, including democratic behaviour and transcultural tolerance. In this context, Coubertin never ceased to stress that Olympic role models are of no value if their athletic achievements are not based on the rules of fair play and respect for equality of opportunity.

The concept of “Role Model” with regard to the athlete is entirely associated with the concept of the “clean athlete” and hence with the non-use of banned substances. For a role model, the notion of “clean” must be self-evident and not sought after as other values adopted by the athlete. The 2020 Agenda, proposed by President Bach and unanimously accepted by all members of



*Laying of wreath at the Pierre de Coubertin stele by the lecturers
Mrs Nicole Girard-Savoy and Dr Éric Monnin.*

the IOC, devotes 3 out of its 40 Recommendations to the protection of “clean athletes”. In Recommendation 15, the IOC urges the search for a new philosophy of protection for clean athletes. In Recommendation 16, it proceeds to the establishment of a programme for the protection of clean athletes and the establishment of projects offering a new scientific approach to anti-doping. Finally, in Recommendation 17, there is a request for the adoption of a programme to reward the “clean athlete”.

It is indeed very sad for the Olympic Movement to have to deal with prevention and repression of a phenomenon, the non-existence of which should be taken for granted!!! Instead of rewarding the excellent and honest athletes we have effectively come to the point of rewarding ALSO the “clean athlete”...

The plague of doping which continues to hopelessly damage global sport has produced many problems, creating questions even about issues that the Olympic Movement appeared to have found solutions for, or to have accepted the existence of.

- Why has dealing with the doping phenomenon failed so spectacularly?
- What is the official State doing to solve it?
- Or, alternatively, how close to the illegal use of substances is the State itself?
- To what extent does the phenomenon of uncontrolled exploitation of the athlete by financial interests contribute to the development of the phenomenon?
- Why have doping repression and the latest methods, already implemented in President Rogge’s time, not resulted in the desired outcome?
- What and how many are the responsibilities of parents in a flexible tackling of the phenomenon, compared with their desire to see their child on the winner’s pedestal?
- How ready are trainers to prepare their athlete for clean competition, even when they suspect that the same will not apply to their opponent?

And finally, something that should especially concern those of us who are involved in Olympic education:

- How effective can traditional forms of Olympic education be considered today when they are based simply on the good “fair play” opposed to the bad “doping”?
- Should we perhaps revise these classical methods of education and progress to a different approach to the phenomenon?



At the museum and archaeological site of Ancient Olympia.



- And if so, who is going to come up with a new method for educating the inner world of the young athlete, so that he or she will forsake the attitude of attaining, by whatever means, victory, glory and riches?

Ladies and Gentlemen, the outstanding speakers who will be presenting to you their views about the importance of the Olympic Athlete as a “Role Model” in the modern age will surely persuade you to ponder and remember the concerns I have posed.

The location of Olympia is known to most of you and I know how much you love it. Each year it welcomes you, with the same affection, tranquil surroundings and food for thought. This Session has a double significance: It allows you the opportunity to present to your colleagues from different parts of the world, the activities you have been developing in your own region, your own society and your own culture; but together with the experience you already possess, it also gives you the opportunity to gain insight into all those concerns which are the special subject of the Session.

I wish you all a pleasant stay and productive discussions.



Proceedings



LECTURES



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

THE ROLE OF THE OLYMPIC MEDALLIST AS A SOCIAL ROLE MODEL – A HISTORICAL APPROACH

Stylianos AGGELOUDIS (GRE)

Lawyer

1st Vice-President of the NOC of Greece

*Founder and President of the Olympic Museum
of Thessaloniki*



Dear Friends,

Let me, for my part, also welcome you to the historic location of Olympia and kindly ask you to close your eyes for a moment to travel back in time to this very place the way it was 2500 years ago. Think of “Ancient Olympia – Ancient Greece”.

That was the start of modern civilisation.

No doubt, every single society has its own version of a role model, i.e. a prototypical hero, and to a certain extent all communities are successful in creating one, albeit without managing to outdo the mythological hero archetype that stands for victory over the supernatural and the impossible.

To make myself better understood, let us look at what human society was like at the time of myths, legends and heroic figures.

Perseus, Hercules and Theseus were the typical Heroic Man and the primeval social role model, all in one.

Heroic life was the answer to the truth and matched the philosophical thinking of the era.

Homer, for his part, added two novel elements to the social role models of his time in the form of self-sacrifice and *telemachy* (the latter meaning fighting from a distance with knowledge and wisdom).

Achilles stands for self-sacrifice in the Homeric model since he chose to



Hellenic Olympic Committee's 1st Vice-President, Stelios Aggeloudis made a historical approach on the social role of the Olympic medallist.



Nicole Girard-Savoy, Head of Finance and Promotion of Olympic Values Unit, IOC Olympic Solidarity, during her speech on the educational programmes of Olympic Solidarity.

fight a war despite knowing it was going to be his doom and Paris equals the knowledge of a different war system which actually appeared in the Homeric text for the first time.

Let us now point to the time when Homer's epic poems, the Iliad and the Odyssey, were drafted. That was a defining moment in the history of mankind; it was when the written word caught on back in the 8th century BC. It was back then that a unified, culturally-speaking, ancient Greek World gave humanity a new ethos based in the arts and letters.

The era of mythology came to an end with the transition to a new historical world and the mythical hero, coupling the legendary to the real, giving its place to a new social role model.

The need for societies to create role models is timeless. The ancient Greek civilisation contributed to the making of a new paradigm, a new hero who was neither mythical nor transcendental but rather more real and human.

It was the model of the "*kalos-kagathos*", a combination of physical beauty and moral character, the ideal person, the ideal sportsman.

It was the transition from the mythological era to the hero of a new historical era and the model-athlete culminating in the institution of the Olympic Games in 776 BC.

Do make a mental note of that date.

Prowess, kindness, knowledge, fair competition, wisdom, the premise of *kalos-kagathos*, were all transplanted from the model of the legendary hero over to the new social role model of the Olympic medallist.

The Olympic medallist as a role model - content and role

Human societies need role models as vehicles and transmitters of their values. Therefore, diachronically, a significant part of social values has been incorporated into the Olympic values.

Fair play is the foundation of a society of justice and honest competition.

Peace is the cornerstone for a human society.

Social involvement, solidarity and fair competition are fundamental ingredients for it to function.

Rewarding honest victory signifies the recognition of excellence.



*Posing questions to the lecturers and exchanging views
on Olympic education issues.*

The Olympic medallist agrees to endorse and incorporate the Olympic values, willy-nilly influencing people and being a role model for them.

In the first modern Olympic Games in Athens, 262 athletes represented thirteen nations. The respective figures have been growing without fail since. When London first hosted the Games in 1908 there were 2,047 athletes from 22 countries. In 1948, again in London, 59 nations and 4,109 athletes took part in the Olympic Games and when the same city organised yet again the Games in 2012 there were 10,500 participants from 204 countries.

Pierre de Coubertin was absolutely right when he kept saying that the Olympic Games were not an international sports gathering but a full-fledged institutional framework called the Olympic idea.

Olympic medallists are at the core of the Olympic idea binding them to a life-long moral and social responsibility and making them role models.

The Olympic medallist assumes the responsibility to act as a role model as far as the dissemination of Olympic values is concerned. It therefore becomes apparent that the contemporary content, the new profile of the new model, which is part of the role of Olympic medallists, is also the big wager for the IOC aiming at preserving and protecting the Olympic values.

The major role of Olympic medallists was made clear in the 126th IOC Session which took place in Sochi in 2014. What has since become the Olympic Agenda 2020, actually established the role of Olympic values' Ambassadors for Olympic medallists who are expected to set the example given that competitive sports can help educate modern-day citizens tackle the challenges of modern life while demonstrating democratic behaviour and cross-cultural tolerance.

At this point, another reference to Pierre de Coubertin is imperative for he was a fervent supporter of the view that Olympic role models are useless unless achievements are founded on the rules of fair play and respect for equal opportunities, or else there is an imminent risk of turning a social role model into something negative.

Disrespect for the values of Olympism, an ever-increasing commercialisation, doping and fair play violations cannot possibly be part of the typical behaviour of Olympic medallists because such phenomena not only nullify the spirit of the Games but also undermine the foundations of the modern society they are part of. Communities of people are in search of positive and appropriate role models based on the principles and values that the efforts of mankind helped forge to this day.

Olympic medallists today are a highly publicised social group representing all the values and the principles that human beings have conquered along the way and their long course through the centuries.

Olympic medallists today are both responsible for and committed to dedicating their entire life, upon receiving an Olympic distinction, to showcasing, protecting and communicating the values of Olympism. This is feasible on an individual basis and through making a conscious choice of living an honest life and participating in collective efforts aimed at promoting and disseminating the aforementioned principles and values.

This is the reason why the efforts the IOC has been exerting and the initiative it took, with a view to promoting Olympism by capitalising on the capacity of Olympic medallists as ambassadors, is so important.

And whereas all of the above does constitute an integral part of the role Olympic medallists can play as social role models, it is equally important to underscore that there is also a moral obligation. It is the obligation to combat, in an organised and consistent manner, whatever treats the Olympic Idea like a commodity, a means of illegal wealth and a source of discrimination, not simply because such practices undermine the principles of Olympism but because there is, in addition, a latent risk: should practices which fail to deal promptly and effectively with big issues, such as doping, racism and commoditization, prevail then the risk shall grow bigger and its spillover effect to the core of our culture and civilisation would signify dealing a blow to society itself.

Epilogue

The acquisition and protection of social values has been and is a perennial work in progress throughout the history of mankind.

Nothing may be taken for granted, nothing stays the same and everything will be shaped by the constant struggle for progress and evolution, which is ever more true when it comes to human communities and their achievements.

As members of the great Olympic family we are responsible for:

- Protecting the Olympic values, part of the conquests and achievements of mankind throughout its historical course.
- Shunning and casting out people who in violating those values become negative social role models.

- Supporting with all our might, individually, collectively and nationally, every effort and initiative that helps turn an Olympic medallist from a great human being and sportsperson to an ambassador of Olympic values for life because this is the way for athletes to become excellent social role models.

It is our duty but also an obligation for us all.

THE EDUCATIONAL PROGRAMMES OF OLYMPIC SOLIDARITY

Nicole GIRARD-SAVOY (IOC)

*Head of Finance and Promotion of Olympic Values Unit
Olympic Solidarity
International Olympic Committee*



Introduction

It is a great pleasure being here in this magic place which is Olympia. I haven't been here for many years and I thank you for inviting me to talk about the educational programmes of Olympic Solidarity.

Education, on a broader scale, can be understood in different forms such as:

- Teaching
- Capacity Building/Training
- Advocacy
- Academic Knowledge

Each of these aspects of education characterise the programmes offered by Olympic Solidarity, which aim to educate different actors of the sport movement, communities, and the broader public.

Athletes

Athlete support/Team assistance

Our programmes encompass athletes from all horizons, levels, ages, sports, and on all continents. OS offers technical and financial assistance adapted to the age and development stage of the athletes as well as the type of competitions they are preparing for.

There are three levels of support, interacting with one another:

- Youth: mainly for the preparation of the Youth Olympic Games
- Continental: for multi-sport games
- Elite: for the preparation and qualification to the Olympic Games – for teams and for individual sports

The objective is to provide support for athletes, particularly those who do not have the means to train properly due to a lack of adequate infrastructure or funding. OS thus places these athletes on an equal footing with their counterparts from various regions of the world which do not have the same needs, and enables them to fulfil their dream of participating in the OG.

Athlete Career Transition

Recognising the importance of assisting athletes, not only during but also after their sporting career as highlighted in Agenda 2020, OS has created a new Athlete Career Transition programme. OS offers individual grants to Olympians for education initiatives (for example Master degrees, language courses, computer courses, management courses, etc.) that could help the Olympian with a successful post-athletic career.

Olympic Solidarity is also involved in the IOC Athlete Career Programme – the objective is to build awareness among athletes to prepare effectively for their post-career life by hosting Outreach workshops focusing on education, life skills and employment.

The IOC has also put in place the virtual platform for training athletes for post-career through the Olympic HUB.

Refugee Athlete Training

IOC's relations with UNHCR dates back 20 years from now, and is characterised by partnerships for sports programmes and donation of equipment in refugee camps.

The latest project done in collaboration with UNHCR was the Refugee Olympic Team (ROT) participation in Rio Olympic Games. Following its great success in 2016, OS continues this work which now constitutes a new programme "Refugee Athlete Support".

The purpose of this new programme is to identify and support a limited number of refugee athletes. Through this programme, we also find the concept of ensuring equal chances, opportunities, hope and integration for all athletes.

According to our calculations and based on our past experience, it is estimated that altogether, the athletes programmes will reach approximately 20,000 athletes during the 2017-2020 Olympic plan.

I will come back later to this specific group when discussing the main topic of this session: *The Athlete as a role model* and the special topic is *Olympians promoting Olympism: Knowledge and experiences in Olympic Education*.

Coaches

The aim of the OS coaches' programmes is to offer coaches all the necessary means to improve their knowledge, to enable them to respond to current athlete training requirements.

The IOC officially recognises the importance of the function and training of coaches, by including them, as a priority, in its Entourage Commission.

Nowadays, coaches play an essential role in the athlete's career which varies from being an educator, trainer, guide, psychologist, agent, etc. for a variety of groups (athletes, teams, children, adolescents, adults, beginners, elite athletes), which is why it is important that they have access to ongoing and high-quality training.

Scholarships for coaches

For this programme, Olympic Solidarity collaborates with a number of universities, high level training centres, recognised sports clubs around the world to offer training opportunities in English, French and Spanish, such as sports sciences training; sport-specific training; distance trainings.

These programmes also represent an opportunity to raise awareness among coaches about certain specific aspects of the Olympic Agenda 2020, such as: protecting clean athletes; combating illegal sports betting; protection of harassment and abuse in sport; non-discrimination; gender equality and diversity; etc. Specific modules have therefore been integrated in the training sessions.

Administrators, Managers and Leaders

Through NOC Management programmes OS focuses its efforts on helping NOCs to:

- Become more professional
- Optimise their policies and processes
- Have opportunities to train their staff and the staff of their member organisations through local or international courses

NOCs have the possibility to propose projects that aim to improve their governance and specific aspects of their management such as establish a website or upgrade a database; develop or revise a strategic plan or procedures and policies documentation; purchase an accounting software; or organise forums for their stakeholders.

NOCs can also request skills training for their executive and staff members, such as language courses or a more targeted and specific training.

Sport Administration courses and Advanced Sport Management courses (2 levels)

The objective is to offer NOCs the possibility to train the sports administrators and their constituents, Executive Board Members, paid staff of NOCs and NFs, clubs by organising courses in sports administration and management. The programme includes the Master in Sport Organisations Management (MEMOS).

Knowledge Sharing

The objective is to collect resources, such as documents / tools / case studies from NOCs projects to be centralised in one common location available to other NOCs. Content concerns:

- Strategic management: guides, NOC plans, implementation examples
- Human resources: policies, templates
- IT management: guides, case studies
- Financial management: policies, tools – link to governance tool -> documents as support to NOCs' actions

Beyond sharing documents, the knowledge sharing offers the possibility for live exchanges (concept applied through exchange programmes, workshops and other programmes), and the sharing of resources.

Solidarity among NOCs

The purpose is to encourage highly developed NOCs, particularly those with a specific expertise, to share their knowledge, experience and resources with the

NOCs in the greatest need, and thus contribute to the promotion of the spirit of solidarity in the Olympic Movement.

Forums and Workshops

Workshops

This programme enables OS to respond to specific needs for training and education which may be identified either for all NOCs or for specific groups by organising topical seminars – Ex. Marketing, IT, Best practices symposium, biennial forums for the Continental Association Athletes' Commissions.

Having covered briefly the areas related to the athletes, coaches and management in sport, the programmes mentioned concern mainly the development of sport and people working in this field (technical learning, increasing performances, enhancing skills and knowledge, capacity-building, etc.).

What about sport for development?

Sport is a globally recognised and increasingly utilised tool to achieve development outcomes. An important step has been achieved a couple of years ago, when the UN General Assembly ratified the inclusion of sport in its post-2015 agenda programme - Sustainable Development Goals (SDGs).

Sport is a uniquely effective agent of change. It represents a powerful tool and has the potential to play a universal and fundamental role within society at large, particularly with respect to the younger generation.

Olympic Values

The educational aspect of Olympism as philosophy of life and the Olympic values are the foundation of the unique character of the Olympic Movement. How to turn these ideals into practices, to strengthen the Olympic values in society, to put Olympism and Olympic education at the heart of your mission and your activities, is the key question.

Our Olympic values programmes are related to education and awareness-raising in essence, as well as actions on the ground, within each specific domain.

We looked at how each of the programmes may contribute to the UN Sustainable Development Goals. Nearly all 17 goals are covered through the

programmes, meaning again that sport is not isolated, but a part of greater societal development.

The purpose of our five programmes is to promote a sustainable, human, cultural, unifying and united sports movement, free of any form of discrimination. We are offering flexible programmes, enabling NOCs to develop action plans and activities responding to local contexts and needs.

Sport for social development

This programme aims to encourage physical activity, promote the access to sport as a human right, use sport as a tool for promoting health, development and peace and strengthen social cohesion by incorporating sport into education.

Olympic education, culture and legacy

The objective of this programme is to implement education programmes based on the Olympic values, organise cultural activities, disseminate and acquire knowledge about Olympism and preserve the national Olympic and sports heritage.

Gender equality and diversity

This programme has been created to implement strategies, action plans and activities with a view of promoting gender equality and to support other groups that are under-represented or discriminated against sports practice and governance.

Sports Medicine and protection of clean athletes

The aim of this programme is to disseminate knowledge and upskill the sporting and medical community, to cover awareness-raising to protect athletes health and integrity, to preserve illness and injury in sport (doping, harassment and abuse in sport, bullying, illegal betting).

Sustainability in sport

This recently updated programme aims to incorporate sustainability principles in sports organisations policies and working methods. Based on the new IOC strategy, the programme now covers the environmental, social and economical dimension of sustainability.

The Athlete as a role model – Olympians promoting Olympism: Knowledge and experiences in Olympic education

We heavily invest in athletes to reach the podium. Athletes themselves have to reach high performance to participate in the Olympic Games and becoming Olympians.

They have both, physical qualities: Endurance, resistance, velocity, strength, flexibility, and mental qualities: discipline, perseverance, personal investment, dedication, etc. These qualities / values enable each athlete to be distinguished, enjoy high esteem. These characteristics go beyond the sports frame and can be applied in the daily life.

We put a special emphasis on developing sporting excellence, performances. If we look beyond the field of play, which values drive our sport organisations? Are we examples of high performance organisations? Nowadays, systems and cultures require to achieve sustained excellence. How do we express our values, and more importantly, how do we live our values?

Good Governance

In the business world, investors are increasingly using environmental, social and governance aspects within their investment decisions in order to actively contribute towards a more sustainable world. However, this also requires sustainable companies in which they could invest in.

This applies to the sports world. To raise attractiveness, visibility, credibility, transparency are vital aspects.

Brand

To express the vision of our values, there is a need to organise them in a global frame. The objective being to underline the link of the Olympic values with the vision, mission and activities within our organisations in order to find the way to communicate clearly what we represent.

Key stakeholders use their partnerships with sports organisations to improve their brand:

- Athletes / Olympians – what is their motive to be associated with your organisation? Common beliefs, values and reflection of a positive image. By having inspirational values, we can intentionally leverage athletes to

communicate more effectively, to align goals, to inspire and to engage with people.

Communication

Sport is recognised as a privileged communication tool and provides a mass audience platform to deliver high impact messaging on social benefits, health issues and reduces significantly the risk of developing non-communicable diseases.

Sport is a universal instrument which plays an economic, educational, political, and recreational role. By having a strong communication strategy (for policy-makers, athletes, fans, sponsors, media) organisations will have the means for educating and engaging all those with a role.

Action plan

Olympians could be fantastic role models in communities by inspiring people to be active, and by providing crucial support to younger athletes. Having Olympians promote Olympism, wishing to give back what they have themselves learned, a long term athlete development programme could facilitate the process. Developing a strategy/action plan, including valued service programmes, can help keep Olympians active after retiring from their sporting career.

For an effective impact, various questions need to be asked:

- How to engage and elevate athletes to maximise impact and develop sustainable programmes?
- How to bring your athletes to the youth who needs them the most?
- How to build on the sport legacy to get the wider population active?

Different solutions can be thought of, including (but not limited to):

- Using your athletes commissions or your National Olympians Association
- Developing a mentoring programme
- Raising awareness through targeted campaigns (videos, visits to schools, etc.)
- Facilitating synergies among various organisations

Conclusion

Through the OS programmes, I have aimed to highlight the key roles that each actor can play, from coaches to athletes, as well as our organisations, and

how a sustainable path can be built together. By introducing you to the OS educational programmes, I have tried to demonstrate that there are existing links and correlation between them, as well as a large choice of possibilities. A special emphasis was also put on the important role and responsibilities of our organisations to build a better world through sport and play a leading and exemplary role.

We have seen that education is performed at several levels and in different environments: in the family, in school, in the streets, and each environment corresponds to different rules, mode of transmission and references.

I would like to conclude by saying that now the ball is yours, to drive meaningful actions, to lead in a changing world, to inspire and ignite passion. Your athletes and Olympians are champions, but we can all act as a champion if we live our values and lead with values.

I wish you succesful and fruitful debates during this week of Session.

ANCIENT ATHLETES AS 'HEROES': SOCIAL AND EDUCATIONAL VALUES OF ATHLETIC EXCELLENCE

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In a time when western societies have been characterised as “post-heroic” (Herfried Münkler), when people have written epitaphs on the hero as such, and when people started to replace heroism by the courage to stand up for one’s beliefs, the concept of heroism in itself becomes a difficult notion. On the other hand, there obviously still is an attraction to the topic, and we observe a current renaissance of the hero in popular culture, where the term is used, for instance, for band names, soccer magazines, web spaces or song titles. From a methodological point of view, we must note that what we certainly still can do as historians is to focus on historical phenomena, where people actually *have* heroized others, and analyse the reasons why they did so in a particular situation.

One group of people who were at times heroized in antiquity were the athletes. Today, we use the term ‘hero’ in a rather broad sense applicable to “a person who is admired for great or brave acts” (Webster Dictionary); or, in the words of *wikipedia*: a hero is “a person or main character of a literary work who, in the face of danger, combats adversity through feats of ingenuity, bravery or strength, often sacrificing his own personal concerns for a greater good”. For the ancient Greeks, however, the term ‘*heros*’ (ἥρως), had a dual nature: on the one hand, it refers to the ‘big men’ of a distant past who were already called

‘heroes’ (ἥρώες) in Homer; on the other hand, the term describes mortals who received cultic honours after their death (very often at their tomb).

In what follows, I will ask to what extent both aspects of the ancient idea of heroism were applied to athletics. I will particularly focus on the question of whether successful Greek athletes were (and wanted to be) perceived as *role models* of moral behaviour by their fellow citizens. Interestingly, they were rather not, or at least surprisingly seldom in the public discourse. The place where educational values of athletics were cultivated most was not so much at the level of top athletics at the ‘Big Four’, but rather at the level of mass-sport competitions practiced in intra-urban gymnasia.

I will develop this idea by first analysing which educational values were attributed to athletic excellence in Greek antiquity, and second by asking when and how athletes were seen as heroes. I will then dip into some cases in which social advancement was achieved by means of athletic success. In a last step, I will show why I think that it were in particular the intra-urban gymnasia where the educational values of athletics could be learnt.

Educational values of Greek athletics

Let’s start by examining what kind of educational values of athletics we are talking about. Thinking of modern sports, the first and foremost value which comes to mind certainly is *fair play*. Yet, this seems not to have been a value in itself in ancient athletics. In any case, the line between fair and foul play was drawn closer to ‘anything goes’ than we accept today. It was unknown, for instance, for boxers (or any other athletes) to shake hands before or after a match. As Moses I. Finley and Harry Pleket observed, “[t]he spirit of Pindar’s lines, ‘You meant them harm ... disaster has bitten them’, was incompatible with such a gesture.” Therefore, de Coubertin’s famous words that “[t]he important thing in the Olympic games is not winning, but taking part” is an anachronism with regard to the ancient Olympics. Among the Greeks, it was rather the philosophy of the 1950s football coach Red Sanders that prevailed. Sanders is reported to have coined the phrase: “Winning isn’t everything (*pause*); it’s the only thing”.

What is more, due to the predominance of individual over team sports in antiquity, *team spirit* was nothing which could be practiced primarily by means of athletics. In addition, a value as important as *international understanding*

or *intercultural dialogue* is not very likely to be learnt at festivals which were designed to be open to Greeks alone, a fact which changed no earlier than at the beginning of the Hellenistic period, when an expanded Greek world suddenly included Egypt and large parts of the Orient and led to a participation of Phoenician, Egyptian and later Roman athletes.

By all of this, I do not mean that there was never any fair play or team spirit among Greek athletes in antiquity; and yet, such values did not play a crucial role neither for the athletes themselves nor, as far as we know, for the spectators and the organisers of the games. Instead of that, the values which were internalised in the field of athletics rather consisted of a system of aristocratic norms and virtues which were perpetuated by athletic activities; the first among which clearly represented *competitiveness*, a value which is best expressed in the famous verse of the *Iliad* (VI 208) "always to be the best and to rise above others" (*αἰὲν ἀριστεύειν καὶ ὑπείροχον ἔμμεναι ἄλλων*). Such a pursuit of *aristocratic excellence* has rightly be seen as the central concern of Homeric heroes. No doubt, in the earlier times, it was an aristocratic value system that dominated in the field of Greek athletics. The rise of the polis did not change that fact completely, but some of the values were adapted to the new political reality; for instance, the old aristocratic competitiveness remained still strong in the Hellenistic period (e.g. in Rhodes or Thessaly), but was equaled with the competitiveness of the entire polis. What emerged was a *competitive localism* as can be observed in the victor epigram for an anonymous Spartan wrestler of the third century BC. It reads:

*I am no wrestler from Messene or from Argos;
Sparta, Sparta famous for her men, is my country.
Those others are skilled in the art (techne), but I, as becomes
the boys of Lacedaemon, prevail by strength (bia).*

It is striking that the name of the victor is never even mentioned in the entire poem, whereas Sparta or the city's inhabitants are referred to three times in four verses. No doubt, there is a distinct patriotic tendency to the epigram. The polis clearly takes centre stage, whereas the athlete remains almost totally invisible. So it comes as no surprise that the point of reference the poem refers to is not represented by other athletes, but by cities including two of Sparta's three main Peloponnesian enemies.

Besides the perpetuation of a system of aristocratic values, athletics also

served paramilitary purposes. Although the efficiency of athletic training for military purposes has been questioned in antiquity, there can be no doubt that at least one aspect of athletic activities in the gymnasium was the preparation for war. It is in the Hellenistic period that this element which was very clear, for example, in Sparta, became visible in some of the disciplines of ephebic *agones*. These contests for the young ephebes of a year did not only include different competitions of fighting with weapons or using the catapult, but also prizes for “*endurance*” and “*discipline*” which should be understood as the educational values of athletics most aimed at in the Hellenistic age. There were also prizes for ‘beauty’ which in my view is a relic of the early days of athletics in the Archaic and early Classical periods when sports most served the need to foster the display of aristocratic excellence.

To sum up, the educational impact of athletics is not so much to be seen in (modern) values like fair play, tolerance, mutual respect or team spirit, but initially rather in the pursuit of aristocratic excellence and later in standards like discipline and endurance which better matches the (paramilitary) needs of ancient Greek societies.

Greek athletes as ‘heroes’

After having dealt with the question of what could be an educational outcome of athletics from an ancient point of view, we must now concentrate on the athletes and ask how exactly they were perceived by others. In what cases were they seen or actually venerated as heroes? Did they constitute role models of exemplary behaviour?

There can be no doubt that successful athletes were admired throughout antiquity; and there was good reason for that: a famous Olympic victor and *periodonikes* like the heavy weight Theogenes of Thasos is praised to have won all in all 1300 prizes in a twenty-two year career. Although the figure appears to be suspiciously round and mathematically very hard to achieve, it is clear that Theogenes was an admired superstar of his day. We will return to the way Theogenes was venerated after his death later. For now, it might be enough to state that athletes like Theogenes or the famous Milon of Kroton were admired for their athletic victories. Since the name of the hometown of the victor was proclaimed in the herald’s announcement, the polis had a virtual interest in the

agonistic success of herathletes. Therefore, the cities bestowed extraordinary public honours on sporting victors. An exceptional example is the way the Olympic victor in the stadion race of 412 BC, a certain Exainetos from Akragas, was welcomed by his fellow citizens after his victory: it is reported (Diod. 13, 82, 7) that 200 carriages and pairs pulled by white horses escorted him in a triumphant procession into his hometown. Other honours and privileges which were bestowed on successful athletes included eating in the *prytaneion*, special seats at public gatherings and a splendid victory celebration.

And yet, there sometimes also was a problematic dimension to athletic success: the Olympic victor in the double stadion race (*diaulos*) of 640 BC, the Athenian aristocrat Kylon, for instance, tried to use the prestige he gained by his agonistic success, for a coup d'état. The attempt failed, but clearly demonstrated the precarious potential inherent in a victory.

It was about two centuries later that some multiple victors like Theogenes were actually elevated to the divine sphere after their death. The fact that athletics were done naked symbolically equaled athletes to heroes ('heroic nudity'), but that athletes like Theogenes even received cultic honours is especially remarkable in a society in which such honours were usually not awarded to mortals, at least until the Hellenistic period. The heroization of athletes did not happen very often and was restricted to a particular epoch of Greek history. Recent research has demonstrated that it was the result of a period of transition. It is not by chance that with one exception all heroized athletes date after the Persian Wars, after which the need for figures of integration became especially strong.

We might best understand the heroization of athletes as a perpetuation of athletic honours. This becomes especially clear when we bear in mind that the welcome processions for athletes and the victory celebrations including the *epinicia* actually came close to cultic acts.

Despite all these forms of athletic honours and despite the fact that a lot of tales emerged which presented athletes as heroes, it is important to note that Greek poleis usually did not honour their athletic victors as role models of virtue (*arete*). And the same is true for athletic self-presentation in forms of epinician poetry or victor epigrams. As we have seen in the case of the anonymous wrestler from Sparta, athletes could be very proud of the fact that their victory was won by superior strength, not by a learnt technique. The message of the epigram reflects an obvious skepticism concerning the role of athletic

trainers who were responsible for the technical skills of their athletes. According to a typical Spartan approach to athletics, winning by a superior *techné* came close to cheating: a victory should be received by superior strength alone. Such an approach was not unchallenged in the field of Greek athletics, but is very well in line with a traditional *aristocratic* attitude towards sports, according to which a victory must solely demonstrate superior strength acquired by birth. As professionals, athletic trainers could be seen as a danger to this approach, because they were responsible for the techniques acquired by training. This is why trainers were almost always omitted in epinician odes or victor epigrams.

To put in a nutshell, successful athletes were admired as heroes by their fellow citizens, but they were rather not seen as role models of ideal behaviour. Unlike fallen soldiers who were commonly honoured for their *arete*, athletes were praised for their victory alone. The way their athletic victory was achieved was not paid very much attention to.

Social advancement by means of athletics

Throughout antiquity, the equestrian disciplines remained a domain of the aristocracy, and also in the gymnastic disciplines aristocrats engaged more than people from any other stratum of society. And yet, there was the possibility of social advancement through athletics. According to our sources, a state-funded talent promotion set it in the third century BC. This novelty can be observed on three different layers: the level of the kings, the level of the cities and the level of private patrons.

The first example known to us is to be found in the *Histories* of Polybius who tells an interesting story about the Olympic boxing finals of 216 BC. One of the opponents was the famous superstar Kleitomachos of Thebes:

He (sc. Kleitomachos) had the character of being an invincible athlete, and, as his reputation was spread all over the world, King Ptolemy is said to have been inspired with the ambition of putting an end to it. He therefore had Aristonikos the boxer, who was thought to have unusual physical capabilities for that kind of thing trained with extraordinary care, and sent to Greece.

The Ptolemaic king who is referred to here is Ptolemy IV Philopator who

reigned over Egypt from 221 to 204 BC. His “care” for an unknown athlete is striking. It has to be understood as part of the vivid interest the dynasty took in athletics in general: members of the Ptolemaic family are known to have scored numerous victories in horse races at Olympia and in other Panhellenic games. The intention was to show the Greek world that the Ptolemies, although kings of Egypt, belonged to this Greek world. The financial support for Aristonikos was part of this strategy. And yet, Ptolemy did not choose the easy way: unlike other monarch before him, he did not make efforts to attract good athletes. His aim was not to recruit a champion here, but to develop a future star.

In the same century, a successful tradesman called Zenon lived in Egypt and maintained excellent relations with the royal court. His extensive papyrus archive, containing more than 1000 manuscripts, was found in 1915 in Middle Egypt. One of the documents is a letter which is firmly dated to 5 May 257 BC:

You wrote to me about Pyrrhos, that if we know for certain that he will win, to train him, but if not, that it should not happen both that he is distracted from his lessons and that useless expense is incurred. Well, so far from being distracted from his lessons, he is making good progress in them, and in his other studies as well.

The sender of the letter, named Hierokles, was the principal of the gymnasium of Alexandria. A young athlete named Pyrrhos trained there, and apparently Zenon asked Hierokles about the boy's progress. What is especially interesting here is that general educational achievements also play a role in the letter along with the athletic performance. Hierokles explicitly emphasises Pyrrhos' good progress in areas other than sports. Zenon's motivation behind his support for Pyrrhos is very clearly stated in a different version of this letter which has also survived: “You (Zenon) will be crowned.” Wreaths as victor prizes represented the most common metaphor for agonistic fame in general, and it certainly was Zenon's aim to participate in the athletic glory that Pyrrhos was likely to earn in the future as the man who had provided support for the athlete and made his training possible. That Pyrrhos did not come from a class that usually visited gymnasia is to be inferred from the fact that he had exhibited a training deficit in comparison to other boys, as the letter tells us later on.

A similar case happened in early-third-century Ephesos. An inscription that records an official decree of the city states that the polis shall finance the athletic training of the young athlete Athenodoros as well as his travels to competitions.

The application was submitted by his coach, who pointed out that Athenodoros had already won his first victories and that even greater success could be expected in the future. Line three of the inscription reads: "He will win more competitions". Little is known of Athenodoros' social background, however, the fact that he received support from public sources strongly suggests that he did not come from a wealthy family. What Athenodoros is awarded with, is no less than a sports scholarship covering the expenses for trainers and for travels to contests. Athenodoros' example does not constitute an isolated case: it was also in the third century BC that Ephesos granted financial aid to another athlete. Ephesos appears to have been a pioneer in promoting sports talent, but other poleis also took care of their athletes, as we know, for example, from Miletus.

To conclude, three methods of promoting sporting talent can be identified in Greek antiquity: funding could be provided by kings, rich private benefactors, or by the polis. The motivation was always the same: participation in the fame of agonistic success. It is interesting to note that all the above cases stem from Asia Minor and Egypt. This was where the decisive sporting innovations originated in the Hellenistic period. Intensified sports sponsorship for poorer athletes was one of them.

The importance of the intra-urban gymnasium

As Christian Mann has shown, gymnasia had originally constituted a place of aristocratic culture when they arose in the sixth and fifth centuries. They were characterised by exclusivity and sharp competition. With the rise of philosophical schools in the fourth century, however, gymnasia more and more developed into institutions of education. In the Hellenistic age, they were built everywhere, and coaches were paid from public funds in order to provide athletic instruction to the town's youth. Today we would call this mass sports. As we have seen in the case of the young athlete Pyrrhos from Alexandria, athletics clearly had an educational function here and served the purpose of implementing educational values as well. Intra-urban gymnasia constituted a location where not only athletic activities, but also intellectual education like philosophical lessons took place. We know from Athens that at times even historical education was part of the curriculum. In a time when the gymnasium had developed into an institution of education, it comes as no surprise that prizes were even given for

educational values like “discipline” or “endurance”. There can be no doubt that this is where the educational impact of ancient athletics becomes most obvious.

Conclusion

To cut a long story short, I am somewhat skeptical about the notion that *top-level* athletics effectively promoted and spread educational values in Greek antiquity. It is true that there were attempts to secure a smooth process of the games including measures to ban bribery (like the Zanes-statues at the entrance to the *stadion* at Olympia or the Olympic oath). But what was admired in a successful athlete was not the fair conduct of a contest, but winning, if necessary by brutal force. Surnames like ‘Mr Finger-tips’ (*Akrochersites*) make this unmistakably clear. To succeed by an excellent technique (*technē*) was actually rather frowned upon in the early days of athletics, at least among aristocrats, because it demonstrated that the athlete needed the help of a hired professional and was not simply due to superior strength acquired by birth. Top-level athletics could not serve educational purposes so much, because its protagonists did not want to give the impression that their skills could be learnt.

All of this is by no means meant as an attempt to play down the significance of athletics or its protagonists. Successful athletes clearly were superstars of their day and symbolic figures for their fellow citizens. They were equaled to heroes and sometimes even venerated as such, but they did not serve as models of ideal moral behaviour. This, however, is at least in part due to the fact that divine heroes did neither. Divine figures were imagined with very human behaviour in ancient Greece, they did not constitute moral role models.

The question of social advancement, however, has to be positively answered: during the Hellenistic period more athletes from the lower strata of society emerged and social advancement through athletics is clearly attested in our evidence. What is more, the significance of the gymnasium as a symbol of Greek culture considerably increased in the Hellenistic age. To be Greek meant to practice athletics in the gymnasium. Therefore, it comes as no surprise that it was the institution of the Hellenistic gymnasium where athletics may have had its biggest educational impact. To use a modern terminology, this was an impact of mass-sport competition rather than of top-level athletics.

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SPORTS ROLE MODELS AND THEIR IMPACT ON PARTICIPATION IN PHYSICAL ACTIVITY AND THE PROMOTION OF VALUES

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About ICSSPE

It is an honour to be invited to speak to you today, at this 14th Joint International Session for Presidents or Directors of NOAs and NOCs. ICSSPE –the International Council of Sport Science and Physical Education– has always worked closely with the International Olympic Committee, the International Paralympic Committee, and many national Olympic associations and committees around the world. Alongside our extensive work with UNESCO, the World Health Organisation, and other UN agencies, we consider all long-standing partnership with the Olympic Movement to be pivotal in the global promotion of positive sporting values and universal access to sport, physical activity and physical education.

As you may know, ICSSPE is the largest representative agency for sports organisations in the world. From our conception more than 60 years ago, and under the leadership of some of the leading figures in sport and Olympism –such as the late Sir Roger Bannister– we have tried to pursue our core tasks of integrating research to enhance physical activity and sport, educating, and promoting.

1. Dr Uri Schaefer was invited as lecturer at the Session and presented the text.

Our diverse and often passionate membership ranges from global leaders like the IPC and FIFA, and national agencies like NOAs, NOCs, Government departments and sports bodies, to local and regional organisations, universities and research institutions. As you will know as well as me, the sports movement is becoming highly populated with both generalist and specialist bodies, each committed to their own agendas.

ICSSPE has increasingly found itself called upon to act as the “Expert Broker” for this diverse group of fellow travellers, facilitating international conventions, such as the International Convention of Science, Education and Medicine in Sport (ICSEMIS), which took place every four years, in the same country as the Olympic/Paralympic Games, and the International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS). We are currently designing a new conference concept, which will be more responsive to the demand of a closer cooperation between academia and policy makers.

As our name suggests, however, ICSSPE has always maintained a strong grounding in science and evidence-based practice. ICSSPE, itself, as well as our university and research institutions often work with other members of the sports movement to cast a critical eye over the countless claims made on behalf of sport. In fact, we are sometimes accused of being spoilsports, because we cast doubt on some assertions.

Conversations with politicians and policy makers have shown that attractive claims will no longer be enough, even if they reflect our own personal beliefs and intuitions. We need sound evidence for our claims, and that is where ICSSPE and its scientific members come in. So, far from being spoilsports, we see ourselves as critical friends, working with the sports movement to ensure a sustainable future of sport.

With this introduction in mind, I would like to begin my discussion with a reference to the Baron de Coubertin, the father of modern Olympism.

De Coubertin’s Pyramid

Baron Pierre de Coubertin, founder of the modern Olympic Games, once wrote:

“For every hundred who engage in physical culture, fifty must engage in sports. For every fifty who engage in sports, twenty must

specialize. For every twenty who specialize, five must be capable of astonishing feats.” (Coubertin, 1935[2000], p. 581)

Since that time, the relationship between elite sport and mass participation has been central to sport policy, advocacy and academic research. By far the most commonly used metaphor to capture this relationship is a pyramid. This is the central operating assumption of talent development strategies around the world, and has been the main justification for public investment for elite sport². In practice, the pyramid model works like this: a broad base of participation is overlaid with increasingly higher level performance, engaged by fewer and fewer people until it reaches sporting heroes at the top.

It is widely believed by the general public, but also by many within the sports movement, that success in elite sports leads to increasing mass sport participation. As de Coubertin’s quotation shows, he had a more cautious and nuanced view. It may not have been his position, but it certainly has been a dominant one among the sport movement in recent years.

A particularly influential version of the pyramid goes further. Like de Coubertin’s theory it is accepted that there is a close relationship between a mass sport and elite participation. But while de Coubertin saw the relationship travelling up the pyramid, this alternative vision sees the influence travelling down. So, these players at the top of the pyramid inspire those further down and especially those who have not entered the pyramid at all. There are many other names for this phenomenon, such as the “trickle-down”, “demonstration” or “Boris Becker effect”. Whatever the name, the claim is basically the same: promoting and investing in elite sport is justified because it inspires or stimulates participation and achievement at every lower level³.

The pyramid model is nearly a universal in policy documents discussing the relationship between the elite sport and mass participation, and it has formed a central part of numerous Olympic/Paralympic bids, as part of what we now call ‘the Olympic legacy’.

2. Fisher & Boams, 1990.

3. Bailey, R., & Collins, D. (2013): The standard model of talent development and its discontents. *Kinesiology Review*, 2(4), 248-259; Bailey, R.P. and Collins, D. (2016): The Problem with the Pyramid: why most models of talent development are flawed. In M. Talbot & R.P. Bailey (eds), *Elite Sport and Sport-for-All: bridging the two cultures?* Berlin / London: ICSSPE / Routledge.

One way of representing this claim is as a “virtuous cycle”: elite athletes inspire increased participation (and also improved public health), resulting in a wider “pool talent”, which will lead to more inspirational athletes, and so on.

The case for public investment for London 2012 bid was probably the most explicit statement of de Coubertin’s Pyramid in recent years.

“Why should government invest in high performance sport? ... as a driver of the ‘feel-good factor’ and the image of the UK abroad; as a driver for grassroots participation, whereby sporting heroes inspire participation.”⁴

Government ministers and other advocates for the bid repeatedly made this claim: the image of elite sporting heroes would inspire a generation of physically active people, and especially young people.

ICSSPE recently published a collection of essays by specialists in this area: *Elite Sport and Sport-for-All: Bridging the Two Cultures?* These experts examined the evidence before the claim that elite sport acts as a driver for grassroots participation, at the London Olympics, and many other high-performance events. Unfortunately, they were unable to find strong evidence in its favour.

In fact, there is some evidence that elite sporting events can actually harm mass participation. Evidence from the 2008 Olympic Games in Beijing, the 2010 Winter Olympics in Vancouver, and the 2012 London Olympics, show a decrease in participation following the events. It is unclear why there are negative results like this, but it should lead us to question the assumption that elite athletes in elite events always inspire participation at lower levels.

Before we become too depressed, I must point out that it is not all bad news. Positive effects have been found in some sports, in some periods, or in some countries⁵. But the claim that elite sports events, and the inspirational power of sporting heroes seems to be too simple.

In other words, there is no evidence that elites automatically inspires greater mass participation. But there does appear to be a potential effect. Inter-

4. DCMS /Strategy Unit (2002) *Game Plan: A strategy for delivering government’s sport and physical activity objectives*. London: Cabinet Office.
5. De Bosscher, V., Sotiriadou, P. & van Bottenburg, M. (2013): Scrutinizing the sport pyramid metaphor: an examination of the relationship between elite success and mass participation in Flanders. *International Journal of Sport Policy and Politics*, 5(3), 319-339.

estingly, these findings reflect general patterns in all forms of benefits associated with sport:

We should not assume that sport always leads to positive outcomes. The key seems to be quality. Well-planned, well-delivered experiences are much more likely to result in improvements. Assuming that improvements will result from any experience, no matter what its quality, has a considerable risk of disappointment and failure. Perhaps more importantly, such poor quality of provision is likely to undermine public and political confidence in elite sport as a sustainable factor in the wider and sustainable gains.

Surprisingly little quality research in identifying the ingredients of successful transfer from elite to mass participation. But there are some valuable clues⁶.

Elite events are most likely to result in enhance sport participation if:

1. alliances are built up among stakeholders (sport organisations, event organisers and non-sport stakeholders) before the event;
2. local sports leaders are engaged from the beginning;
3. sufficient funding is 'ring-fenced' for mass participation, and protected from transferring to the elite as the time of the event gets nearer;
4. sporting role models are used strategically.

Role Models

As has been seen, the popular argument that elite sport leads to participation at lower levels is partly based in the idea that elite athletes are able to inspire mass participation. This assumption is not limited to so-called mega-events like the Olympics, Paralympics and FIFA World Cup. Countless programmes have started around the world where prominent and successful sports people have

6. Chalip, L., Green, B. C., Taks, M., & Misener, L. (2017): Creating sport participation from sport events: making it happen. *International Journal of Sport Policy and Politics*, 9(2), 257-276; Weed, M., Coren, E., Fiore, J., Wellard, I., Chatziefstathiou, D., Mansfield, L., & Dowse, S. (2015): The Olympic Games and raising sport participation: a systematic review of evidence and an interrogation of policy for a demonstration effect. *European Sport Management Quarterly*, 15(2), 195-226.

been promoted to communities in order to influence sports participation rates and more positive and healthy social values.

Before I briefly review the evidence in this area, it is worth spending moment clarifying what we mean by a role model. I suggest a good working definition is:

an individual who is perceived as exemplary, or worthy of imitation, who inspires individuals or groups of people, through personal contact and relationship.

If this definition is accepted, elite sports people could make good role models. But they are not the only ones. Teachers, coaches, spouses, parents, peers and celebrities could also be considered as role models. And not all role models should be assumed to be totally positive, because they may influence non-participation or deviant behaviour⁷.

Nevertheless, evidence seems quite clear: role models do seem to be important in encouraging participation in sport and sporting values, and the absence of appropriate role models seems to be a contributing factor in low participation rates among certain groups, especially girls those from minority ethnic groups⁸.

Consider Adam Goodes, one of the greatest players in the history of Australian Rules Football. In addition to being one of the most accomplished football players in his sport, Goodes twice won the Brownlow Medal, which is awarded to the best and fairest player. He has also won two AFL Premierships with his football club, the Sydney Swans, and in 2014 he was awarded the prestigious Australian of the Year award. So, Goodes seems a perfect candidate for a role model, yes? It may seem strange, then, that Goodes is a hugely divisive figure in Australian sport. Goodes is booed in every game he plays. Coming from an Aboriginal background, he has been assertive in arguing for the rights of Indigenous people in Australia. He has performed an Aboriginal war dance

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7. Payne, W., Reynolds, M., Brown, S., & Fleming, A. (2003): Sports role models and their impact on participation in physical activity: a literature review. *Victoria: VicHealth*, 74; Yancey, A. K. (1998). Building positive self-image in adolescents in foster care: The use of role models in an interactive group approach. *Adolescence*, 33(130), 253-268.
 8. Crosswhite, J. J., Wilde, K., & Vescio, J. A. (2003): The relevance of sporting role models in the lives of adolescent girls. *ACHPER Australia Healthy Lifestyles Journal*, 50(3-4), 31; Commonwealth of Australia (2006) *About Time! Women in Sport and Recreation in Australia*. Canberra: Commonwealth of Australia.

after kicking a goal for his side, and threw an imaginary spear towards the opposition supporters, and this behaviour has offended many fans.

Should Goodes be considered a role model? Thousands of Australians don't think so. What about the other sporting greats shown in the slide? Most people would doubt, I suspect, that Lance Armstrong is a role model. But there are very few athletes from any sport who could equal his commitment and drive.

What about Carolina Kostner? Kostner, aged 31, is one of the most experienced athletes in the sport of ice skating competing against teenagers. She is admirable in many ways, being a world and five-time European champion and an Olympic medallist. Out of the rink she attends University and is multilingual. However, in 2015 she received the 16-months suspension for lying to the anti-doping control officers when asked about the location of her partner who doped.

Beauty, according to an ancient Greek phrase, is in the eye of the beholder. Perhaps role models are the same?

Adam Goodes offers an interesting account of his own role models:

"We all need people to look up to. When you know yours, break down what it is you most admire about them. What I love about [former teammate] Michael O'Loughlin is how much he adores his family and the effort he puts in to make sure they have a better life. I have the utmost respect for [current Swans co-captain] Jarrad McVeigh for how hard working and determined he is to be the best he can be, not letting anything get him down. And my mum – I love how caring she is. Everyone who meets her wants to be her friend." (Australian Rules Football Player, and 2014 Australian of the Year)

If a role model is someone who others imitate, and who inspires in some way, then two things become clear:

1. Not all elite athletes are role models; and
2. Not all role models are elite athletes.

Point 1 seems obvious. Each of us here could nominate a different sports person who the majority of us would agree would not act as a suitable role model, whether for physical activity or positive sporting values. In fact, many professional athletes do not even aspire to be role models. A very powerful expression

of this argument was an advertisement by Nike, in which the basketball player Charles Barkley simply states: “I am not a role model”.

Is Barkley correct? Do the responsibilities of professional and elite sports players end with their performance? Many people would say no. But what happens if those players behave in an inappropriate way? Are they penalised by their coaches or clubs? Foppe de Haan, the great Dutch football manager, did used to punish his players by dropping them from matches if they failed to act as an appropriate role model. The public and professional reaction to de Haan –admiration, surprise, shock– is a hint that his behaviour was highly unusual.

With regard to the second point, it is now clear from research that sportspeople are not the only, or even, main role models for young people. They might be the most famous role models, but others are likely to have a greater impact on others’ participation and values. And these seem to be highly affected by age.

As can be seen, sporting stars do not figure at all!

Research from a wide range of disciplines has highlighted a number of findings that can help those in the sports movement to make the most of role models. I will summarise some of these findings, and suggest some practical implications for the sports movement:

1. Difference: different role models come into play at different times and situations	Elite sporting role models are most influential over competitive players. Parents, teachers, siblings, and others, can be very powerful role models for children, too.
2. Attention: it is important to pay attention to role models to learn from them	Do not just identify role models, but also highlight the ways in which they are worth imitating.
3. Reproduction: practice and feedback are necessary for new skills to be learned	Coaches and teachers need to plan, teach, and reinforce the learning of values and active lifestyles as part of the normal work.
4. Consistency: messages are most likely to be learned when they contain the same basic elements	Clubs can use or develop a framework that is shared with players, parents, and coaches.

5. Variety: The greater the number of elite role models, the more likely it is that young people will have caught sport	Clubs and organisations can support talented players in the development of their communication and mentoring skills. Role models can come from all parts of the club, and the closer they resemble the community in which they work, the more likely they are to have a positive effect.
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Of course, countless numbers of sports stars are still role models. Across the world and across different sports, admirable and heroic behaviour emerges.

We need to challenge much of the mythology of sport, and to move towards a foundation based on science and good evidence. If we do this, we need to question some of the assumptions we have been making for many years. I have suggested two in this presentation: that elite sport inspires participation and promotes positive values; and that elite sportspeople act as role models. Neither of these assumptions is strictly true: they require sport plus a host of supporting factors, such as planning, support, and communication.

We are still in the early stages of understanding the best ways of getting the best from sport. ICSSPE hopes to work with the IOC and the entire sport movement, as a critical friend.

It is a mistake to think that we should look forward to a state of affairs where sportspeople are the role models that they can and should be. We should be looking back to the origins of the modern Olympic Movement, in which players came together in friendship, respect and excellence. Seen this way, we would not need to plan and promote our role models. They would simply emerge from the game.

SPORTS ROLE MODELS WORKING WITH YOUNG PEOPLE: PROMOTING OLYMPIC EDUCATION

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Introduction

In 393 AD, the ancient Olympic Games were abolished by Roman Emperor Theodosius I. It was only in 1896, after many attempts to revive the Games, that the first Games of modern times were held in Athens. More than 1500 years separated the ancient and modern Games. Pierre de Coubertin was the instigator behind the revival of the Games and after many unsuccessful attempts finally managed to accomplish his goal, re-establishing the Games in 1894 and founding the International Olympic Committee (IOC).

Pierre de Coubertin believed that the Olympic Games (OG) were the means to internationalise sports for youth. Sport constitutes a showcase that enables a change in mindset and leads to a deep-seated reform of the educational system¹.

If Olympism occupies an important place in modern society through the Olympic Games, it is above all “[...] a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the

1. Monnin Éric, *L'Olympisme à l'école?* Besançon, Presses universitaires de Franche-Comté et Pôle éditorial multimédia de l'Université de Technologie de Belfort Montbéliard, 2008.

joy of effort, the educational value of good example and respect for universal fundamental ethical principles"².

In this manner Olympism may appear as the best option for an education based on the harmonious development of body and mind. However, should Olympism, as conceived by Pierre de Coubertin, remain an educational model in the beginning of the 21st century? Can we imagine proposing or providing such an Olympic education within schools, universities or to athletes? In order to promote such an Olympic education for the young, must athletes serve as role models?

In order to respond to these questions, my presentation shall address first and foremost the fundamental concepts that characterise Olympism and Olympic education. Then I will consider the concept of the boundary object. And finally, I will analyse the *Athlete Role Models* programme as adopted by the Youth Olympic Games (YOG).

I. Discussion of the Fundamental Concepts that characterise Olympism and Olympic education

A. The concept of Olympism

Pierre de Coubertin coined the neologism "Olympism". When asked the question "So what is Olympism?", Coubertin responded with the following definition: "*Olympism is the religion of energy, the cult of intensive willpower, developed through the practice of virile sports supported by hygiene and civism and surrounded with arts and thoughts*"³. Coubertin believed that Olympism was a tool that could serve to educate young people, employing a twofold approach: sporting and intellectual. The ancient Greek city was one of the foundations of Coubertin's thinking. In his Olympic Memoirs⁴ he wrote: "*In the heart of destinies where the next society is being prepared, there is an eliminating conflict between the principle of the Roman State and the Greek city. We*

2. Comité international olympique, *Charte olympique*, Lausanne, 7 juillet 2017, p. 11.

3. Müller Norbert & Schantz Otto, *Pierre de Coubertin. Textes choisis*, Tome III: *Pratique sportive*, Zurich, Weidmann, 1986, p. 446.

4. Coubertin Pierre (de), *Ce que nous pouvons maintenant demander au sport...*, Lausanne, Édition de l'Association des Hellènes Libéraux de Lausanne, 1918, p. 17.

are destined to reconstruct on one of the two foundations. Appearances are in favour of the Roman state. However, I believe in the Greek city”⁵.

According to Coubertin the second reference draws on the initiatives developed in the English school system through games and sports. In the 1860s, this innovative work through sports was taken up by all the *Public Schools* such as Eton, Oxford... It was after “*Thomas Hughes’s* novel “*Tom Brown’s School Days*” appeared in 1857, that it became apparent that the way to the victories on the battlefields was paved on the fields of Eton”⁶. This ambitious programme involved a balance between mind and body, as attested by Coubertin’s famous statement, *Mens fervida in corpore lacertoso* (a passionate mind in a well-trained body)⁷.

For the pioneer who revived the Modern Games, Olympism depends on the combination of two ideals: that of the English school system and that of Ancient Greece.

B. The concept of an Olympic education⁸

Many authors have tried to give a description or a definition of an Olympic education⁹. The discussions held during the 5th Session of the International Olympic Academy (IOA) for Directors and Presidents of National Olympic Academies (NOAs), in 2000, gave rise to a definition of Olympic education that we adopted: “*Olympic education [pertains to] social, mental, cultural, ethical and physical development. Sport is at the core of this education whose aim is to elevate young people so that they can become citizens who are mentally and physically balanced, who are able to work together, are tolerant and respect peace [...]. Olympic education should permit individuals to acquire a*

5. Coubertin Pierre (de), *Mémoires olympiques*, Lausanne, Bureau international de pédagogie sportive, 1931, p. 209.

6. Zoro Jean, *Images de 150 ans d’EPS: l’Éducation physique et sportive à l’école, en France*, Croissy, Amicale EPS, 1986, p. 52.

7. *Ibid.*, p. 453.

8. Monnin Éric (2012): “The Olympic Movement’s strategy for the integration of the concept of Olympic education into the education system: the French example”, *Educational review*, Routledge Taylor & Francis, vol. 64, no. 3, pp. 333-351.

9. Monnin Éric, Loudcher Jean-François et Ferréol Gilles (sous la dir.), *Éducation et olympisme en Europe*, Pôle éditorial multimédia de l’Université de Technologie de Belfort Montbéliard, 2012.

philosophy of life through which they will make a positive contribution to their family, their community, their country and the world"¹⁰.

Many experiences and initiatives had been undertaken in order to properly complete such an educational programme. The first Olympic education programmes at primary and secondary schools were implemented during the Munich Olympic Games in 1972¹¹. As an extension thereof and in view of the Montreal Olympic Games in 1976, schools in Quebec introduced the Olympic programme entitled *Promotion of Olympism in the school environment* for three years (1973-1976).

According to Konstantinos Georgiadis, these two programmes on Olympic education "[...] were considered as models for their era and thus contributed to the development of Olympic education on a global scale. Presently, Olympic education programs are being carried out in many countries, chiefly during the Olympic Games"¹².

However, Otto Schantz questions how well-founded such an approach is: "Do we need an Olympic education to transmit values to young people, to foster a sports ethic? Do we need sports education that risks becoming a doctrine, a secular religion? Is it not enough to attempt to transmit a sports ethic, without looking to the Olympic Movement and its symbols"¹³ ?

According to Nat Indrapana, an educational programme based on Olympism should be integrated without interfering with existing school or university programmes.¹⁴ There are two possible entry points. The first is linked to uni-

10. Georgiadis Konstantinos, "Définition de l'éducation olympique", *Le sport et un monde en harmonie: le rôle de la culture et de l'éducation olympique*, 5e Forum mondial sur le sport, l'éducation et la culture, 22-24 octobre 2006 Pékin, Comité International Olympique, Lausanne, 2007, p. 217.

11. Georgiadis Konstantinos, "La mise en œuvre des programmes d'éducation olympique à l'échelle mondiale", Communication orale, *Académie internationale olympique*, Quarante-huitième session, 11-25 juin 2008, Athènes, Comité international olympique et Académie internationale olympique.

12. *Ibid.*

13. Schantz Otto, "Éducation sportive et 'éducation olympique' de 1897 à 1997. Réflexions axiologiques", *Coubertin et l'Olympisme. Questions pour l'avenir*. Rapport du congrès du 17 au 20 septembre 1997 à l'université du Havre, 1998, p. 230.

14. Indrapana Nat, "L'éducation olympique avec son temps", in *Le sport et un monde en harmonie: le rôle de la culture et de l'éducation olympique*, 5e Forum mondial

versity research on Olympism by academics¹⁵. The second involves what the students and athletes are taught in academic or youth programmes¹⁶.

It was in this spirit that the French Ministry of Education, in the context of its bid for Paris 2024, officially declared the school year 2016-2017, *Year of Olympism, at school and at university*, with the purpose of “connecting sports practice with an educational, cultural or civic aspiration based on Olympism and its values”¹⁷. Five major events marked that Olympic year¹⁸:

- National school sports day, 14 September 2016;
- International university sports day, 20 September 2016;
- “Sport campus” day, 6 October 2016;
- First “*Olympic and Paralympic week*”, from 21 to 29 January 2017;
- “*Olympic Day*”, 23 June 2017.

Thus an Olympic education programme constitutes an opportunity for students and athletes: “[To understand] *the fundamental principles of Olympic philosophy* [defined in the *Olympic Charter*.]; [To] *showcase Olympism and the idea of the Olympic Games*; [to] *promote and disseminate the ethical and educational values of the Olympic movement*; [To] *explain Olympism and the universal ideal in the sense of ‘Kalokagathia’*; [To] *shape the body and spirit harmoniously in accordance with Olympic philosophy*; [and to] *forge the*

sur le sport, l’éducation et la culture, 22-24 octobre 2006 Pékin, Comité international olympique, Lausanne, 2007, p. 163.

15. In the summer of 2005, the Olympic museum based in Lausanne (Switzerland) initiated a project to define an international educational programme based on Olympic values. The project was entitled Olympic Values Education Programme (OVEP). The program contemplated two thrusts. Firstly, to foster the application of Olympic values in the context of sports and education. And secondly, to encourage the creation and the implementation of practical projects founded on Olympic values.
16. Youth camps organised in parallel with the Olympic Games are an example of such youth programmes.
17. Ministère de l’Éducation nationale, de l’Enseignement supérieur et de la Recherche, “Année de l’Olympisme, de l’école à l’université”, *Bulletin officiel de l’Éducation nationale* no. 30 du 25 août 2016, http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=105548 [online], page visited on 26 March 2018. Circular no. 2016-126 dated 22-8-2016.
18. Monnin Éric (2017), “Different Olympic committees promote Olympic education in youth camps”, in R. Naul, D. Binder, A. Rychtecky et I. Culpan (sous la dir.), *Olympic education – an international review*, Londres, Routledge Taylor & Francis Group, pp. 161-176.

personality of each individual according to Coubertin's theories, thus laying the foundations for international understanding"¹⁹. According to Konstantinos Georgiadis, an Olympic education project comprises three key points: the first is to comprehend the Olympic principles enshrined in the *Olympic Charter*; the second, to grasp the historical and pedagogical foundations of the Olympic ideal; and, finally, the third, to better perceive our society and our current way of life²⁰.

II. The concept of the boundary object

We obviously understand that Olympism finds itself at the cross-roads of ideas and interests that are sometimes organised by actors, whose centres of interest are very far removed.

Contemporary Olympism has become a constituent of contemporary culture. In this sense, it appears as a *complete social event*. It involves all its political, economic, cultural, social, technological dimensions and at the same time implicates diverse forms of the daily life of those actors that comprise it through their practices, events, ethics or lifestyles. Therefore, each individual may find personal interests within Olympism, which may be completely different to those of other actors participating in this Olympic phenomenon.

In this sense, Olympism could be defined through the concept of a *boundary object*²¹. Actors who are very different to each other accept to cooperate *through the boundary object* in order to achieve the goals of Olympism. "*The boundary object is the conceptual or material mechanism that permits a more*

19. Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche, "Année de l'Olympisme, de l'école à l'université", http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=105548, op. cit..

20. Georgiadis Konstantinos, *Actes de la Session internationale pour Jeunes participants*, Ancienne Olympie 19 juin - 3 juillet 2006, Athènes, Académie internationale olympique, 2007, p. 122.

21. Star Susan and Griesemer James, "Institutional Ecology, 'Translations', and Boundary Objects: Amateurs and Professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39", *Social Studies of Science*, 19, vol. 19, no. 3, 1989, pp. 387-420.

flexible connection between different positions and, at the same time, also defines a sufficiently rigid framework to give structure"²².

For that reason the Olympic Movement must be able to elicit the interest of diverse actors in its work, so that they may contribute in turn to its promotion, whilst also serving their own interests. The IOC should know how to *"translate the interests of others"* so that the cosmopolitan set of actors may be transformed into allies mobilised around Olympism while continuing to serve their own interests²³. *"Therefore, the existence of a boundary object permits each of the actors not to control all the dimensions or skills linked to a project, but to have a sufficiently simple and coherent illustration thereof to focus upon, to appropriate, to make it serve its own purposes, concerns or identity and finally to decide to mobilize itself for the project"*²⁴.

In that respect the concept of Olympism could be defined as a *boundary object* but more symbolically, it binds together the dissimilar actors and the diverse worlds that they represent. *"By means of this boundary object, the actors of these social worlds can negotiate their differences and forge an agreement out of their respective view points."*²⁵ Obviously, Olympism appears to bridge various concepts, political, economic or philosophical centres of interest. The ties that organise the various worlds conceive and legitimise the position of the Olympic Movement within our modern society.

In order to ensure the perpetuation and promotion of the Olympic Movement, the IOC is obliged to structure its operations, taking into account partners from diverse backgrounds and with diverging interests.

Let us now look at the position that the athletes hold and more specifically their involvement, as role models, in promoting Olympic values to young people.

22. Hert Philippe, "Internet comme dispositif hétérotopique", *Hermès*, no 25, décembre, 1999, p. 104.

23. Lauriol Jacques, Guérin Francis et Zannad Hédia, "La validation des acquis de l'expérience en France: un objet frontière?", 15e Congrès annuel de l'AGRH mesurée, *École des sciences de la gestion*, UQAM Montréal, 1er- 4 septembre, 2004, p. 1787.

24. *Ibid.*

25. Trompette Pascale and Vinck Dominique, "Retour sur la notion d'objet-frontière", *Revue d'anthropologie des connaissances*, vol. 3, no. 1, 2009, p. 9.

III. The place of athletes in promoting Olympic education

In each volume the *Olympic Review*, edited by the IOC, dedicates an article entitled *My Games* to athletes who marked the history of the Games. In 2017, Cathy Freeman, Olympic gold medallist in 2000 in Sydney and Olympic silver medallist in Atlanta in 1996, revisits her achievements and the creation of the Cathy Freeman foundation. “*The great advantage of being an Australian Olympic champion is that I now have a platform I can use to drive issues that I am passionate about, such as indigenous achievement*”²⁶. In 2007, she decided to create her own foundation with the goal of enabling children from Aborigine communities to benefit from access to knowledge. “*This Foundation has a vision of an Australia where indigenous and non-indigenous children have the same education standards and opportunities in life*”²⁷. According to Freeman the real advantage to being an Olympic champion is that you benefit from recognition, which can help set up ambitious projects such as fostering education in Aborigine communities. Presently, 1,600 indigenous children, benefit from “*five programs that span a child’s education from pre-school through the age of 17*”²⁸. The involvement of a former Olympic champion in disseminating to students her “*personal values, chief of which is respect*”²⁹, solidarity, exchange, collaboration and social responsibility, is in complete harmony with an Olympic education programme based on the *Olympic Charter* and the values advocated by the IOC such as encouraging greater effort (excellence), preserving human dignity (respect) and encouraging harmony (friendship).

In order to further promote, share and transmit the values of Olympism to young people, former IOC President, Jacques Rogge, decided in 2007 to create YOG. According to the IOC, YOG reflect that “*The IOC has demonstrated its engagement towards the young people of today and tomorrow [which] was not limited to words, but translated into action offering them an event dedicated to them, in the spirit of the Olympic Games*”³⁰.

26. Cathy Freeman, “Mes jeux”, *Revue olympique*, Lausanne, Comité international olympique, no. 105, octobre-novembre et décembre, 2017, p. 73.

27. *Ibid.*

28. *Ibid.*, p. 74.

29. *Ibid.*

30. Comité international olympique, *Les Jeux olympiques de la Jeunesse*, Lausanne, Comité international olympique, 2011, p. 1.

The objectives were twofold:

- Encourage the practice of sports;
- Develop the values of Olympism;

No comparison can be drawn between YOG and OG in terms of operation. Athlete participation is not limited to their sporting performance. They also participate in a programme entitled “Learn & Share” whose purpose is to raise awareness about the values of Olympism, acquiring skills for their life in the future and become prospective ambassadors of Olympism. Within the framework of the workshops five topics were addressed and discussed:

- “Olympism;
- Skills development;
- Wellbeing and healthy lifestyle;
- Social responsibility;
- Expression and digital media”³¹.

In order to facilitate exchanges and the transmission of experience and thoughts amongst young athletes, the IOC with the help of the International Federations (IF) of sports included in the YOG, proposed various programmes including “*Athlete Role Models*”. According to Claudia Bokel former Chair of IOC’s athletes’ commission, “*the Athlete Role Model programme is a really unique element of the Youth Olympic Games. ARMs have so much valuable information to pass on to the younger generation. They will really inspire and empower athletes long after the Games conclude, to not only be great ‘Youth Olympians’, but to share the skills and values learnt at the YOG with their communities and peers*”³². In the first summer Youth Olympic Games held in Singapore in 2010, 47 *Athlete Role Models* participated for a few days in discussion workshops and educational programmes. Two years later in Innsbruck, 34 *Athlete Role Models* attended the first winter Youth Olympic Games with

31. Comité international olympique, *Les JOJ: vision et principes*, Lausanne, Comité international olympique, Feuille d’information mise à jour décembre 2015, p. 3.

32. Comité international olympique, “Des légendes du sport pour conseiller les athlètes aux Jeux olympiques de la jeunesse de 2014 à Nanjing”, <https://www.olympic.org/fr/news/des-legendes-du-sport-pour-conseiller-les-athletes-aux-jeux-olympiques-de-la-jeunesse-de-2014-a-nanjing> [online], page visited on 26 March 2018.

the same purpose of actively participating in passing on their experiences and acting in and of themselves a source of inspiration and advise³³.

What characterises the YOG is *“learning what is important in the career of an athlete, meeting people from other cultures and celebrate Olympic values [...] The YOG are essentially centred on competition, learning and sharing”*³⁴.

The next Youth Olympic Games will take place in Buenos Aires, where the 3.998 athletes selected will be able to count on the support and availability of *Athlete Role Models* such as Gabriela Sabatini (tennis) or Paula Pareto (judo). Presently, 54 athletes³⁵ have been officially announced by the IOC. The judo Olympic Champion of the Rio Olympic Games in 2016, Paula Pareto, has a specific purpose to involve herself in the program, namely *“to help the young elite athletes by sharing my experiences that taught me values for both of sport and life. I would like to let them know that you can practise a sport at the highest level and study at the same time, because the sporting life ends one day for each of us and it is important to know how to continue afterwards.”*³⁶.

Conclusion

The *Athlete Role Model* programme is an excellent example of athletes' involvement with young people in order to disseminate Olympic values and pass on their experiences and skills. Other initiatives on a national or local scale draw inspiration from this programme in order to raise awareness amongst young people on the values of Olympism. For example in France, on January 10, 2018, in order to commemorate the 50th anniversary of the Olympic torch passing through Besançon as part of the torch relay for the 1968 Grenoble OG,

33. Comité international olympique, “Les grands noms du sport réunis pour les Jeux olympiques de la Jeunesse”, <https://www.olympic.org/fr/news/les-grands-noms-du-sport-reunis-pour-les-jeux-olympiques-de-la-jeunesse> [online], page visited on 26 March 2018.

34. Comité international olympique, *Les JOJ: vision et principes*, Lausanne, International Olympic Committee, Factsheet updated in December 2015, p. 2.

35. Athlete role models were designated in three successive waves by the IOC: 9 November 2017, 25 athletes, 2 February 2018, 17 athletes and 22 March 2018, 12 athletes.

36. Comité international olympique, “Les olympiens se préparent à jouer les mentors pour les jeunes athlètes en lice aux JOJ de 2018 à Buenos Aires”, [online], page visited on 26 March 2018.

three themes related to those Olympics, were presented at the city's Palais des sports:

- **Culture**, through an exhibition (Olympic posters), objects (Olympic torch), a conference on the organisation of the OG and a screening of a documentary by Claude Lelouch and François Reichenbach, *13 days in France*;
- **Sports**, with the presence of the French National Olympic and Sports Committee (CNOSF), Mr. Denis Masseglia, accompanied by two Olympic medallists, namely Florence Masnada (alpine ski) and Stéphane Traineau (judo) and 31 torch bearers in the Olympic torch relay of 1968 ;
- **Education**, with the presence of senior high school pupils and students.

This initiative, on a more local scale, aspires to the same objectives as the *Athlete Role Models* programme, namely transmitting the values of Olympism drawing chiefly on the Olympic heritage of 1968. In 2024, Paris will organise the Games of the XXXIII Olympiad. For France this is a real opportunity to promote sports to young people, to showcase Olympic values (excellence, friendship and respect), to develop the concept of sports and health, to reinforce the diversity of practices and managing authorities, to go towards a more inclusive society ... in order to address these many challenges the *Athletes Role Models* programme is a tool that the organisers of the Paris 2024 Games should use in order to foster Olympic values and to raise awareness about them amongst young people and French society.

THE POSITION AND ROLE OF OLYMPIC ATHLETES IN THE PHILOSOPHY OF BARON PIERRE DE COUBERTIN

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Following the IOA President's cordial invitation, it is a great honour and pleasure for me to have the opportunity to present to this joint session the subject of the position and role of Olympic athletes in the philosophy of Baron Pierre de Coubertin (hoping that I have correctly translated into French the spirit and letter of the presentation, which was proposed to me, in English). I am pleased to have been given the opportunity to share with my NOC and NOA colleagues some of my thoughts on the subject and at the same time express my profound gratitude to the leadership of the IOA.

For many decades, the IOA has been doing excellent work disseminating the Olympic ideals; an endeavour which is continued in all four corners of the earth by, on the one hand, the NOAs, the Centres or Institutes of Olympic Studies, and on the other, by the Associations of the NOAs as, for example, the Association of the National Olympic Academies of Africa (AANO) and the French-speaking Association of Olympic Academies (AFAO), to which I belong. For this reason, at the outset of my speech I cannot but emphasise the excellent relationships of cooperation being steadily cultivated between the IOA

and other Associations, which account for this invitation extended to me as representative of the AFAO. Because, undoubtedly, this strategy of multiple actions on the part of various bodies for the dissemination of the Olympic philosophy is beneficial and effective for the good of the Olympism we all serve. This precise strategy is based on the complementary nature of bodies, and not on rivalry between them, which could not be justified.

As an eye-witness and participant in the works of the IOA, I would like to stress right away, based on what I said before, that many of the subjects developed by the eminent speakers who have come to the podium in the course of the distinguished history of this noble institution referred to the place and role of the Olympic athletes – and this for a very good reason. It is therefore with great modesty that my presentation will follow the trains of thought created in the International Academy, although I shall at the same time attempt to add depth based on fresh views and questions, which have arisen over recent years in the International Olympic Movement.

The subject I shall address continually returns to us for a very simple reason: the athlete or the youngster involved in sport is at the heart of our movement. Although the idea of sport for all exists and is becoming more widespread in our time, the Olympic Games, as well as major international sporting events, are those who involve more young people in sports who strive towards gaining distinction through winning medals.

Baron Pierre de Coubertin correctly conceived these games as a celebration of youth, a meeting of athletes from all over the world, as symbolised by the five rings of the Olympic flag. In his dual capacity as reviver of the Olympic Games and founder of the International Olympic Committee, Baron Pierre de Coubertin unequivocally determined the position that athletes should hold in the Olympic Movement. By looking at this position we can understand completely the role also played by athletes both within the sports movement and in society in general. It is for this reason that I have chosen to adapt the subject proposed to the wording I referred to earlier.

Why should we care for the sports men and women who participate in the Olympic Movement, as happens increasingly in our times, and to what extent did Baron Pierre de Coubertin lay down from the beginning of his revival of the Modern Olympic Games the framework for greater attention to be paid to the sports men and women and the role they should play? This is the double question that I asked myself and which I shall try to answer, drawing inspiration from

the Olympic Charter and the recommendations of the IOA's 2020 Agenda. Obviously, since I must confine myself to my subject, I shall examine this position and this role in the light of Baron Pierre de Coubertin's own philosophy.

From an initial approach to the work of Baron Pierre de Coubertin, we may conclude that he occupied himself far more with sports and the revival of the Olympic Games, the strengthening and enhancing of the IOC's reputation after its creation. His abundant correspondence, his travels and the meetings he organised, as well as texts concerning the organisation of the Games, support beyond doubt this interpretation of his work. Moreover, it is an interpretation legitimised by his "Olympic Memoirs", in which he recounts extensively all the personal efforts he made for the promotion of sport and the Olympic Games, for the creation of the IOC and the strengthening of its role at an international level.

Such an interpretation, as we are no doubt aware, led to the impression that Baron Pierre de Coubertin did not formulate a philosophy as such and occupied himself minimally with the athlete and athletes generally. This is not compatible with either the spirit or the letter of his philosophy if, of course, we accept that he did have a clearly defined philosophy.

In his "Olympic Memoirs", he makes clear reference to a "complete Olympic dogma"¹, which clearly means that he treated sport and Olympism in a systematic way, something focused upon by Yves Pierre Boulongne in his lessons, juxtaposing this philosophy with the core characteristics of the Baron's time and above all with 19th century French society.

We may therefore interpret his work more accurately by referring to the model of the three concentric circles, comprising the nucleus, the nursery and the façade. It is of course true that this model relates specifically to the IOC members and to how the nascent institution operated in the manner conceived and used by the Baron to secure its sustainability. I however believe that this model determines the Baron's Olympic philosophy and is applied throughout its architecture. All the more because the nucleus represents the athlete, the youngster or the participant, the nursery represents the pedagogy or training in combination with culture, and the façade represents social change but also the spiritual and ethical perfection of humanity.

What is referred to as Coubertin's syncretism, that is, the combination

1. Pierre de Coubertin, *Mémoires Olympiques*, p. 97.

of culture or religion, of politics, philosophy and a new philosophical system, may well justify such a key for interpreting his work. In any event, it is common knowledge that his work constitutes the apotheosis of the beauty of the “Kouros”, that it emulated the athlete with his exceptional performances which should have a positive impact on the general working of society, in keeping with the example of the gods of Ancient Greece, in whose honour the Games were then organised. Y.P. Boulongne notes: “According to Coubertin, the sportsman is a modern Ganymede ‘the most beautiful of mortals’ in Homer’s words.”²

If the IOC took as its basic mission the task of educating the young through sport to ensure the promotion of Olympic values in society –I will return to the subject later– this was done because it is the young, and more specifically the Olympic athletes, who are at the heart of the Movement advocated by Baron Pierre de Coubertin in the late 19th century. In order to ensure precisely the target of education of the young in society, he had to define the framework, in other words, the nursery. For Baron Pierre de Coubertin this was the Olympic pedagogy or education now referred to as education in the Olympic values.

The Baron considered that this constituted the surest means for the rational development of young people, who find themselves confronted by social turmoil, insecurity and every other kind of threat. Additionally, education would be considered a vehicle for social change. Throughout his campaign of 21 years, he regarded it as the best and most effective lever: “I am convinced that in 1908 as in 1887, sports education as expressed by Thomas Arnold constitutes the best and most effective lever teachers can use in all countries to develop morally and physically strong adolescents.”³

Being a pedagogue himself and theoretician of Olympic history, Baron Pierre de Coubertin understood the importance and relevance of teaching and learning processes particularly of young children and adolescents for their integration into society. In his vision for sport based on his experiences in England, education was especially useful if we wish to have excellent citizens who will be able to overcome their own weaknesses and social alienation. Following this vision, he would attribute a prominent role to universities in his work for the

2. Y.P. Boulongne, *Pierre de Coubertin, Humanisme et pédagogie. Dix leçons sur l'olympisme*, Documents du Musée du CIO, Lausanne, 1989.

3. Pierre de Coubertin, *Campagne de vingt-et-un ans*, p. 206.

revival of ancient sports, confirming his conviction that “Sports without awareness will be catastrophic for mankind.”⁴

The nursery based on the model of cultivation constitutes the basis or the soil from which the seeds will sprout and grow. This metaphor means that the nursery is the springboard, the means for enabling the development of plants as well as the foundation or the basis for their coming into flower or maturity. Hence, according to Coubertin, education constitutes the grounding or the crucible for youth to flower through sport, and besides, his catch-phrase was “the spirit at the school of sport.”⁵

However, to understand this fundamental position of education, we need to integrate it into the target de Coubertin saved for it in his work, and of course into the socio-political context of his time.

We should remember that Coubertin lived on the threshold of a new age and two systems of social governance: The declining aristocracy, whose values were going through their final throes, and the beginnings of Democracy, also with its own values. In contrast, however, to the popular expectations of his time, his target was to reconcile and even combine those values upheld by the two systems of governance, in the hope of creating a new world that focussed on progress in all its sectors.

De Coubertin, being a good strategist, considered this new world as the façade of his work, that is, the visible aspect of the structure only properly understood, however, through direct contact with the nucleus or the essence around which the structure has been developed. The ideal for the better, new world that he conceptualised and which was defined as the aim of modern sport in the Olympic Charter, can not be realised without the Olympic athlete, who has been trained to achieve the outstanding feats already referred to. In the context of the co-existence of aristocratic and republican values which he wanted to bring about, his activity in the sphere of education through sports epitomises the contribution of sport centering on the athlete, in the development of a liberal society embodying aristocratic excellence. He expresses this idea with the words: “Sport in France will be intellectual or it will not exist. It will constitute the faithful and discreet companion of thought, of ideals, of

4. Y.P. Boulongne, *op cit*, p 70.

5. Baron Pierre de Coubertin, *Mémoires Olympiques*, p. 85.

imagination. It will constitute the silent and well-protected citadel, behind which the individual will realise his spiritual transcendence.”⁶

However, according to the author’s view, spiritual transcendence is inextricably linked with social advancement, since the perfection of the individual is linked to his responsibility to be a model citizen and to contribute to the moral perfection of mankind. In short, through sport and, more precisely, the Olympic athlete, Coubertin strove to create and lay the foundations for the super-man described by Nietzsche and so much the object of discussion for the Olympic Movement.

In our times, we are witnesses to a strengthening of the position and role of the athlete in the Olympic Movement, resulting from the many discussions and exchanges of views on this position and role⁷. For example, the 8th World Conference on Sport, Culture and Education in Amsterdam in November 2012, on the theme of “*Youth and Education: driver of Olympism*” was a framework for these discussions and exchanges. More generally, initiatives enabling athletes to express their basic concerns and views regarding the roles they are called upon to play are multiplying.⁸

We consider indeed that athletes, and hence young people, have an important place within the Olympic Movement. The former President of the IOC, Dr Jacques Rogge, himself once an Olympic athlete, has declared: “...the Olympic Movement of tomorrow belongs to the young people of today...if young people learn mutual respect in the sporting field they will have the same attitude at other moments in their everyday life.”⁹ More precisely, the January 2008 IOC issue no. 009 gives an up-dated definition of the modern athlete’s role: “The condition of the athlete today goes well beyond the confines of the sports field. His or her voice has to be heard during as well as after the end of their sporting career. Their passion, experience and abilities have to serve the athlete together with sport and society. It is essential they should influence the development of sport and the decision-taking in sports organisations.”

For this to be realised, the IOC has created a whole system aimed at secur-

6. Baron Pierre de Coubertin, *ibid.*, p. 73.

7. The reports from various conferences, meetings and sessions on the subject demonstrate this.

8. The IOC’s Athletes’ Commission newsletter reports on all the initiatives and activities that have been undertaken.

9. Dr Jacques Rogge, *Handbook for the Teaching of Values*, preamble, 2007.

ing the pivotal position of athletes in the movement, to listen to them and take their wishes into account; a system, that is, which allows for the cooperation and participation of the athlete at every important level of sports management and sports competition. This system, fine-tuned over the course of time, took on a different dimension in 2014 with the adoption of the Olympic Movements' roadmap, named Agenda 2020, aimed at the credibility and good governance of sport. The 2015 annual report of the IOC, relevantly entitled "Credibility, Sustainability and Youth", not only presents the example of good governance in the highest body of the movement but also presents the undertakings of the IOC over that year in four basic sectors of its activities, one of these being "The athletes at the heart of the Olympic Movement".

It would certainly be interesting for us to examine the whole system, to pinpoint developments relating to the role of the athlete of today in the International Olympic Movement. Since I am addressing an audience who deal with actions aimed at enhancing the Olympic athlete on a daily basis, I will refer to a fundamental innovation in the framework of the 2020 Agenda, in which at least 5 of the 40 recommendations relate specifically to the condition of the modern athlete. It is the notion of the honest athlete, who needs to be protected and for whom 20 million dollars have been committed.

Certainly, this is a significant step towards an improvement in the modern athlete's condition, who finds him or herself constantly facing the scourges of sport, namely doping, foul play, match fixing and excessive commercialisation. In a way, it is also about a return to the ideals of Coubertin's *Kouros*, relieved of the tarnishing negative values that undermine sport. This approach to Coubertin's ideals highlights the fact that the honest athlete, the upholder of honesty in sport, is both model and ambassador in the struggle against social conflict and thus hatred between nations. The Baron himself made this rapprochement in his radio message broadcast from Berlin in 1935.

We might say that this is simply an ideal and that the nature of mankind will always be senseless, as characterised by Voltaire. It is true, for example, that young people in some parts of the world are unfortunately a powerful force for mass destruction.

I recognise this irrefutable truth, but in spite of it I continue to believe in a power of positive change inherent in the Olympic philosophy of Baron Pierre de Coubertin that I presented schematically, in the form of the three concentric circles, and which was in essence a strategy for bringing peace to human soci-

ety. The former Director-General of UNESCO, Irina Bokova, agreed with these views when, at the 8th World Conference on Sport, Education and Culture in 2012 she said: "Thanks to sport, we are able to promote change where other approaches have demonstrated their limits, proving to the public not only the tremendous power of sport but also the undeniable position belonging to young people in this process."

Beyond question, this is recognition, by a qualified person in the United Nations, of the power of sports education, which constituted one of the pillars of Baron Pierre de Coubertin's philosophy. Since then, an ever-closer cooperation between the IOC and the United Nations' bodies has been growing, on the subject of sport in the service of development and peace. This cooperation is widening and gaining in strength, within the framework of an effort to speed up the process of building a better and peaceful world. We may hope, especially, for example, after the rise to power in Africa of a legendary sportsman¹⁰, that a realisation of the meaning of sport in the service of peace and development, in which the honest athlete will undoubtedly play a major role, will make all bodies and educational institutions aware of the Olympic values, within the framework of a massive undertaking to strive for peace and development in the world. It is a challenge for all those participating in the construction of a better world. On the one hand, the Association of National Olympic Academies of Africa, and on the other, the French-speaking Association of Olympic Academies, have understood this challenge and what is at stake as represented by these notions, and they are trying to develop specific actions to implement the Olympic contribution to peace and development, as you will have ascertained from their brief presentations. But a global dynamic is needed with the support of the IOC and the other international partners, chief among them UNESCO. We hope that one day all the organisations that concern themselves with the popularisation and dissemination of the Olympic philosophy world-wide will sit together at a table to determine a comprehensive strategy aimed at the world-wide establishment of the Olympic culture.

10. Georges Weah in Liberia, who recently visited French President Emmanuel Macron. They announced jointly their planned platform for the development of sports infrastructure in Africa.

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RESPONSIBILITIES AND DEMANDS THAT ATHLETES HAVE AS ROLE MODELS¹

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First, I would like to thank the IOA President Isidoros Kouvelos and Honorary Dean Konstantinos Georgiadis for the invitation to join the Session of Representatives of NOAs and NOCs. I was particularly excited to hear the topic of this week would be the athlete as role model since I am one; it is something very dear to my heart and I think that it is a really important issue that we all discuss.

As the Dean mentioned, I have had the good fortune to attend various Sessions here, first as a participant in the Young Participants Session as a discussion group coordinator and then, more recently, as a lecturer. So, one of the many things that I truly value in every Session I attended, is that no matter what topic is being discussed there is always very lively but very respectful debate. We are from different countries, we have been raised in different cultures and we have all had very different life experiences. As a result we might have different perspectives on the topics that we are discussing. However, while I believe that none of us has the answer to the questions that we are deliberating, collectively we can engage in critical discussions that will lead us all in the direction of deeper understanding of both the topic and of each other.

Over the past couple of days we have heard some very different perspectives of the athlete as a role model from the days of modern Olympic Games

1. This text is the transcription of the presentation made by Professor Cameron Myler.

to the present, whether athletes are good role models, whether Olympians can and should be role models and who else aside from athletes can be good role models as well. I would like to thank each of my fellow lecturers for their views. Today, I would like to add another perspective for your consideration. I am going to talk about somewhat broader definition of role model, one of athletes connecting their passion to the Olympic values and fundamental principles. The motto at the PyeongChang Olympic Games organized last February was *Passion*. I think it is a good point and relevant to the topic of athletes as role models.

I would like to begin by telling you, as you have already heard the previous days, that I am an Olympic athlete in the sport of luge. If you don't know what it is, luge is the fastest of all of the sliding sports and you get up to about almost 90 miles an hour. So I definitely like speed. I have a career as an athlete that I am proud of. I competed in four Olympic Games, in 1988, 1992, 1994 and 1998 and I was elected by my teammates to carry the American flag at the Opening Ceremonies in Lillehammer. I won eleven world cup medals, the national championships seven times and for disclosure, I did not win a medal at the Olympic Games. I am telling you this for a reason; because I think all Olympians can be role models of one sort or another. In addition to being an Olympic athlete I am a lawyer; I am on the court of arbitration for sports, so I was just in PyeongChang on the anti-doping division deciding the doping cases that came up at the Games. And I am a Professor at NYU.

Again, my belief is that any Olympic athlete can be a role model. So, a couple of the questions that I would like to address today are: what does it mean to be a role model, and what responsibilities Olympians have, what are the demands of Olympic athletes. Then a question came up yesterday which I would like to address briefly at the end is how sports organizations can and should recognize and support Olympic athletes who are role models.

So, let's start with what is a role model. We have heard different theories over the past couple of days from the very, short of narrow perspective, and this is just a basic, dictionary definition: a person whose behavior in a particular role is imitated by others. That would be fairly limited in scope if you were an athlete who is a role model. I thought it interesting in the dictionary that the example that they gave, the words being used in a sentence is: athletes should remember that they are role models. However, today I would like to talk about something broader, actually a lot broader than that. Things like Olympic

athletes encouraging participation in sport, inspiring young athletes, promoting the Olympic values, supporting the fundamental principles of Olympism, raising awareness of social issues and setting an example for other Olympians, these are some topics that I think they can be encompassed in the definition of role model and we will take some examples of athletes who are doing these various things.

But, first, the responsibilities. What does it mean if you are an Olympian who is a role model? I am a lawyer, so I like to look at the fundamental, the foundational documents and this is why I would like to refer to the Olympic Charter. One of the three main purposes as it is stated in the Charter is to set forth and recall the fundamental principles and the essential values of Olympism. The Olympic Charter is the codification of the rules of the Olympic Movement, essentially, and governs the organization, action and operation of the Movement and sets the conditions for celebrating the Olympic Games.

About the fundamental principles of Olympism, we have heard over the last couple of days, but I am going to take a slightly different approach here. We all recognize Olympism is a philosophy of life; that is the first fundamental principle in the Charter. The language in the principles after that doesn't include sort of instructions exactly as to what one perhaps should do as a role model. Therefore, I have changed the language to make action verbs, what instructions we should take under consideration. So: *exalt and combine in a balanced whole the qualities of body, will and mind; blend sport with culture and education; create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.* A few more: *play sport at the service of the harmonious development of human kind; promote peaceful society concerned with the preservation of human dignity; practice sport without discrimination of any kind. Enjoy the rights and freedoms that are set forth in this Olympic Charter and shall be secured without* (and this is principle 6, it was updated at the Games in Sochi in 2014), *discrimination of any kind, such as race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status. And then, comply with the Olympic Charter.*

I think all of these are responsibilities that athletes have and guidance that they should follow as role models. So, here are a few examples of athletes, Olympic athletes doing these things, and they are not all medalists. I don't

consider it a prerequisite to be an Olympic medallist to make a difference as an Olympic Athlete.

Jackie Da Silva, a Brazilian beach volleyball athlete, has now a volleyball programme in a neighborhood in Rio that helps children participate in sport. She is encouraging participation in sport on a small scale. Being an Olympian gave her the courage to do things like this, to make a difference in other people's lives.

Yesterday, we heard a bit about the athlete role models that the IOC has selected to be present at the Youth Olympic Games. Ron Darmon is one of them. He is from Israel. He has competed in Triathlon. He was actually the first Israeli to compete in Triathlon at the Olympic Games and he retired from Triathlon and is spending his time trying to inspire young athletes. He takes very seriously his position as a role model and is using the opportunity to share his life experiences to help others pursue their own dreams.

You may know of Johann Koss. He is a fairly famous Norwegian speed skating athlete who at the Olympics in 1994 not only did he win four Gold Medals but he broke four world records. At the end of winning the medals, he pledged the money that he won from his National Olympic Committee to at the time called "Olympic Kids". Then he asked the Norwegian people to do the same and within a week they raised eighteen million dollars for this non-profit organization which ultimately became "Right to Play". "Right to Play" uses the right to play to educate and empower children.

Another way to make a difference as a role model; take Laroupe from Kenya, marathon athlete; she has a non-profit foundation, she is doing work in refugee camps and was named as an ambassador by the UN using sports to promote peace.

At the PyeongChang Olympics, IOC launched a new project called the Olympic Art Project, and four Olympians, Olympic athletes who were also artists, were in PyeongChang having the opportunity to combine sports with culture and education. All Olympic Athletes had the opportunity to partake in this art experience that they were promoting.

A few more examples that go to social issues; athletes using their notoriety, their fame, which is sometimes fleeting, as an Olympian but they are using their voices to raise awareness about issues of some fairly serious concern. Aly Raisman is an American gymnast. You may know what has been happening with American gymnastics. There have been hundreds of girls and women who

have gone public and talked about being sexually abused by team doctors. Aly Raisman was one of the athletes, she testified at the trial of the doctor and she has a pretty broad reach; she has 2.3 million followers on Instagram and has the ability to make change. She has decided to use her position as an Olympic athlete to do just that. The IOC on its website addresses issues of the health and safety of Olympians and Aly is contributing to that end.

Next is Adam Rippon. He is a figure skater, he competed in PyeongChang. He is openly gay, and he wanted to use this opportunity to become a role model for young athletes and young people whose voices might not be heard, who may not be comfortable in being public with being out. He said “in a day and age where I may be competing at the Olympics, it’s huge because I’ll be marching alongside countries where they don’t have good track records on LGBTQ rights or they don’t view LGBTQ citizens as equals. I want to be more involved in activism”. So again, he did win a bronze medal in team competition and is using his fame and notoriety to make a difference.

I met Ibtiyah Muhammad last summer in Rwanda. I was there with a non-profit organization called “Kids Play International” which uses sport to promote gender equity. Ibtiyah Muhammad was on that trip as a volunteer. We were in Rwanda around the Olympic day at the programme that we have, that is, a year round programme. She is a pretty amazing athlete. She competed in Rio and was the first American to wear a hijab. For her it was a fairly profound experience. She said both as an African American athlete and as a Muslim athlete. It was again an opportunity to help others and share that experience to inspire youth and young athletes. Mattel, the company making “Barbies”(dolls) are making more diverse dolls and created one in her likeness. The company said that: “she is an inspiration to countless girls who never saw themselves as representants, we want to honour her story and remind young girls, young athletes that they can do and be whatever they choose to do”.

If you think about the examples of these athletes it is important to understand how the Olympic values and fundamental principles relate to you and your story and what is important (both on and off the field). You should recognize that your career as an active athlete is limited and you can make good use of your time while you are competing and after. As Olympians we all have an ability to tell our stories and make a difference in the lives of people. Not all Olympic athletes have the same impact. Maybe it is how many medals they have won

and how many times they have competed but everyone can make a difference and can act in his/her community however local or global that may be.

I talked about the responsibilities of athletes as those are defined in the Olympic Charter. I think that sport organizations have responsibilities too. We heard yesterday about some of the challenges facing Olympic Sports: doping, match-fixing, corruption. In Olympic Agenda 2020 there is reference to athletes being at the heart of the Olympic Movement. It is true. And the IOC has said that one of its priorities is to protect clean athletes and to support them both on and off the field. I think it is important that sports organizations are supporting the efforts of athletes while they are competing, but in the roles they play off the field as well.

I competed in four Olympic Games and as a lawyer I am oriented around rules and all the obligations that organizations impose on athletes. For this, I would say that the expectations of all Olympic athletes are very high. If you choose to be a role model, I think you are under certainly more scrutiny by the public, by sport organizations, by people looking up to you perhaps, but I think it is important to put things in context to what all Olympic athletes are subject to. And this is a number of rules, regulations, codes and contracts that guide and dictate really your behavior. Of course, the Olympic Charter. I have been talking about that but there are a few rules that have particular applicability to athletes.

Rule 40: around the commercial rights of athletes of Olympic Games and the fact that they cannot use any of their sponsors' logos or any kind of advertising during a period that is longer than the Olympic Games. Rule 50: no propaganda in the venues. You are not allowed to make political statements and this is certainly something that the IOC has paid attention to in the past. There are other guidelines as well for athletes in the last several editions of the Olympic Games. There are fair guidelines as to what you can and cannot do on social media and publicly and in a lot of these guidelines are to protect the commercial partners of the IOC. There are codes of conduct that apply to you. The codes of ethics. There may be multiple ones of each of those.

The world anti-doping code so that everyone in the Olympic Movement has agreed that they would be bound by the code. What substances are prohibited, the length of sanctions, how adjudication works, so everyone is on the same page. Athletes have some other requirements, as you all know. You have to disclose your whereabouts, you are subject to testing in and out of competition

with no notice. There is the strict liability standards. Whatever is found in your body, you are responsible for it no matter how it got in there. With NOCs and National Federations, there is another set of rules. Selection of teams, funding that is available, how disputes are resolved. International Federations may have additional qualification standards about how to make an Olympic team. The Court of Arbitration for Sport. At the Olympic Games in PyeongChang, I was arbitrator. I was in the Anti-doping division. There was six of us deciding doping cases and nine arbitrators deciding on everything else. I think the Virgin Islands had the very first case of the Games but it was not a doping case. In any event we have to understand the demands of the Olympic athletes in any event and role models are under much more scrutiny than the average Olympian.

Someone asked yesterday how we can learn more about athletes who are role models and make a positive difference in the world. We heard a little bit about the athlete role models at the Youth Olympic Games and not all of them are medallists; that is the IOC's approach, they are looking for athletes with compelling stories and a passion to make a difference and connect with youth. The World Olympians Association has a couple of interesting programmes that I thought you might be interested in hearing about. The first is the *Service to Society Grant Programme*. This programme started a couple of years ago. Grants of 5,000 dollars each and there were six every year to help the National Olympian Associations run projects which further the WOA's mission of empowering Olympians to help make the world a better place. There are Olympians for Life awards and something new that is OLY designation.

I will tell you a few things about each of these. Regarding the *Grant programme to Society*, the WOA President says that Olympians have the ability to make a genuine difference in their communities and we can help them deliver inspiring projects that foster social development, promote inclusion and help them give back. This is a way to help support those athletes who are role models.

A couple of award winners in the last years : Australian Olympians Association had a programme called "Meet with a Champ" and Olympians went directly to schools to speak with school children and young athletes to talk about Olympic values and about their own experiences, to inspire those young people to follow their dreams and adopt a healthy active lifestyle. Zimbabwe Olympians Association received a grant and that was a really interesting project. The money went to create a chicken farm that allowed athletes to benefit from the proceeds of that and be engaged with the community and help other

people. So an Olympian 2008 in Marathon said that it changed her life and the lives of three athletes that she was working directly with. "Olympians for Life": PyeongChang was the second edition of this programme and the World Olympians Association in conjunction with the IOC Athletes' Commission is recognizing Olympians who were doing something beyond great things on the play field. I was at the ceremony in PyeongChang and it was really great to see that there are really many Olympians who go on to do something beyond the play field after they retire from sport. So again the World Olympians Association recognizes that some Olympians, not all, but Olympians can be role models in society and this programme is highlighting and recognizing those athletes who are making a difference. A couple of the athletes who received awards, Manuela Di Centa, an Italian athlete who was an inspiration to others, ascended Everest among other things which really challenged her own limits and fears and weaknesses. Chiharu Igaya is a fellow of my Undergraduate School and a skier and has served the Olympic Movement his whole life. He is an IOC member and he has given back in that capacity. And then my friend, Tracy Evans, is a three-time Olympian in aerials which I think is a little crazier that luge, but has this non-profit "Kids Play International" and is doing really great work to promote gender equity.

Finally, this OLY designation. It is a Post-Nominal Designation so you can use the letters like you would use: esquire ESQ, or PhD, or whatever other designation that you want to put under your name. So it was created to give athletes a variety of benefits but to recognize their commitment to the Movement. To remind athletes of their achievements and their responsibility to embody the values of Olympism in everyday life. They say that you can use these letters as long as you continue to do that. However, if you have a positive doping test or you violate the spirit of the Olympic Movement in some other way, you would lose that right.

SIGNIFICANT GENDER DIFFERENCES IN THE WAY ATHLETES ARE VIEWED AS ROLE MODELS

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“Sport has the power to change the world.”

These are the words of Nelson Mandela, the great leader and humanist. And indeed, the spirit of sport does have the power to contribute to progress and bring about change in society.

The values and ideals of Olympism are derived from the Olympic Games here, at Ancient Olympia, where they were held every four years with all the cities of antiquity participating. The Olympic values of honesty, equality, fairness, justice, virtue and a generally spiritual ethos, as well as competitiveness and respect for one's opponent are what inspired Pierre de Coubertin to revive the Olympic Games.

According to the Olympic Constitution Charter, “Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending athleticism with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.” It aims to bring about a peaceful and better world through sport, without discrimination in a spirit of mutual understanding, friendship, solidarity and “fair play”.

Historically, but particularly in the 21st century, athleticism is directly linked to the human need to compete and surpass oneself, overcoming difficulties and

proving worthy through participation. Therefore, the more that participation in sports activities is developed, the more benefit society will experience through the value of this participation in competition and fair play.

Athleticism is an expression of culture but also an indicator of a society's quality of life. Its role is therefore dominant in the socialisation process of all citizens and the improvement in quality of their physical health. Today, athleticism has prevailed on a global scale and moves not only those who participate in or serve athleticism in some capacity, but also the broad masses of the world who follow sports competition and the performances of male and female athletes with avid interest.

Furthermore, athleticism inspires children and adolescents with healthy examples of behaviour, and personalities they love and respect. This type of model constitutes one of the most important factors in socialisation, by exercising a singular and subtle social control. It is an incentive for action and progress, providing opportunities for individuals to imitate and follow, through example or success.

Young people are inclined to follow role models, which constitute for them a point of reference, something completely natural since they have not yet fully formed their personalities and are searching for examples of behaviour worthy of imitation. Male and female athletes, and especially the sporting elite, are seen as idols by young people since they combine a very special dynamism with a naturally attractive personality.

They stand for the high ideals and emotions that stem from sport. These ideals include fair play and respect for one's opponent, regardless of ethnic, cultural, political, religious and individual differences.

Male and female athletes therefore embody ideals taught in the sports arena which are then transferred to their everyday lives. These ideals make a positive impact, both on individuals and on society in general.

However, whether we like this or not, our society depends strongly on sports personalities as role models for children and adolescents. Male and female athletes have an extraordinary opportunity to use the power given to them by their fame to positively influence following generations.

For male and female athletes to be distinguished as perfect role models they should:

- exemplify high moral values, team spirit, great professionalism, faultless

behaviour also outside the sports arena and never engender negative publicity;

- devote time and energy to activities beneficial to society, supporting efforts towards positive social change through events and philanthropic acts as well as educational programmes for young people;
- focus on personal effort and achievement, shunning comparisons with others, to inspire and guide by promoting the virtues of hard work to achieve their aims, and
- avoid expressions of fanaticism and violence and demonstrate the fundamental principle of sport which is to recognise the superiority of an opponent and congratulate him or her on victory.

Research has shown that the way male athletes are regarded as role models differs significantly from that of female athletes, with males more likely to be associated with success than females. Indeed, 98% of boys adopt male athletes as role models compared with only 68% of girls who adopt female athletes as role models (Duck J. M.).

It is believed by a striking 43% of girls that there is a lack of the female athlete role models necessary to inspire young girls and create the next generation of healthy and energetic women.

Nevertheless, in what ways are female athletes portrayed as role models?

Is equality of the sexes, which constitutes a basic human right and a target for every modern democratic country, also being applied to athletic role models?

The answer is clearly no.

Gender, according to the social sciences, refers to the biological and social differences observed between men and women. The biological sex of an individual is genetically determined, while the social gender is a cultural and social construct. When we refer to gender identity we mean the self-conception which shapes an individual in relation to the female or male social role she or he chooses to play, and which may be different from the biological gender. Much research has shown that the social role does not constitute an unchanging physical entity but is the product of social and cultural terms which change over time and are constructed or reproduced via a network of relations between the sexes as much as within themselves.

The social role includes sexuality but is not limited to it. Aspects which characterise the social role are clothes, manner of speaking, body movement, profession and other factors not limited by the biological gender. On the con-

trary, biological gender refers to all those parameters determined by the sexual characteristics of the individual.

Women are largely invisible and absent throughout the history of western civilisation. They do not appear as energetic participants in any of the many varied spheres of action. And when they do appear, women are found in “second class” roles. Even in stories for children, from the imaginary world, women’s prospects are not much better. The female image is at best arbitrary and distorted. What is interesting is that differences between the sexes seem to increase as the individual passes from childhood to adulthood. There is an exaggerated emphasis on the connection between the woman and family life. The frequency with which we meet this message can only be described as an ideological bombardment. It is presented, as something to be taken for granted, that a woman has never left her home, and if this were ever to happen it would be done unwillingly.

Regarding the roles of the two sexes, history contributes to their formulation by perpetuating the myth of women’s inferiority. This is achieved through silencing the role of women in the shaping of history and the omission of references to the position of women during various periods in history. Some of the important stereotypical differences between male and female value models are: men aim for progress and risk-taking, while women target pleasant cooperation, as well as living in a comfortable work environment. Other distinctions include the ideas that: men are interested in time, security and pleasure, while women are interested in the completion and development of their knowledge and skills.

In short, what is particularly important to emphasise is that stereotyped social attitudes concerning the sexes, and the discrimination and inequalities engendered to women’s cost, only minimally result from or can be justified by biological differences between the sexes. On the contrary, stereotypical gender diversity is a social-cultural creation which, as previously noted, perpetuates and reproduces stereotyped social attitudes in both sexes, through the process of the individual’s social conditioning. Geis describes the social construct and perpetuation of gender diversity stereotypes: “The stereotypes about gender diversity shape the attitude, the assessment and the handling of males and females in such gender-based ways, which in themselves create the very models of behavior which confirm the original stereotypes.”

Thus, there are various customary prejudices or habits, as well as social,

cultural models of behaviour, which either preserve the practices of discrimination or reproduce them and so consolidate forms of inequality based on gender.

In recent years, however, there has been a dramatic shift in the role of the sexes, and especially that of women, throughout virtually the entire developed and undeveloped world.

In the west, where for centuries the female role model had been “under construction” there have been dramatic changes within just the past 30 years, removing stereotypical institutionalised roles in social structures, resulting in intense multi-cultural differences. Inequality and prejudice have been addressed, together with discrimination between men and women, and the position of women, when compared with the past, has today improved significantly. In relation to that of men, however, this position remains subordinate in all sectors of social life. With regard to younger individuals, notions of egalitarianism and parity between the sexes are still unclear.

Sport is traditionally a sector in which men dominate; progress towards equality of the sexes is hindered by social attitudes concerning femininity and masculinity, which frequently associate sport with “manly” characteristics, such as physical strength and endurance, speed and an exceptionally competitive, and occasionally combative, spirit. Women who do sports may be considered “masculine” while men who are uninterested in sport may be seen as “effeminate”.

Prevailing stereotypes regarding the sexes influence the participation of women, not only in sporting activities, but also in the decision-making process in sports organisations. In the past, women’s sport was certainly less important than it is today, and girls were not encouraged, for social and attitudinal reasons, to do sports. Many types of sport were not even accessible to girls. Women participating in the Olympic Games were regarded with open contempt, as something that was a necessary evil of the Games.

Based on perceptions mainly medical and psychological, a social myth was constructed and consolidated around the “weaker sex”. Pronouncements based on the opinions of doctors and psychologists were used to scientifically entrench the social exclusion of the woman, with the argument that, “Women have to be protected from the dangers of rigorous training and avoid excessive exhaustion which might threaten their ability to later become mothers.”

Therefore, according to the dominant social and medical perceptions of the time, a woman lacked the physical and psychological qualities to make

her fit for participation in sports competitions. The actual biological differences between the two sexes probably constituted more of a pretext than a reason for the exclusion of women. As noted by Eagly, this was a deviation in which only 5% of physical abilities were attributed to biological differences between the sexes. The argument that women must be treated as a “protected species” is always connected to the reminder that their performance is clearly inferior to that of men. However, developments have refuted the prevalent conception: “If we compare today men’s records over the decade of the 30s and women’s in the present decade, we wonder in which direction the scales will finally tip.”

Unfortunately for female athletes, however, while they are considered second-class if they differ greatly from the male athlete model, when they do show affinity with it they are then accused of not being natural female. They usually become acceptable only when they take part in competitions that allow them to develop their “feminine” charms. In other competitions, the better their performance, the greater the conviction that these are individuals belonging to an indeterminate species.

There are many obstacles to female athletes being portrayed as role models on an equal basis with male, and I will refer to some of the most significant of these obstacles which also highlight the differences in treatment and presentation between the two genders.

Every time women compete in sport they confront social models of femininity because they are more muscular, more competitive and stronger, qualities which women fifty years ago did not possess.

They are therefore obliged to submit to a humiliating gender verification test to determine their sex, while men athletes simply declare their participation in competitions. Initially, this was a sort of gynecological examination. “It was the worst thing I have ever had to do”, remembers Mary Peters, Pentathlon Gold Medallist at the 1972 Olympic Games.

Whatever they do, women athletes are constantly confronted with a vicious circle: challenged to show they are of equal worth with men athletes, they must at the same time convince that they have not relinquished their feminine characteristics through the hard procedure of training.

In such a climate, the gender verification test only constitutes a modern –and quasi-scientific– version of misogyny, which brings major competitions and the Olympic Games into bad repute.

They legitimise, in other words, the distrust that accompanies the participation

of women athletes in an arena which has always been considered to glorify masculinity. However, gender verification does not occur in the case of men athletes, and there are scant data available on their chromosomes or hormone profiles.

From 2009, testosterone tests were introduced for the detection of cases where the level of testosterone in female athletes had exceeded a probably “arbitrary level”, referred to as hyperandrogenism. As with previous forms of gender verification, testosterone tests were considered humiliating, unnecessary and discriminatory.

A study conducted by Healy et al., published in 2014, found significant differences at most levels of hormones between the two sexes, and between various sports categories. The study showed that despite differences in the average level between the sexes, 16.5% of the men had low testosterone levels, while 13.7% of women had high levels; there is therefore a complete over-lap in the range of concentrations observed. The study’s authors believe the approximately 10kg deficiency in lean body mass (LBM) observed in elite women athletes may account for differences in performance between the sexes.

The demographic and hormonal profile differences that are observed between different sports suggest that, apart from specific body dimensions or special physical features of certain sports (e.g. the height in basketball), there may also be specific hormonal profiles that enable individuals to excel in a particular sport.

The basic conclusion to emerge from the case of woman athlete Caster Semenya was that women athletes with high levels of testosterone had a 1.8% advantage in performance.

This percentage, although small, was used to disparage women athletes in television and newspaper commentaries. Researchers, such as L. Guth (2013), link physical performance with over 200 different genetic variations. More than 20 of these variations are related to high level sport. These performance enhancement processes (PEPs) can influence height, blood flow, metabolic ability, muscle mass, muscle fibre, bone construction, pain threshold, resistance to exhaustion, strength, speed, endurance, vulnerability to injury, psychological ability and respiratory and cardiac functioning, to mention only a few of their effects.

Athletic Authorities must take all conditions (biological, genetic, social) for both genders that might result in an unfair advantage. Otherwise it seems arbitrary to focus on testosterone in female athletes.

And yet their impact is having a negative influence on female athletes as role models and examples for young people.

The mass media are clearly the driving force behind the globalization of sport, a unique product capable of unifying people without discrimination. They play an important role in the preservation of stereotypes and gender roles by transmitting and maintaining them in their traditional forms. Typically, the majority of sports programmes in the media feature prevailing ideologies, namely masculine power-wielding in sport, to the exclusion of any alternative. In this way, public perceptions are shaped generally about women's strength, confidence and skills rather than about their achievements in specific sports. Even media encouragement for young girls to involve themselves in sport is not conveyed in a positive way and there is a marked difference between the projection of men's and women's sport.

Women athletes face basic obstacles in sport and the mass media; even though they face exactly the same difficulties and compete in the same way as men athletes, they are still regarded by some people as subordinate. There is an extremely low proportion of coverage by the media, from 5% to 8%, for women's sport, although 40% of participation in sport is accounted for by women athletes. But even when there is coverage of women's sports events, they are portrayed humiliatingly through a characterisation not derived from the sport itself but from their sex.

They are often presented in a way that contributes to the marginalisation of the achievements of women athletes in sport, because of the emphasis placed on their femininity and their sensuality instead of on their strengths and skills.

Although it is logical for some discussion to take place about physique, it is a mistake for us to admire a woman athlete only for this reason and to overlook her performance, her personality or her social presence.

Newspapers and the media in general devote a very small percentage of space to women's sport, their achievements or their recognition by International Sports Organisations.

An example of this is my "Women in Athletics" Award from the International Association of Athletics Federations, the IAAF, in 2016. Although this was an international award of particular significance and recognition, awarded to very few, for myself as a role model, it was barely reported in the media, far less than the coverage a football player might receive for his participation in a local championship.

However, there is always a burning desire for news about sports women that features their sexual indiscretions, their physical condition or the way they dress.

More than 90% of sports articles are written by male journalists, and 80% of those articles are focused on the projection of male athletes as role models. The worrying thing is that the 15% of articles about women athletes focus on stereotypes.

When it is men athletes for the most part who are projected, men's sports and their proponents received more assessment and their performances are given more precise coverage, in comparison with women's sport and women athletes, which feature their well-exercised bodies more than their achievements.

Very often the camera focuses on specific parts of women's bodies, something that has no place in serious sports coverage, since the focus ceases to be on performance, competitive effort and achievement, and becomes the gender and female body.

So, it is the media that cultivate these attitudes from childhood, when the public's perceptions are formed, towards the achievements of women in sport and whether they can in general possess strength, confidence and skill.

A journalist's commentary, on many occasions, is based to an exaggerated extent on how pleasing he finds the appearance of the woman athlete, and he may pay extra attention to this, while it is not impossible that during the transmission he will focus on details of her personal life.

The absence of women from sports journalism is also a challenge. At the 2012 London Olympic Games, only 15% of journalists and photographers were women.

The gap between the sexes in sports journalism also extends to managerial positions in media organisations.

Another important fact in media portrayal is that the focus is on specific sports women who enjoy, in comparison with the past, intense, ubiquitous and dramatic coverage, but not, however, on their roles as women athletes. Women's team sports are ignored or continue to receive very little attention. Indeed, a considerable lack in the proportion and quality of reporting on women's sport, in comparison with men's, is observable.

The media must take steps to achieve a more balanced portrayal of women's and men's sport, and the presentation of sports women without discrimination. Providing fair and balanced presentation in all forms of communication must

include parity in the use of imagery, language, editing and time in reporting on both sexes.

The different treatment in the projection of athletes of different sexes also stems from the influence of existing religious convictions on the shaping of perceptions, views or stereotypes. Based on these, sex difference constitutes a criterion for the allocation not only of social power and prestige but also the allocation of roles performed by individuals. Women also hold a disadvantaged position as symbols of inferiority, and have criteria relating to dress which reflects their ethos, behaviour, attitude to life and intentions. Stemming from various religious traditions and convictions, women in certain countries continue to face greater prejudice and disincentives in the sector of sport, an inclination which in our times however has begun to change, if only slowly.

For the promotion and success of sports competitions and the development of sport generally, an important role is played by sponsorship. The financial well-being of men and women athletes depends on funding, which has a direct impact on their psychology and their preparation for competitions. Clothing, travel, sports preparation, prize money and the medical and pharmaceutical care required are only some of the issues that sponsorship can cover.

However, attracting sponsors by elite men and women athletes is facilitated by their increased popularity and consequently greater public exposure as social role models. Male sports and men athletes have more and better-known sponsors than their female counterparts.

The lack of interest in women's sports on the part of the mass media leads to a lack of interest on the part of sponsors, which in turn effects competitions and the development of women's sport, thereby contributing to its marginalisation.

The differences in sponsorship and prize money for male and female athletes do not justify to an equal degree the effort and hard work that both sexes invest in becoming elite men and women athletes.

Some argue that these differences are fair because men's sport attracts a greater number of spectators and greater takings at the ticket office. Others say that women's sport is not as exciting and so does not attract more spectators.

Rather than simply accepting this reality, let us correct it by attempting to make women's sports as significant as men's, and seeking ways for sponsorship and prize money to be equal for competitors regardless of their sex.

Finally, in the world of sport an important parameter, contributing indirectly to the different treatment of the sexes as role models, is the lack of women in

leadership positions, which reflects their weak influence on social behaviour with regard to the abilities of women as role models.

These are just a few of the many stereotypes that prevail in the world of sport. The way they are refuted must make us aware that we cannot accept what we hear without examining the facts and discovering the truth for ourselves through personal investigation.

The International Olympic Committee which, with the 2020 Olympic Agenda, has set the stage for permanent change in sport, also has an ambitious target to assist equal participation in sport for both sexes, something which in addition influences the equal promotion of both sexes as role models. Some of the initiatives which deserve to be noted and constitute turning points in the change of approach to stereotypes about male and female athletes are:

- in the sector of sport, the establishment of complete equality between the sexes regarding the number of athletes, teams, competitions, events, sport-specific equipment and apparatus, beginning with the 2024 Olympic Games;
- in the field of media portrayal, the IOC is adopting the position that sports men and women are equal role models, that there must be a fair and balanced portrayal of women in all types of communications as well as at the Olympic Games. The IOC is committed to using means to achieve and monitor this aim;
- in the field of funding, the IOC urges the National Olympic Committees and International Federations to eliminate inequalities between the sexes in prize money and other forms of sports awards and
- finally, in the Governance sector, the IOC will set up strategic mechanisms to ensure the increase of female candidates for governance roles generally, as well as for executive board positions.

Athleticism must and can constitute a means for attacking sex discrimination.

Dear friends, I have referred today to the prevailing perceptions of, and the reasons for, the lack of equality in the projection of men and women athletes as role models. However, we have no way of eliminating this inequality and the specific image of women athletes beyond publicising all their efforts, bearing in mind that, for sports coverage also, the criterion of equality and equal opportunity applies regardless of sex.

Leading figures in the world of sport are in a unique position to set the tone for how men and women in sport are presented and promoted. The choice

of words and images is important in the construction of gender standards and stereotypes.

May men and women athletes be portrayed as athletes and not as men and women.

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THE THEORIES ON SPORT ROLE MODELING AND THE CHARACTERISTICS OF ROLE-MODEL PROGRAMS

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1. Athletes as moral characters in society

In his seminal book *After Virtue*, philosopher Alasdair MacIntyre (2014) argues that a society can be comprehended by looking at the moral characters that define its moral tradition. Such characters are individuals who embody the moral ideas and beliefs upon which people in the society understand and evaluate themselves. For instance, the warrior was the key moral character of Homeric society. In common usage, the term employed to refer to what MacIntyre calls “moral characters” is “role models,” which, according to the Merriam-Webster Dictionary, are “individuals whose behavior in a particular role is imitated by others.”

Athletes are often regarded as role models in today’s society. In a recent survey conducted by the National Citizen Service (NCS) with around 1,000 teenagers aged 16-17 years, 59% of the participants admitted to have imitated the behavior of famous people and presented the following reasons for doing so: “they encourage me to want to be successful,” “they give me someone to look up to,” “they make me to want to be a better person,” and “they push themselves out of their comfort zone.” In line with this, six athletes, namely Simone Biles, Colin Kaepernick, Neymar, LeBron James, Tom Brady, and Conor McGregor, are included in the *TIME* magazine “100 Most Influential People 2017” list.

The columnists of the magazine justify the selection of these athletes based on their potential to inspire others: “LeBron James [is] an inspiration for all Americans-proof that talent combined with passion, tenacity and decency can reinvent the possible,” “With a monastic diet, intense training and a relentless, inspiring positivity, Tom built himself from the ground up,” “[Neymar] lives to play the game ... the same way he did as a boy,” “the courage [Colin] has demonstrated in exercising his guaranteed right of free speech ... at personal cost,” and “[Biles is] sending a message to everyone who’s watching: No matter what you’re going through in life or what your circumstances are, you still can be No. 1. You’ve just got to work hard” (“The World’s 100 Most Influential People”, 2017).

Many athletes have welcomed and embraced having an influential role in society, contributing to the widely accepted expectation that they must utilize their influence to model good behavior. However, such an expectation has been disputed by philosophers, who have raised two types of concerns. One has to do with the kind of obligations that being a role model entails, the other with the extent to which athletes must be expected and required to act as role models.

2. What is a role model? What behaviors do athletes model?

In a piece published in *Bleacher Report*, sport journalist James Riggio lists the best sport role models in the last 25 years. According to him, some of the behaviors that make the athletes in his list good role models are: “showing great competitiveness,” “never missing a game,” “doing more good things than bad,” “being awarded with a prestigious academic scholarship,” “doing work in the community,” “raising money for children with cancer,” “exemplifying a fighting spirit,” “being a model citizen,” “being involved in charities,” and “showing character, leadership, and faith in basketball” (Riggio, 2012).

The reasons above are diverse and range from those related to becoming a good performer (e.g. competitiveness and dedication), to those that are morally demanded (such as doing more good things than bad), and further to those regarded as supererogatory (for instance, being involved in charities). Moreover, since athletes can be bad role models, negative behaviors and disvalues that they model must be added to those Riggio mentions. Given the different

types of behaviors that athletes model, philosophers argue that the first issue that philosophical accounts of role modeling must clarify is the meaning of the concept “role model.”

According to philosopher Randolph Feezell (2005), there are two meanings of the term “role model.” On the one hand, role models are *narrowly* conceived of as limited to a particular profession or activity. From this perspective, athletes must model the behavior of those within the athletic realm, that is to say, they are role models *qua* athletes. For instance, Simone Biles models behavior for gymnasts who want to become good performers. In this narrow sense, “to be like Biles” means to *perform, train, and behave like her qua gymnast*. Feezell speaks of “role models” to refer to this narrow meaning of the term.

On the other hand, athletes are regarded as role models more *broadly* speaking, that is, as individuals whose behavior is imitated in every sphere of life because they exemplify moral traits and values that people take to be good. From this perspective, “to be like Biles” means to emulate her way of life because she is an example of how “everything can be achieved with hard work” (Jones, 2017). To refer to this broad meaning of the concept “role model,” Feezell deploys the term “moral exemplars.”

In sum, based on the two main philosophical accounts of role model in the literature, athletes model behavior in two spheres. One is by acting as good or bad *role models* for other athletes to become better or worse performers in their profession. The other is by serving as *moral exemplars* who exemplify good or bad moral values and traits in everyday life.

3. Should athletes be role models? What obligations do they have?

According to philosopher Earl Spurgin, “[a] role model is an individual who has special obligations to model appropriate behavior for a particular person or group of people ... Role models are obligated to act in ways that allow individuals or groups to observe appropriate behavior” (2017, p. 188). For him, not only do athletes model athletic and/or moral behavior. Rather, they are morally obligated to do so. The discussion about the nature of such a moral obligation is at the heart of the ethical debate on athletic role modeling.

In a *Sports Illustrated* column published in 1993, Hall of Fame NBA player Karl Malone participated in the debate by arguing: “We don’t choose to be role models, we are chosen. Our only choice is whether to be a good role model

or a bad one ... I love being a role model, and I try to be a positive one.” Not all athletes, however, are content with having role-model obligations. For instance, former NBA player Charles Barkley starred in a commercial of the sports company Nike where he said: “I am not a role model. I am not paid to be a role model. I’m paid to wreak havoc on the basketball court. Parents are role models. Just because I can dunk at basketball doesn’t mean I can raise your kids” (Newsweek, 1993).

Malone’s and Barkley’s opposing approaches towards athletic role modeling are mirrored in the sport philosophical debate (Wellman, 2003). Charles Barkley’s position, which is summarized by his well-known sentence: “I’m not paid to be a role model. I’m paid to wreak havoc on the basketball court,” illustrates the skeptical approach. In this view, athletes should be regarded neither as role models nor as moral exemplars, unless they voluntarily choose to be so. Athletes are professionals whose obligations are towards their employer and co-workers. That is to say: athletes’ obligations are limited to the display of good sport performances, e.g. the display of dedication and commitment. Any other additional obligation, such as role-model obligations, are voluntarily chosen by athletes. From this perspective, the responsibility to model good behavior in the sporting field and/or outside of it is a matter of subjective choice.

The second philosophical approach to athletic role modeling is exemplarism. The main tenet of this approach is that athletes should act as role models, whether they like it or not, because role-modeling obligations are embedded within their profession. Malone’s claim that “[athletes] don’t choose to be role models, [they] are chosen” best illustrates this approach. In this view, the attention and admiration the public give to athletes raise role-modeling obligations that they must fulfill. For exemplarism, role-modeling obligations are not the result of subjective choice, but rather an objective element intrinsic to the athletic profession.

4. Limitations of the philosophical theories of role modeling

Both ethical approaches to role modeling, skepticism and exemplarism, have limitations, especially when evaluated in light of the values and goals of Olympism. The skeptical approach, for instance, is limited for two reasons. First, certain social positions and professions do demand that individuals be role models. For

example, parents must model behavior for their children. Some argue that the athletic profession comes with such an obligation. Moreover, professional codes of ethics and contractual agreements often require the fulfillment of role-model obligations. For instance, professional sports teams and organizations obligate athletes to participate in charitable campaigns to inspire others to engage in altruistic behavior.

As it is well known, Baron Pierre de Coubertin (2000) conceived Olympism as an attempt to infuse the spirit of Olympia not only into professional sports, but also into modern society. De Coubertin thought that recovering Olympia would promote the pursuit of human flourishing, countering the individualism and win-at-all-costs mentality that were becoming prevalent in both sports and the wider society in his time. Olympia, for de Coubertin, symbolizes a world where individuals engage in common enterprises not to achieve self-centered goals, but to cooperatively search for excellence, creating a community where they can flourish. Olympic athletes, thus, not only carry the physical Olympic torch, but also the symbolic torch comprised by the values Olympia embodies.

The second limitation of the skeptical approach is that ethics is not a costume that can but put on and removed at will. Humans are ethical beings by nature, and so are their actions; for either they spring from a particular view of the good life, or they affect other people's possibilities to achieve a good life. The moral nature of human action cannot be suspended. Individuals cannot be let to choose which moral obligations to fulfill. Moral obligation is not a matter of subjective choice. If athletes have role-model obligations, they must fulfill them in order to do what is right.

Any ethical account of sport role modeling must account for the fact that some people take athletes as role models. Because athletes have a greater power to affect others, their actions have bigger ethical implications, which makes them more responsible towards those affected by their actions. As philosopher Hans Jonas claims: "responsibility emerges from power" (López Frías, 2016). For instance, should individuals in society celebrate, admire, and imitate the indifferent attitude that some athletes have towards rule breaking in sport (and everyday life in some cases), cheating in the wider society might become normalized, or even justified, in the eyes of some of those individuals. This would have a negative impact on society for which athletes would be responsible.

The exemplarist approach has two limitations. The first is that expecting or demanding athletes to behave in certain ways that they have not chosen

might undermine their moral value, for instance, by violating their autonomy or right to privacy. This is especially relevant in the case of Olympic athletes, because their professional performance and private lives are under constant public scrutiny. The second limitation of exemplarism is that the mere fact that people take athletes to be role models does not warrant role-model obligations. People often make wrong choices; the will of the majority must not determine what is right and wrong. Role-model obligations, like any other moral obligation, must be grounded in ethical principles. As John Rawls puts it, societies are “cooperative enterprises that aim at the mutual benefit of all” (Rawls, 2001). For society to survive and function correctly, actions must be justified by appealing to principles that everybody in society can accept.

5. Challenges to the development of role-model programs

Based on the philosophical and ethical accounts of role modeling presented in the previous sections, it could be argued that the development of role-model programs faces four challenges. First, the Olympic Movement must clarify the kinds of behavior they want Olympic athletes to model. Do they want Olympians to be *role models*, that is, to serve as examples of how to become a good athletic performer? Or do they want athletes to become *moral exemplars*? If so, what kind of moral behavior do they want athletes to model? Is it the moral behavior demanded to every individual, such as the respect for others with different beliefs or ethnic and racial characteristics? Is it one that requires supererogatory moral acts like giving one's life to save others and donating money to charity? In relation to these questions, sociologists and psychologists must be brought into the debate to clarify the extent to which athletes influence people's athletic, moral, and supererogatory behavior.

The second challenge relates to the potential conflicts that might arise among athletic goals, moral demands, and supererogatory actions. For instance, the achievement of victory might clash with the embodiment of moral or supererogatory values, and vice versa. An example of this type of conflict is the case of Nikki Hamblin and Abbey D'Agostino, who during the women's 5,000m in the 2016 Rio Olympics, helped each other reach the finish line after an accidental collision. Because of the incident, both runners failed to qualify for the final race. Yet, they set an example of altruism and good moral behavior that

was later rewarded not only with places to compete in the final, but also with the Rio 2016 Fair Play Award (“Gracious runners rewarded for fair play,” 2017).

The third challenge springs from the need to provide a moral justification for the obligations that role-model programs would require athletes to fulfill. This is one of the greatest ethical challenges international sport organizations face. However, de Coubertin provided the Olympic Movement with the tools needed to overcome it. By conceiving of Olympism as a “philosophy of life” that promotes a specific view of the good life and the good society, de Coubertin located the observance of “universal fundamental ethical principles” (IOC, 2018), such as human dignity and tolerance, at the heart of Olympism. These principles provide the ethical ground for the justification of role-model obligation. The recognition of the ethical principles at the ground of Olympism leads to a fourth challenge. The Olympic Movement must infuse into its members the idea that everybody within the movement is morally required not only to avoid undermining the fundamental ethical principles, but also expected to promote them, contributing to the development of a world where human beings can flourish and live better lives.

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In the amphitheatre during the works of the Session.



The lecturers Dr Uri Schaefer and Dr Sebastian Scharff answer to the questions of the NOAs and NOCs delegates.



Prof. Clément Anicet Guiyama-Massogo spoke on the philosophy of Pierre de Coubertin in terms of the role of the Olympic athlete.



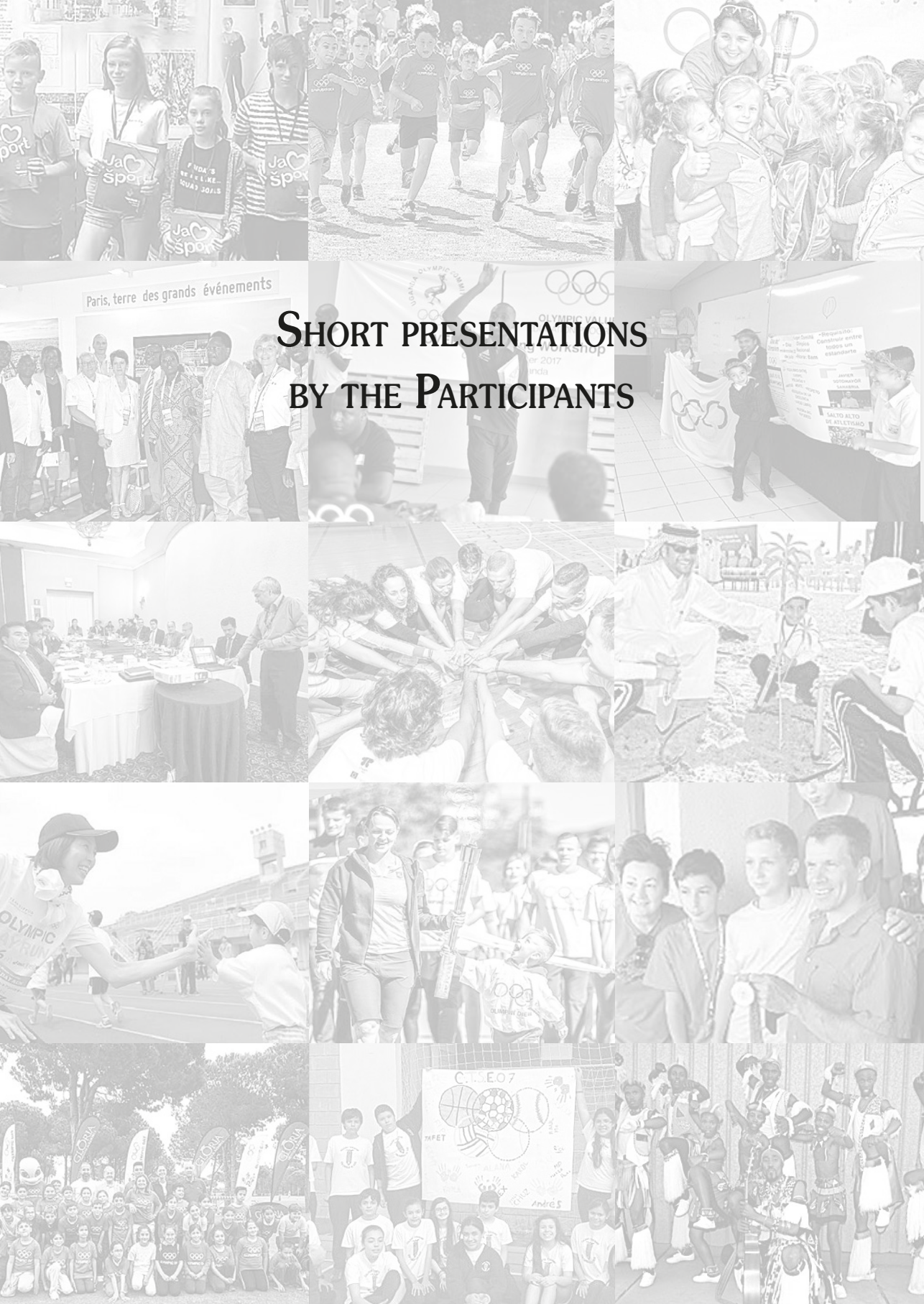
Assistant Professor Xenia Argeitaki, Chairwoman of the Women & Sport Commission of the Hellenic Olympic Committee, during her lecture.



Prof. Cameron Myler, an Olympic athlete herself, analysed through her lecture, the demands and the responsibilities that athletes have as role models.



Assoc. Prof. Éric Monnin during his lecture on the sports role models working with the young people within the framework of Olympic education.



SHORT PRESENTATIONS BY THE PARTICIPANTS





ACTIVITIES OF THE NOA OF NOC BANGLADESH IN BRIEF FROM APRIL 2017 TO MARCH 2018

Md. Mahfuzur Rahman SIDDIQUE (BAN)

*National Course Director & Director (Honorary), NOA,
NOC Bangladesh*

The most significant landmark of the activities of NOC BAN was the successful organisation of the first ever Bangladesh Youth Games 2018 from 18 December 2017 to 16 March 2018, in which NOA was given specific duties.

The main objective of the BYG 2018 was to implement Recommendation 50 on “Olympism and Youth” of the XIII Olympic Congress, Copenhagen 2009 to attract and engage the youth of Bangladesh in sport and physical activity, shunning sedentary lifestyle. They possess the potential of demographic dividend in the future economic development of the country.

Organising BYG 2018: The NOC BAN focused on the implementation of the recommendation of the Sport and Active Society Commission known as the Recommendation 40 of the Olympic Agenda 2020, the under implementation future roadmap of the IOC and the Olympic Movement, conceived by President Dr Thomas Bach and adopted by the IOC.

The BYG 2018 featured 21 disciplines for male and female young participants up to the maximum age limit of 17 years.

Athletes from the District, Divisional and National level were allowed to compete in five disciplines. The logo of BYG 2018 depicts a young athlete in action carrying an ignited torch, while the mascot of the Games is a Royal Bengal tiger cub (*Panthera tigris*) named Tejasshi (strong) that symbolises the spirit of the youth.

The Games were organised in three segments/stages:

- Phase I: In 64 Districts (18-24 December 2017), in which participants from Upazillas (sub-districts) competed/took part.

- Phase II: In seven Divisional Sports Associations, a constituent of NOC Bangladesh as per Statutes. The competition took place from 6-15 January 2018.
- Final (National Phase): Held from 10-16 March 2018 in the capital Dhaka. Approximately 28,000 male and female young athletes with team officials and technical officials participated in the Games.

The Final / National phase of the Games was inaugurated / declared open by the Chief Patron of NOC and the Honorable Prime Minister of the Government of the People's Republic of Bangladesh Sheikh Hasina, on 10 March 2018. The spectacular cultural programmes, especially the fireworks and laser show, enthralled the young participants.

This greatest sports meeting organised by NOC Bangladesh was closed on 16 March 2018. The closing ceremony was attended among others by the Patron and Chairman of the Organising Committee Mr Abul Mal Abdul Muhith, MP, Minister of Finance, State Minister of Ministry of Youth and Sports Dr Biren Sikder, MP, Chief of Army Staff and President, NOC Bangladesh General Abu Belal Muhammad Shafiul Huq, sbp, ndc, psc, Mr Syed Shahed Reza, Secretary General of NOC BAN and Organising Secretary of the Games and other officers of NOC who were directly involved in organising, steering and coordinating the Games.

The NOA of NOC BAN was assigned with the compilation and publication of the Technical Handbook and with the Protocol and Reception Committee of the Games. The NOA Director also worked as observer and facilitator of the respective DSA & NF.

The NOA Director was tasked with the self evaluation of the performance / governance of NOC BAN in compliance with the basic principles of good governance and Recommendation 27 of the Olympic Agenda 2020.

On the Anniversary of the IOC in 2017, the NOA Director was assigned by the NOC to present a paper on the theme "Role of the Olympic Movement in the moral regeneration of the Youth".

On the occasion of the Olympic Day celebration in 2017, the NOA Director was the panel speaker on the topic Environmental Sustainability of Games and Sports.

In addition, the NOC BAN organised three coach courses under OS Programme on taekwondo, judo and tennis.

The NOA Director has been inducted by the NOC to work as member sec-

retary of Sport and Environment (now Sustainability and Legacy Committee) and as a member of the Solidarity Committee.

The NOA Director has been performing as Chairman of Discipline Committee of Bangladesh Football Federation since 2008. He is also a member of the Bangladesh Sports Press Association. Recently, he has been nominated as a member of the Committee constituted by the NOC to update its Statute.

THE OLYMPIC ACADEMY OF COSTA RICA OBJECTIVES – MISSION – EDUCATION PROGRAMMES – ACTIVITIES

Prof. Henry NUÑEZ, MSC (CRC)

President, NOA of Costa Rica

Prof. Teresita ANCHIA, MSC (CRC)

Director, NOA of Costa Rica

“Constructivism and education in values is the way”

The National Olympic Committee of Costa Rica was founded on 21 November 1936. Since that year, the history of the athletes who have represented Costa Rica in the Olympic Games formally begins; since then there is the process of evolution, growth and maturation of the path towards excellence. It was on 17 April 1989, when the Costa Rica Olympic Academy was founded and was given, by hand of the National Olympic Committee, the task of working, establishing the following objectives:

- Educating with the Olympic principles and values as a context
- Promoting the Olympic philosophy
- Educating and influencing the development of coaches – athletes and managers
- Raising awareness in our population about “bullying in sport”, “Fight against bullying”, and “No to violence in sport”
- Providing training in Olympic values to the Olympic Solidarity programmes - Sports Administration and Technical Courses and Woman and Sport

Our mission is:

- Through research, promotion and dissemination of the Olympic philosophy to provide tools for athletes and public, in general, that contribute to their integral training as human beings.

Educational programmes

- Technical courses: Academic training in conjunction with public and private universities. These technical level courses are aimed at people who are working as entrants, so this preparation is offered at the university level, incorporating training and personal development along the lines of Olympic principles and values.
- Courses: Professional update on specific topics of Administration, Health, Sports Performance, among others. These courses incorporate a session of the Olympic Academy, past and present in the appropriation of the Olympic principles. Topics include “Governance and its good practices”.
- Projects: Technification by Olympic Solidarity, projects of the NOC and request of educational institutions. These courses include an introduction on the theme of “Olympism, Values and Institution”.
- Agreements with Universities: Includes 30% of Olympism in the Physical Education Curriculum of the Autonomous University of Central America in one of the topics of Sports Psychosociology.
- School and Olympism: Visit of schools and colleges to our facilities, where they offer “Olympic Education and No to Bullying”.
- Values education programme for young volunteers. Visit to the Sport Museum and “Olympic training and Principles”.
- Olympism and Athletes: Introduction of values to the athletes of the Olympic Cycle, accompanied by “No to Doping”.
- Women and Sport: The NOA provides support and training to all workshops and courses held by the women and sports commission with topic of “equality and inclusion of women in sports”.

Programmes: Support of the NOC in congresses, symposia, organisation of academic and social events.

Activities

- We wrote an Olympic education booklet, support material for the formation of our population: Athletes, coaches, physical educators, sports leaders, and volunteers.
- Olympic education programme for coaches, athletes and sports managers.

- Olympic education programmes for schools and high schools.
- Talenticos Platform – Educational Minister – Olympic Committee and Costa Rican Institute of Sport.
- Olympic education programmes in three Universities careers and five technical courses, for Athletes – Physical trainers – Leaders.
- Celebration of the Olympic Day, International Day of Sport for Development and Peace; for athletes, high schools, and schools. With sports demonstrations, plays, and training workshop on Olympism.
- National Infants Hospital programmes – Physical activities and training for parents and children.
- Three forums of Olympism to the national congress – The NOA develops in the Forums congress:
 1. Sport for the prevention of crime
 2. Importance of Physical Education for Costa Rican children
 3. Incorporation of Women in sports management
 4. Sport Seminar for the Prevention of Crime

In conclusion, the National Olympic Academy contributes with the formation of our population through Olympic Philosophy as a tool of social development, providing support to formal education, courses, updates, seminars and forums.

THE CZECH OLYMPIC ACADEMY– THE OLYMPIC STUDY AND INFORMATION CENTRE OF THE CZECH OLYMPIC COMMITTEE & THE OLYMPIC MULTIMEDIA LIBRARY

Zdeněk ŠKODA (CZE)

*Secretary of the Czech Olympic Academy, Olympic Study and Information
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The Czech Olympic Academy (originally Czechoslovak¹) was founded in Prague on 30 April 1987 at a ceremony attended by Juan Antonio Samaranch, the then president of the International Olympic Committee, and so in 2017 it celebrated the thirtieth anniversary of its founding. Along with the Czech Fair Play Club (1975) and the Czech Olympians Club (1977), the Czech Olympic Academy is an independent component of the Czech Olympic Committee and it is the scientific, study, information and promotional centre of the Olympic Movement in the Czech Republic. The Czech Olympic Academy's work is derived from the mission and role of the Czech Olympic Committee.

Twelve years ago, the Czech Olympic Academy co-initiated the founding of *the Olympic Study and Information Centre of the Czech Olympic Committee* (the Centre). The Centre was founded on 1 March 1996 along the lines of the Olympic Studies Centre in Lausanne. Jiří Kössl², historian, founder of Czech Olympic historiography and later president of the Czech Olympic Academy,

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1. Czechoslovak Olympic Academy (1987-1993). After the break-up of Czechoslovakia, the Czech Olympic Academy was founded in 1993 as its successor. The Slovak Olympic Academy was formed in the same year in Slovakia.
 2. Jiří Kössl (1943-2001) – historian, university pedagogue, first president of the Czech Olympic Academy (1993-2001), vice-president of the Czech Olympic Committee for Olympism, member of the International Society of Olympic Historians (ISOH) and International Pierre de Coubertin Committee (CIPC).

played a lead role in its founding. The Centre opened at the Faculty of Physical Education and Sport of Charles University in Prague in September 1996. In line with Jiří Kössl's expertise, the Centre's main focus was history, but Kössl also paid attention to the philosophical, sociological, pedagogical and other aspects of Olympism. The Centre's principal task and mission is to collect archive and documentary materials (articles, photographs, posters, pictures, films, videos, 3-D items etc.). The information acquired is used to promote and advance the Olympic Movement and ideas. The Centre collaborates with equivalent study and documentation centres, sports museums and universities in the Czech Republic. It also cooperates with the media (television, radio and press), preparing broadcast programmes, publications and articles dealing with Olympic themes. It prepares and produces educational and promotional materials, exhibitions, programmes and competitions. It takes care of the basic processing of the files of the Czech Olympic Committee and provides services to the Committee and its components.

The Centre was extensively revamped between 2014 and 2016 and a new library³ was built. One integral component of the Olympic Study and Information Centre's archive is a pictorial archive containing pictures, posters, postcards and, of course, a large collection of classic and born-digital⁴ photographs. The videocassette and DVD collection comprises hundreds of films about the history of the Olympic Games, social events organised by the Czech Olympic Committee and important figures of the Olympic Movement. The archive also contains 3-D items such as commemorative medals, badges, coins, flags and a wide variety of commemorative articles.

The revitalisation of the Centre also involved founding the *Olympic Multimedia Library* project. This library contains: 1) a digitised archive of classic photographs⁵ and 2) all kinds of photographs mapping the activities of the Czech Olympic Movement. The goal is to create an extensive photo bank and archive that is accessible over an online interface. Another aspect of this project

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3. The library currently contains over 3,500 titles (8,000 volumes). The library is divided into more than sixty thematic sections.
 4. "Born-digital" means a photograph originally taken in digital form. There is rarely any physical form of such photographs.
 5. Over 150,000 classic photographs.

will be an online library catalogue of the library of the Olympic Study and Information Centre of the Czech Olympic Committee.

This whole project has been supported by *Olympic Solidarity* and at the moment we are in connection with the Olympic Foundation for Culture and Heritage – Image & Vision’s collections managers of IOC to co-ordinate methods for the future and help each other to solve technical problems. Hopefully the online library catalogue of the Czech Centre could be integrated into the Olympic World Library of the Olympic Studies Centre of IOC.

THE CONTRIBUTION OF THE FRENCH NATIONAL OLYMPIC ACADEMY TO THE LEGACY OF THE PARIS 2024 OLYMPIC GAMES – THE EXAMPLE OF THE UNIVERSITY OLYMPIC WEEK

Benoît CORDONNIER (FRA)

Board Member, NOA of France

The Paris 2024 project was built on distinct, yet closely linked pillars in order to submit the best possible bid. Today it is based on political unity, on the best French athletes as ambassadors and enjoys the support of a large section of the population (particularly among young people 12 to 35 years where it registers 82% favourable opinions).

Paris 2024 is a co-construction of multiple projects with different actors: the world of sports, national institutions, schools, the associative world, art, music, show biz, ecology, transports. This gives rise to a full commitment to the project and everyone can be concerned by the event.

The 2024 Olympic Project uses historic sites to host events (95% of facilities already exist). An example is the Champ de Mars at the foot of the Eiffel Tower for beach volleyball events, the Palace of Versailles for the horse-riding events or the Seine, the river flowing through Paris, which will host the 10km freestyle and triathlon events. Major environmental concerns among which avoiding the creation of white elephants.

The 2024 Paris bid was based on all these points but also on an issue dear to all of us, the Olympic legacy, both before and after the competition period. The Paris 2024 Bid Committee has carefully considered the Olympic legacy file.

According to Tony Estanguet, Co-Chair of the Bid Committee and Chair of the Organising Committee (OCOG), “Legacy is a major ambition of the responsible and exemplary Paris 2024 project”.

The Paris 2024 Olympic legacy is based on three components:

- 1) A better society through sport,
- 2) A reference for the environment,
- 3) An inclusive and supportive society.

How does the French National Olympic Academy contribute to the Olympic legacy guidelines adopted by Paris 2024?

Through these actions, the French National Olympic Academy already contributes to the components retained in terms of Olympic legacy but almost all our new actions are now focused on these three components.

Last year, the French representatives at the IOA Session for Presidents or Directors of NOAs showed you **“The Year of Olympism from School to University”**, an action undertaken by the French Public Authorities in partnership with the French Olympic Committee. No less than 230,000 French pupils from three-year olds to high school seniors were involved in Olympic actions. ANOF played an important role in this action. I invite you all to refer to the report of last year’s session for additional information.

The example of the University Olympic Week (Semaine Olympique Universitaire – SOU)

The University Olympic Week is an action that combines the three components of the Olympic legacy. It is an action that ANOF has been organising for several years: the SOU, addressed to students, is a week of meetings and exchanges around the values of Olympism. Every year 30 students are selected throughout France. Applications are open to all fields; they are not reserved only for sports faculties.

The week is largely financed by ANOF and some other partners.

During this week, students attend lectures by professors and representatives of the Olympic, the sporting and associative world. We try to maximise the participation of stakeholders from local universities or local Olympic institutions to create a real dynamic in the university hosting the event.

Selected students have also periods of reflection and design of Olympic projects that they must present at the end of the week. Depending on presenta-

tions, ANOF is ready to support financially and humanly the best viable actions. The aim is to build awareness among participants so as to create a dynamic of Olympism in their respective universities.

During our week, participants have daily physical activities but also awareness-building [actions] in relation to Paralympic sport. It is quite logical and imperative for Paralympic sport to be taken in full consideration in the actions of ANOF but also in a wider sense in French society.

The University Olympic Week also allows us to introduce our participants to the actions and sessions proposed by the IOA. Thus, this year, one of the three French representatives at the 58th Session for Young Participants took part in our University Olympic Week in 2017.

To summarise, the University Olympic Week has a real educational goal: to train as many students as possible to become relays throughout the French territory and bearers of ideas with a view to transmitting the values of Olympism.

The prospects for the next few years are for the greatest possible number of events to be organised and / or accompanied by students trained during the SOU to further contribute to a strong momentum set up each year by and for the Olympic legacy of Paris 2024, i.e. the Olympic and Paralympic Week (Semaine Olympique et Paralympique – SOP).

PROMOTING OLYMPISM THROUGH EDUCATION: THE ACTIVITIES OF CHINESE TAIPEI OLYMPIC ACADEMY AND OLYMPIC COMMITTEE IN 2017

Prof. Po-Wen KU (TPE)

Member, Chinese Taipei Olympic Academy

On behalf of the Chinese Taipei Olympic Committee and Olympic Academy, I would like to thank the International Olympic Academy for organising this great event, which provides an invaluable opportunity for us to gain more understanding about Olympic education in the context of Olympism. In my following presentation, I am going to briefly report the main activities which we hosted in 2017.

There were four main events held in last year, which I would like to share the experiences with everyone. The first programme was the International Sports Affairs Training Course. Then, it was the Olympic Education Outreach Programme. After that, I will talk about the 40th National Olympic Academy Session. Finally, I would like to introduce the 1st Olympic Symposium, which will be held this year.

The first programme was “International Sports Affairs Training Course”, which was a five-day training course held in April. Approximately 200 participants attended this programme. Among them, nine participants came from the Asian neighboring countries. One hundred sixty-five participants were from several organisations, such as the National Olympic Committee, national sports organisations, and the sport divisions of central and local government. The courses comprised the following topics: IOC, NOC and national sport organisations and their functions and connections among them; national sport policy and sport administration; bidding and hosting sport events; how to manage international multi-sports events, how to plan and promote sport marketing etc.

Secondly, the Olympic Education Outreach Programme was to promote Olympic education and deliver Olympic values to adolescents. National Olympians and famous elite athletes were invited to go to eighteen schools, including two colleges and sixteen high schools in remote areas and offshore islands. In each two-hour session, they deliver Olympic values and spirits to thoroughly sharing their experiences about their career to inspire the younger generation. We have received very positive responses from these schools.

The third one was the 40th National Olympic Academy Session. The Chinese Taipei Olympic Committee was founded in 1978. We celebrated its 40th Session of the Olympic Academy last year. The Session was conducted under the theme of “Governance in Sport and Olympic Movement”. We invited a distinguished keynote speaker from the IOA, the President Isidoros Kouvelos, who delivered a very insightful speech on the theme. More than 100 participants attended this programme to learn Olympism and Olympic values throughout a variety of lectures and activities.

Finally, facing up to the problem of population aging in many developed and developing countries, Chinese Taipei Olympic Academy tries to integrate sport and health for improving older adults’ well-being. The proportion of older adults in the entire population of Taiwan exceeds 14% this year. We hosted a one-day symposium in Taipei. More than 200 participants joined this event. The topics in this symposium included “Olympism in an aged society”, “Sport industry demand in the trend of global population aging”, “Healthy aging: development of health industry”, “Tai chi and health”, and “Healthy diet for older adults”. We believe that Olympism seeks to create a way of life based on the joy found in effort. We hope to integrate sport and health to improve older adults’ well-being by bringing sport into their life. Sport, not only adds years to their life but also adds life to their years.

OLYMPIC EDUCATION IN JAPAN FOR OLYMPIANS AND BY OLYMPIANS

Prof. Dr Junko TAHARA (JPN)

Director, NOA of Japan

The basic policy of the activities currently undertaken by the Japanese Olympic Committee (JOC) for promoting the Olympic Movement and conducting related education activities comprises the following three points.

- (1) Make educational activities the focus of the programmes to increase understanding of Olympism.
- (2) Reinforce the communication of information and undertake activities in collaboration with sports organisations, local governmental bodies, JOC partner cities, and other relevant organisations.
- (3) Focus efforts on educating youth, in particular, about Olympism.

Based on these policies, we have been conducting three types of programmes – the Hello Olympism Programmes, which are grassroots programmes aimed at making participants aware of Olympism in a broad sense that exists within them, the Public Relations Promotion Programmes centered around JOC's official website, and the Cultural and Other Programmes, which include Olympic concerts among other activities.

Cooperation from Olympians is indispensable to better implement these programmes and we hold workshops for Olympians in order to have as many more Olympians as possible learn about and, especially, become involved in the Olympic Movement activities.

In my presentation, I would like to introduce Olympic education programmes for and by Olympians. Hello Olympism Programmes are grassroots programmes conducted by Olympians. The programmes seek to raise understanding of Olympism and continuously convey the significance of the

Olympics through communications between young people and Olympians. To this end, Olympians are required to understand their roles and stand at the forefront of Olympic Movement programmes. Specific programmes are given as follows:

(1) Workshops for Olympians

The JOC's Athletes Commission, under the JOC's Olympic Movement Commission, plays a central role in holding Workshops for Olympians, which teach them about Olympism and Olympic values, encourage them to participate actively in Olympic Movement programmes, and are intended to be useful to their further activities. Members of the Japan Olympic Academy serve as instructors to teach Olympians basic knowledge regarding Olympism. In addition to these Olympians learn basic knowledge regarding the Olympics and Paralympics, and group discussions are held to encourage network building among Olympians.

(2) Olympic Classes

The curriculum guidelines announced in 2009 specify understanding the role of international sport games and significance and the Olympic Movement as part of Theory of Sport and Physical Education under the Physical Education subject for junior and senior high school students.

Based on this, the JOC has been holding Olympic classes from 2011 for junior high school students to help them discover the content.

Olympians serve as instructors for Olympic class programmes and discuss their various experiences during the process of preparing for and actually competing in the Olympic Games. The classes focus on the Olympic values, namely, excellence, friendship and respect. The classes are also intended to teach students that these values can be put into practice not just by athletes who compete in the Olympics but by all people in their day to day activities, and also that it is precisely because these concepts exist that the Olympics have value.

(3) Olympic Day Run

The Olympic Day Run is one of the Olympic day commemorative events held around the world to commemorate Olympic Day on 23 June. In Japan, the JOC plays a central role in holding the Olympic Day Run nationwide since 1987. Today, this event includes more than 600,000 participants and is open to everybody. The events are easy-to-compete 2-4 km courses that focus on jogging. The objective is to raise understanding of the joy of sport, the Olympic values, and Olympism by encouraging people to participate in various programmes with Olympians.

(4) My Olympic Radio Programme

My Olympic, a JOC-produced radio programme, has been broadcasting since 1999 with the cooperation of all FM radio stations that are members of the Japan FM Network (JFM). On the programme, athletes ranging from those who have competed in the Olympics to junior athletes who hope to compete in the Olympics in the future discuss what they gained from competing, in the Olympics, the day-to-day sentiments of those who hope to compete in the future, Olympic dreams and passions, and the joys of competition.

Most of the Olympians participated in the Olympic Games without having had a chance to learn about Olympism. They, however, understood what Olympism is from their exceptional training experiences and efforts. Through JOC's Olympians workshops, the Olympians came to learn the significance of the values that they participated in the Olympic Games. Regardless of the results, they perceive their experience positively. They also became aware of the significance of their social role. The Olympians who participated in the programme are more actively engaged in the Olympic Movement activities and in educational programmes to teach Olympism to young students.

In closing my presentation, I would like to introduce a poem of JOC titled Sharing the Power of the Olympics.

*The Olympic Games have taught us that passion touches the
heart more than glory.*

*That humanity is united by something transcending language and
boarders.*

*Olympians have shown us that mutual respect makes all medals
equally valuable.*

It is true that the Olympic Games have power.

The power to change people and society for the better.

*By supporting Olympians, we want to share such power with
the world.*

This is our mission.

The Japanese Olympic Committee (JOC)

THE JORDAN OLYMPIC COMMITTEE'S ACTIVITIES IN 2017 AND PLANS WITH REGARD TO OLYMPIC EDUCATION AND THE PROMOTION OF THE OLYMPIC MOVEMENT

Sawsan SHAIKH SALEH (JOR)

Education Manager, NOC of Jordan

The Jordan Olympic Committee is the governing umbrella for sport in Jordan. The Jordan Olympic Committee has been under reform since October 2016, since the new strategy was announced by the SG Mr Nasser Majali. During 2017, the JOC went through restructuring where some new departments have been established, such as the Education department, and all departments have been collectively working towards the JOC's goals, directed by the strategic drivers, one of which is qualifying twenty athletes for Tokyo 2020. In order to achieve this goal, the JOC has initiated the Olympic Preparation Programme (OPP), where some Olympic sports with highest possibility for Jordan to qualify athletes in (fifteen sports) have been selected; and the elite athletes within those sports have been nominated to receive holistic care from the JOC in addition to what they are getting through their federations.

A major step in accomplishing this goal was establishing the Olympic Preparation Centre (OPC); an integrated centre hosting the OPP athletes during their preparation programme. It is the place where they get extensive well-orchestrated training programmes, strength and conditioning, proper nutrition, health care including their medical checks, etc. The centre is equipped with many facilities that vary from recreational areas with TV screens, table tennis, mini football etc., to training equipment and machines, as well as showers and a full wet area. The OPC also has a fully equipped sports therapy clinic for emergencies and occupational therapy for high performance athletes and dining area with an in-house kitchen that caters to the athletes' individual needs.

Another goal that the JOC worked on during 2017 was centralising certain services for the national federations and assisting them to elevate their quality standards. The services provided included execution of the elections, issuing the primary regulations booklet and ensuring its implementation, creating balance score cards for the federations, in addition to the provision of marketing and media services.

JOC also partnered with Crown Prince Foundation where *Qusai* is an initiative to elevate the readiness and availability of sport therapy and sports medicine staff members on and off the play field, started to officially operate under JOC to certify therapists and equip various emergency clinics around the kingdom.

Friends of JOC, the strategic volunteers' engagement programme, succeeded in obtaining free services with a total value of around US \$ 350,000.

On the other hand, I would like to elaborate about the Education department which was established in 2017 and mainly contributes to the safety, well-being and empowerment of the Jordanian athletes. The Education department works on functions related to scholarships, internships, academic research, athletic excellence in universities, and the relations with various educational institutions around Jordan.

The Sporting School 2017/2018, a project under the education department, forms a pilot project where the JOC partnered with the Ministry of Education and the German Cooperation, to provide high quality intensive training in two sports; volleyball and athletics, to 100 students (50 boys and 50 girls) in public schools. The selection of the participants was mainly based on body measurements, fitness and technical tests, using evaluation tests and a criterion set by the coaches. The project included equipping the sport halls with all the necessary equipment, performing all the necessary medical checks for the participants including clinical examination, ECG, and complete blood tests, in addition to providing the participants with transportation, daily healthy meals, and complete sports attire. This project's objectives are to identify and build talents, and to use sport to influence the participants' character and behaviour.

During the second phase of the project, the JOC initiated the Olympic Values Education Programme (OVEP) within the Sporting School; the participants receive a minimum of one hour of Olympic education every week for ten weeks. This falls under the JOC's strategic driver "To encourage sport for all initiatives, Olympic education and development through sport". The

participants are introduced to the history of the Olympics and the Olympic Movement, the definitions of IOC, NOCs, NFs, IFs, the symbol of the Olympics and its meaning, and most importantly Olympic values and how to integrate them in our school, society, and family. These sessions are fun, informative and interactive through group games that enforce students' interpersonal skills and teamwork skills, kinetic games which emphasise the principle of health and fitness through learning.

Another activity that contributes to the overall well-being of the athletes, is the Athlete Career Programme (ACP) session that took place in Amman for the first time; which aims to merge athletes in the workforce through emphasising their strengths, and empowering them to identify their potential career areas.

The JOC aims to extend its work on the OVEP and the ACP in the future. We are trying to figure out the best approach to introduce the OVEP to as many schools as possible because of our belief of how impactful it can be when it comes to the students' character and behaviour. We are also planning to get TOT for the ACP so we can deliver it customised and with the local language (Arabic) in the future sessions, in order for the athletes to best benefit from the information they are getting, and to be able to apply it to their situations.

OLYMPIC EDUCATION – ONE OF THE STRATEGIC AREAS AT THE NATIONAL OLYMPIC COMMITTEE OF LITHUANIA

Vita BALSYTE (LTU)

Director of Olympic Education, NOC of Lithuania

Olympic education in Lithuania has been developed significantly during the past years. Lithuanian NOC has been involved in a number of initiatives as well as developed its own programmes and projects. Due to an extensive amount of the activities in 2017 and 2018, this paper will highlight two initiatives which had a great impact in Lithuania and abroad.

In 2017 Lithuanian NOC received funding from the European Union funded programme Erasmus+ and organised a training course “Olympism for values education”.

Participants from nine European countries: Lithuania, Latvia, Estonia, Germany, Poland, Portugal, Italy, Romania and Bulgaria got acquainted with the concepts of non-formal education and Olympic values education.

The training course was designed by the Lithuanian NOC and experienced trainers of non-formal education, Donatas Petkauskas and Nerijus Miginis, in order for participants to learn new methodologies of building and working in groups, understanding the values and principles of Olympism and also the connections of Olympic education and non-formal education. What is more, Olympic Values Education Programme (OVEP 2.0) was introduced as a valuable tool for Olympic education.

A culmination of the seven-day intensive training course was a visit to Alytus town “Adolfas Ramanauskas - Vanagas” gymnasium, where participants implemented physically active workshops that they had developed in the course of the training. 15-16-year-old youths were excited to participate in different and fun workshops. They learned about the Olympic Movement, tried out new games

and activities, and discussed the importance of fair play, respect, excellence and other values and educational themes of OVEP 2.0. All of the workshops were designed to educate youth through sport. It was a great intercultural experience for the youths as most of the time they had to speak in English.

The President of the National Olympic Committee of Lithuania, Daina Gudzinaviciute was delighted with the results of the training course: “Olympic education is one of the strategic areas of the Lithuanian NOC. I am proud that our Olympic Committee took the initiative and organised a unique training course, which was based on the Olympic Values Education Programme (OVEP 2.0) introduced by the International Olympic Committee in 2016. I hope that as a result of this project, various means of cooperation and partnerships will be established among Olympic Committees in Europe to implement our mission and disseminate Olympic values”.

Furthermore, in March 2018 the Lithuanian NOC organised the fourth Olympic Education Forum, which gathered more than 400 participants from the whole country. The topic of the Forum in 2018 was dedicated to inclusion through sports, therefore the title was “All different, but strong together”.

The power of sport is openness and universality. Sport unites people without any exceptions or limitations. There is a great opportunity – first of all for children and youth to develop their self-esteem, to grow and become strong personalities.

It is very important that the topics of equal opportunity and diversity are being discussed in the sport movement. It does not matter what is the age, language, gender, race or physical abilities of a person – sport unifies, inspires, strengthens communities and helps to create democratic societies.

Speakers from Lithuania, France, Great Britain, South Africa and Ethiopia, and all the participants discussed how sport can break barriers between people and encourage diversity and inclusion. Research and practical examples were introduced on how sport and physical activity can be used to include people with disabilities, youth and elderly, different races, girls and boys.

For the fourth time, educators from preschools and schools of general education, coaches, representatives of municipalities and everyone who is interested in the Olympic Movement joined the forum. Every year the community is growing bigger and there are more and more people for whom sport is a way of life.

LITHUANIAN OLYMPIC ACADEMY ACTIVITIES

Ramune MOTIEJUNAITE (LTU)

Board Member, NOA of Lithuania

History of the Olympics shows that Olympic sports unifying sport with culture and education, have been seeking to create a lifestyle based on taking a delight in every effort, the educational power of a good example as well as holding in respect global ethics. Nowadays the process of education is based not only on the development of mind and intellect but also on the body.

Olympism is oriented to the future, it promotes confidence in a large, simply inexhaustible human effort and the people and their meaningfulness to form a harmonious, creative and free personality.

The Lithuanian Olympic Academy collaborates smoothly with youth, kindergartens, schools and universities. The National Olympic Committee of Lithuania broadly implements the Olympic programme in Lithuanian schools. LOA goes to kindergartens and universities by wide steps. LOA's work in 2017-2018: Olympic history programme, Olympic education programme, LOA international work programme; Sport education programme.

The main projects of Lithuanian Olympic Academy's activity during 2017-2018:

LOA session "Ethics, education and management in the Olympic Movement".

This event is one of the biggest and the most successful events in the year. The event is dedicated to students. It was based on IOA Sessions. Students from six universities took part in the session. LOA session speakers have presented the following reports: "Analysis of Olympic education situation in Lithuania", "Management in Olympic Movement" and "Anti-doping prevention and education". Active discussions took place between three work groups. Conclusions

were made and presented to the audience. LOA session is a second step in implementing selection for the 59th International Session for Young Participants.

Knowledge quizzes for students in different events

LOA organises knowledge quizzes in various events for students. One of the biggest quizzes was organised at the Lithuanian Students Olympic Festival – “Mobile knowledge quiz”. In this event physical activity is combined with mental activity.

The Olympic camp for students “The Olympic values in students life”.

The Lithuanian Olympic Academy organised a camp for students. LOA called students who are active, interested in sport and Olympic values. The Camp was organised for the second time. The camp took place for four days. Each day was devoted to getting to different types of Olympic Games: Summer, Winter, Paralympic Games. On the last day students had the reflection of the whole camp. Camp students not only talked about the history and organising of the Olympics, but they had practised themselves: biathlon, alpine skiing, fencing, gymnastics and table tennis for the blind. Moreover, the participants met and communicated with Lithuanian Olympians. Last year there were 15 participants, this year – 20.

Educational lessons. Pupils visit the Lithuanian Olympic Academy. Here they can see LOA headquarters, learn about LOA activity being executed in Olympic generation (previously – Olympic education) project; also they can become familiar with the Lithuanian Olympic Academy.

Scientific-practical conference “Physical education at school: present and perspectives”. Together with the Lithuanian University of Educational Sciences, the Lithuanian Olympic Academy has carried out scientific-practical conference for PE teachers. Participants have listened to reports about physical activity and the meaning of social capital for youth. Teachers have been sharing good experience. In the second part of the conference teachers participated in practical training. Each participant could choose a topic of interest. Practical training “Application of active methods in Olympic value cultivation” was led by representatives of LOA.

Certainly, only the biggest events were mentioned. Nevertheless, this year LOA organised more smaller events. These include drawing, photo and video contests. Also LOA has participated as a partner in organising other events:

Olympic Day, Movement week, election of the best Lithuanian PE teachers and others.

New idea – Olympic education at the University of Third Age. After all, education is learning throughout one's life. A new programme is being created which aims at application of physical activity and Olympic theory for aged people.

Without organisational activity the Lithuanian Olympic Academy took part in carrying out a couple of publications in 2017: "Reflections of sport history" by P. Karoblis, "Restoration and recognition of Lithuanian National Olympic Committee" by A. Poviliunas, "Light and dark Olympic rings" by A. Poviliunas, "Lithuanian athletics. The beginning of XXI century" by P. Karoblis. Moreover, LOA, together with other Lithuanian universities, is responsible for "Sport science" magazine's formation and publishing. Members of the Academy write articles on Olympic subject matter.

Sport is an important part of culture that has a huge educational impact. Pierre de Coubertin chose sport as a means of education. He seriously believed that sport, in other words, voluntary and constant efforts to improve, may be effectively applied to the purposes of education: self-knowledge, self-control, a sense of systematic work, abidance by rules, the development of nobleness and honour.

Under modern conditions Olympism, Olympic sport and Olympic education, naturally developing along with the national culture, grew into the cultural life of the independent Lithuanian State, became an important source of the physical and mental strength of the nation. Olympism among young people should become a life style, based on the unity of the beauty and the good. Such lifestyle, based on moral values, links between sport and culture, art and science will support development of the personality in the university, the wealth of the human being and the community, will facilitate the efforts to make the world more beautiful, more tolerant and fairer.

NOC PORTUGAL OLYMPIC EDUCATION PROGRAMME

Joaquim VIDEIRA (POR)

Olympic Education Programme, NOC of Portugal

Based on a sustainability strategy, the Olympic Committee of Portugal is committed to the social valorisation of sport, with particular focus on young people, through the promotion of the values of Olympism: Excellence, Friendship and Respect. To achieve this goal, NOC Portugal has been running since 2015 the Olympic Education Programme.

The initial strategy consisted in establishing partnerships with municipalities for the Olympic Education Programme implementation in primary schools (1st Cycle) but because of the many requests for activities support, the programme was adjusted and became available for all levels of education.

For the Programme's success three major needs had to be filled: pedagogical and graphical contents for the teachers, a dedicated website for the Programme and the Olympians' engagement.

Initially, four booklets were prepared about general subjects – Olympism, Olympic symbols, brand and mascots and Olympic Games – based on the Rio 2016 Organising Committee for the Olympic and Paralympic Games Programme "Transforma" contents, but there was the need to go further and prepare more content.

The decision was to detail Olympic Games themes and the Portuguese participation – Olympic Champions and Olympic medallists. Currently there are 12 booklets and, very soon, two more about Winter Olympic Games and the Portuguese participation will be launched.

OVEP 2.0 came in perfect timing! It was very helpful to complement the Programme contents with activities suggestions. For this reason, there was an

investment in translating and adapting some activity sheets to be digitally available for the registered teachers in the Programme.

The Olympic Education Website was launched in 2016 and was created to place the different pedagogical and graphical contents for teacher's support, to allow the sharing of the school activities and to promote the Olympic Values and the Olympic Education Programme.

In order to engage the Olympians with the Programme and to identify athletes for the activities, the Olympic Education Programme works hand in hand with the Olympic Athletes' Commission. For the coordination of the Olympic Education Programme, NOC Portugal hired an Olympian, the Olympic fencer, Joaquim Videira.

NOC Portugal headquarters is a historical building with a great potential to be used to promote Olympism and the Olympic values. For this reason, a guided tour was prepared in the scope of the Olympic Education Programme. Throughout this tour, visitors get to know the Olympic Movement, the Olympic symbols, the history of the Portuguese participation in the Olympic Games, as well as some of the main NOC Portugal assets.

Following a long process of analysis and evaluation of the Olympic Education Programme, the Olympic Committee of Portugal received information last January that its pedagogical contents are validated by the Directorate-General for Education (DGE). In this communication, DGE also recognises the importance of the Olympic Education Programme: "(...) this programme constitutes an added value for education, since it promotes the creating of a sport culture and acquisition of basic ethical values for the growth of students as active citizens".

The Olympic Education Programme is committed to promoting the Olympic Values - Excellence, Friendship and Respect, carrying the excitement of the Olympic Games and inspiring young people to follow their dreams. Because every Olympian has a story of dedication, sacrifice and motivation to overcome challenges, they have a very important role for the Programme's success.

Knowing that the Olympic athletes' example and inspiration represent a very powerful tool to educate young people to build a peaceful and better world, there is a big effort to involve Olympic athletes in as many activities of the Programme as possible.

The NOC Portugal Olympic Education Programme is growing from year to year and, as of 16 March, reached 134 schools, 212 activities registered in the website, totalling 1,201 hours and 45,546 participants.

NOC Portugal Olympic Education Programme website:

www.eduolimpica.comiteolimpicoportugal.pt

EDUCATION AND PROMOTION OF THE OLYMPIC MOVEMENT

Mirela ȘTEF (ROU)

Member, NOA of Romania

Cătălin PIONESCU (ROU)

Director, NOA of Romania

The Romanian Olympic Academy (ROA) was founded on 21 March 1991, based on the decision of the General Assembly of the Romanian Olympic Committee. The Romanian Olympic Academy has social, educational, cultural, sports, humanitarian, non-profit, apolitical and non-concessional character. It brings together –by voluntary adhesion– teachers, sports personalities, specialists in sports and other fields of activity.

The Romanian Olympic Academy carries out its activity in the territory through the County branches which are made up by Olympic circles and clubs, basic structures of ROA, which have the competence to act at the local level, to promote the Olympic Games and to organise cultural-sporting-artistic events.

ROA has the role of affirming, developing and promoting at all levels the generous ideas of Olympism, the spirit and the Olympic principles in sports activity in Romania. ROA disseminates the spirit of fair play, acts against all forms of discrimination and violence in sport, and takes position against the use of substances and procedures prohibited by the World Anti-Doping Code.

In Romania there are 48 ROA county branches covering the entire country. They organise annually different activities such as:

- Sports competitions: Olympic Day Run
- Olympic culture and education contest “Who knows Olympism, wins!”
- Materials with Olympic theme have been published in the local press:
 - “Olympic symbols and their significance”
 - “Olympic truce”

- “Extracurricular Olympic Education”
- Artistic and cultural contests – county phases:
 - The national literature and sports journalism contest “A Fountain Pen named ‘Fair-Play’”
 - The national painting contest “Olympic Games in Children’s Imagination”
- Participation in methodical meetings of physical education and sports teachers, with papers (scientific papers and communications) specific to Olympism: Olympic Games History, Fundamental Principles of Olympism.
- Presentation of the “Olympic Guide”, one of the most complete national documents concerning the Olympic phenomenon.
- Participation in the National Olympic Education through Sport within Olympic volunteering Programme organised annually in August, at the Olympic Complex “Sydney 2000”. It has been proved during the last years that this programme is beneficial for all the direct and indirect beneficiaries, contributing to the development of the Olympic Movement in Romania, disseminating Olympic values and helping the improvement of ROSC and ROA image at national level.
- Yearly, since 1983, on 23 June, the ROA Brasov Country Branch organises, in the first Romanian touristic village named Șirnea (in Brașov County) an event meant to promote Olympic values such as fair-play, friendship and respect among children and sports lovers. The activity called “Olympic Colour Relay” includes the Olympic Day Run, the sport-culture and Olympic education contest “School Olympic Pentathlon for the 3rd Millennium” and the bike marathon from Brașov city to Șirnea (around 42 km).

All the activities carried out by the ROA county branches benefit from the support of the Romanian Olympic Academy and the Romanian Olympic and Sports Committee.

As an innovation, this year, the Romanian Olympic Academy having the support of the Romanian Olympic and Sports Committee as well as the local partners will launch a new project called “The Romanian Sports and the Unification Centenary”. This year Romania is celebrating 100 years since the great unification on 1 December 1918. This historic day took place in the heart of Transylvania, in the city of Alba-Iulia. ROA together with ROSC will dedicate

this year's events to the Centennial of the Great Union. The project is in fact an in-depth historical research regarding 100 years of Romanian sport and it will culminate with a collection of documents concerning the sports phenomenon. The realisation of the historical research concerning the Romanian sports will be presented through exposition, documents volume and public lectures. This way represents a solution for the public to approach sports and athletes.

**OLYMPIC ACADEMY OF SERBIA / OLYMPIC COMMITTEE
OF SERBIA. OLYMPIC EDUCATION ACTIVITIES 2017/2018**

Natasa JANKOVIC (SRB)

Olympic Values Promotion Manager

Maya ANDJELKOVIC¹ (SRB)

Member, NOA of Serbia

The Olympic Academy of Serbia together with the Olympic Committee of Serbia organised numerous activities in 2017-2018, out of which Olympic Class, Virtual Museum, TreninGO and Olympic Magic were the most popular.

The main objective of the project “Olympic Class” is to educate young people about appropriate life values that each individual should accept and incorporate in his or her everyday life. Through five stations which present five continents children get education through sport in a spirit of five educational values: joy of effort, fair play, respect for others, pursuit of excellence and balance between body, will and mind. The project has been running since 2011 and main activities are: Olympic Playground, Olympic Tribune and Olympic Story. Olympic athletes are the special guests and take active part with children in all activities. During 2017, Olympic Class was organised in five towns across Serbia and 1,250 children participated in various activities.

The main goal of the project “Virtual museum” was to create an interactive learning environment that can ease the learning process about Olympism in Serbia. Special emphasis was on fostering and nurturing of the Olympic idea, its values, principles and philosophy. Multimedia library was developed within the existing museum web-platform and now enables users to explore the history of

1. The presentation was made by Ms Maya Andjelkovic.

Summer and Winter Olympic Games, to see the museum collection, experience virtual exhibitions, find results and medals and learn interesting stories about Olympians.

The mobile application “TreninGo” has been developed to motivate young people to be more active, to exercise regularly and live a healthy lifestyle. Users can search more than 120 training tracks and open-air gyms across Serbia, in order to find the best location to exercise. According to one’s personal fitness level, it is possible to choose monthly trainings and exercises suitable for indoor and outdoor settings. Statistics and data tracking are available for different categories. It is simple to share achievements and experiences with friends at different social networks. Training with Olympians and Sport Challenges allows users to learn from champions, be part of running sport competitions, collect kilometers and give their contribution to social activities. The application helps users to improve their daily habits, plan workouts and achieve personal fitness goals. In addition, interesting and useful information about sports, nutrition and equipment can be found. TreninGO is available for free download for IOS and Android and currently is only on Serbian language.

For the first time on the occasion of the XXII Winter Olympics in PyeongChang, “Olympic Magic” was organised on the mountain Kopaonik in Serbia from 23-25 February 2018. The special emphasis was given to the promotion of winter sports, Winter Olympics and Team Serbia which competed at the Olympics. Olympic Magic consisted of Winter Olympic Class, snow games, VR workshops, creative workshops, exhibition: “Winter Olympic Games: from Chamonix to PyeongChang” and Family ski race. More than 500 participants took active part in various activities during three days. One of the favourite activities was Family ski race in giant slalom where 43 families took part in the competition. Each family had two competitors, one younger and one older, e.g. mom and son, father and daughter, etc. Their racing times were summed up and the fastest families were rewarded.

LESOTHO OLYMPIC ACADEMY (LOA) – 2017 REPORT OF OLYMPIC EDUCATION PROGRAMMES

Letsatsi NTSIBOLANE (LES)

Director, NOA of Lesotho

Background

As a response to the strategic direction enshrined in the 2017-2024 Strategic Plan of the Lesotho National Olympic Committee, the Lesotho Olympic Academy (LOA) continues to make recognisable strides in the spread of Olympic education in the Mountain Kingdom. The Academy has also made commitments to scale up its programmes by engaging the Government of Lesotho and the International Olympic Committee to implement both Physical Education (PE) and the Olympic Values Education Programme (OVEP) in the national curriculum. It is against this background; therefore that LOA presents its activities of the 2017 geared towards the spread of the Olympic idea.

2017 Academy Activities

3rd Young Participants Session

Following the second successful young participants session held in 2016, the Academy through the unwavering support of the Olympic Solidarity (OS) and the Lesotho National Olympic Committee (LNOC) held the 3rd Edition of the Young Participants Session on 3-7 January 2018. This event was planned to be held in December 2017 but had to be postponed to the following month. As opposed to the previous editions, participants were athletes drawn from National Federations in an effort to impart Olympic values among athletes.

While the plan was to host 100 participants, financial constraints resulted to

a total of 50 participants who exchanged a myriad range of issues related to, inter alia, the Olympic Movement, Olympic values, the Olympic culture and the goals of sport. The one-week session which was replete of OVEP activities informed by the OVEP 2.0 was conducted by the IOA Masters' graduate, Mr Lehlohonolo Borotho, Mr Letsatsi Ntsibolane, the IOC OVEP 2.0 Trainer of Trainers and LOA Director, the LNOC CEO, Mr Morake Raleaka and Mr Khotso Mahloko, the Olympafrica Centre Manager all of whom provided an impetus for knowledge the sharing session. The majority of the facilitators of the session were trained on OVEP 2.0 in following its inauguration in 2016 in Lausanne, Switzerland. The training was helpful since all activities that were carried out were informed by OVEP 2.0.

Presidents and Secretaries General OVEP Seminar

As one of its strategies to engage strategic partners in the promotion of Olympic values, the Academy held an OVEP Seminar for the National Federations' Presidents and Secretaries General on 28-29 October, 2017 in Maseru. These decision-making partners in the sporting fraternity were not only introduced to OVEP and the LOA mission to solicit their support in the implementation of the PE-OVEP curriculum but were also created a platform for sharing of ideas on a range of sport topical issues. The seminar left an indelible mark on the mindset of the sport fraternity leaders.

Lecturers and presenters for the seminar, included among others, Advocate Phelane Phomane, the IOA Masters' graduate and the IOC OVEP Facilitator for the Training of Trainers as well as the aforementioned lectures that conducted the Young Participants Session. The wealth of expertise from the facilitators who were also trained in OVEP 2.0 made the event a success.

PE-OVEP inclusion in the national curriculum

This initiative was begun by the LOA Director and IOC Project Manager of the Public Affairs and Social Development through Sport, Elizabeth Sluyter-Mathew, in 2015 following a wealth of experience at the IOA Directors' Session presentations from other National Olympic Academies of the world. Thanks to all her unwavering support and efforts. Subsequently, relevant stakeholders

including the Government of Lesotho through the Ministry of Education and Training (MOET) and the International Olympic Committee were conducted for their buy-in in the first ever inclusion of PE and OVEP in the national curriculum of Lesotho. It is envisaged that the pilot phase for this undertaking will start in January 2019.

Other Activities

The Lesotho Olympic Academy in collaboration with other Commissions of the Lesotho National Olympic Committee and the Lepereng Olympafrica continued to engage in a number of Olympic values education promoting activities in 2017 in an effort to broaden its sphere of influence in the Mountain Kingdom. These activities included a number of values-based activities at the Lepereng Olympafrica Centre where sport is used as a vehicle in teaching the values to young children. The centre acts as a hub for the Olympic values where not only young people in the neighbouring communities visit the centre frequently but also other regional centres such as Swaziland and Mozambique.

It is my firm conviction that the Mountain Kingdom will continue making a mark in the promotion of Olympic education for building a healthy and peaceful Lesotho.

SLOVAK OLYMPIC ACADEMY AND SLOVAK OLYMPIC COMMITTEE: JOINED PASSION TO PROMOTE OLYMPIC IDEAS

Dr Pavel RUŽBARSKÝ (SVK)

Chairman, NOA of the Slovak Republic

Dr Viera BEBČÁKOVÁ (SVK)

Chairman, NOA Commission for Education, NOA of the Slovak Republic

Dr Peter KAČÚR¹ (SVK)

University of Presov, Faculty of Sports

Member, NOA of the Slovak Republic

It is indisputable that good relationships among National Olympic Committee, National Olympic Academy, local Olympic clubs as well as schools and universities are inevitable for disseminating Olympic ideas in the country. The success of such cooperation depends on the great joint effort of these institutions and their good will to enhance the interests of sport and Olympism among all age levels in population. The positive outcome of the cooperation among these institutions in Slovakia is reflected in various interesting projects, competitions, festivals, Olympic days and other activities that were organised in 2017.

International Olympic Youth Camp: As a part of the 2017 scheduled activities of the Slovak Olympic Academy, International Olympic Youth Camp was organised in the High Tatras in cooperation with the NOAs of Czech Republic, Poland, Hungary and Ukraine. One of the highlights of the camp was the Olympic day celebration held at the local primary school. Apart from 42 children from five countries who were participants at the camp, more than 350 other students from local primary schools in the High Tatras region joined the

1. The presentation was made by Mr Peter Kačúr.

celebration day. Children had the opportunity to meet eight famous Slovak Olympians representing Slovakia in fencing, luge, biathlon, ice hockey and shooting during five days in the camp. These Olympians shared their experiences from the Olympic Games they were part of. Besides sporting activities, the camp programme was enriched with an educational part where children competed in the Olympic quiz. It consisted of questions and tasks about the Olympic Games. Camp participants were extremely impressed by Pavol Hurajt, an Olympic bronze medallist from Vancouver and the presenter of the quiz competition, who also brought his Olympic medal to the camp. This international project is an excellent example of the way to overcome political, racial, societal and cultural barriers. Sporting activities and competitions experienced in the camp led young participants to the development of their personalities. Moreover, they learned that key to success was particularly teamwork. This approach helped them to acquire principles of the Olympic Movement and to realise the importance of fair play in specific examples. The feedback from children and their comments on the camp were full of praise and it is the project that proved its qualities and significance to continue in the years to come.

Photography competition: Fair Play club of SOC and supported by SOA also organised the photography competition named “*Moment for Fair Play*”. The main motto of the competition was to express the thought of fellowship, honesty, tolerance and harmony in various life situations not only in sport, but also in school considering the protection of the environment. The competition was organised in two rounds. In the national round, photos of competitors were uploaded on Facebook page – Slovak Olympic team where online visitors gave likes to their favourite photo. The international round was organised in cooperation with the NOAs of the Czech Republic and Hungary. The best ten photos from each country were published on common Facebook page where online visitors voted for their favourite ones. Photos were exhibited at the European Youth Olympics Festival in Győr (Hungary). Finally, an independent committee evaluated the competition and chose ten photos that were exhibited at the 23rd European Fair Play Congress held in Haifa (Israel).

Art competition: The main theme of competition was the idea “*Olympic fire in us*”. Young artists had a chance to express their support to the Slovak Olympic team at the upcoming Winter Olympic Games 2018 in PyeongChang through their art works in competition. More than 192 primary and secondary schools as well as nursery schools participated in the competition by sending

approximately 1,770 art works. The Slovak Olympic Committee created a mosaic of these works that was part of decoration in social places of the Slovak Olympic house in the Olympic villages PyeongChang and Gangneung.

Olympic postcards: Considering the interests of all fans and collectors, NOA of the Slovak Republic prepared a set of ten postcards illustrating all winter sports in which Slovak Olympic athletes represented Slovakia in the Winter Olympic Games 2018 in PyeongChang.

Knowledge competition: Another example of prolific cooperation among SOA, SOC, Olympic clubs and universities is seen in preparing and organising online knowledge competition for students of primary and secondary schools as well as universities. The main themes for the 2017 competition were: 1. Olympic symbolism, 2. Slovak Olympians at 31st Olympic Games in Rio de Janeiro 2016 and 3. Slovak medallists and Olympians between 2004 and 2010. The competition enjoyed the attendance of 1,305 students from 446 primary schools and 91 secondary schools. After four online rounds of competition, six best primary and secondary schools were tossed to compete in the final round. Competitors had the chance to meet and have a discussion with the Slovak Olympians (gold medallists Ladislav Škantár and Peter Škantár and silver medallists Juraj Tarr and Erik Vlček) who participated in the Rio de Janeiro Olympic Games and participate in an autograph session.

Touch the stars: Within the European Week of Sport 2017, Slovak Olympic Committee organised a project called “*Touch the Stars*”. The project enjoyed the attendance and support from seven famous Slovak Olympians and athletes as well as more than 450 students from primary schools. The main idea was to present Olympic symbols and thoughts to students, to present various sporting activities, to teach students to behave in a fair play spirit, to experience the atmosphere of Olympic Games and to meet famous Slovak Olympians who would motivate them to be physically active. All these ideas were presented in the form of 60-minute audio-visual educational video accompanied by various sporting, cultural and educational activities.

Fair play club: Fair Play club of the SOC gave eight Fair Play awards at youth competitions in Slovakia to those who follow basic rules of honesty, decency in sport and life and to those who teach children the rules of fair play and are role models for youth.

Step out for Health: Promoting Olympic ideas among women and older generation is also fundamental duty of SOA and SOC. Within enhancing of

good relationship and cooperation between SOC and Prešov University the lecture within the project called “*University of third age*” was organised. The main theme of the lecture with discussion part was fair play as one of the Olympic principles. Furthermore, another project called “*Step out for Health*” is organised which main aim is to lead people of all ages, especially older ones, to perform regular physical activities. Physical activities help them to positively influence their health and movement control. As a part of the project, two seminars were organised with 68 participants and 13 local Olympic clubs. Activities were focused on the development of physical, psychological and social abilities and skills.

Olympic Day: Another important project that has proved its importance since 1993 is called The Olympic Day. The Olympic Day is more than just a competition event. It is a day when each person in the world can become active and learn something about the Olympic ideas and Olympism as such. The fruit of cooperation among SOC, SOA and 21 Olympic clubs is visible in the presence of 31,356 participants from 67 towns and villages in the Olympic Day in 2017.

Slovak Olympic Festivals: The main idea of one of the greatest yearly projects in Slovakia was to stimulate awareness of society that sport is inevitably significant for life and the healthy development of children and youth. Olympic Festivals markedly contribute to the adoption of a permanent attitude of the young generation not only towards sport, but also towards identification of talents and joining of sport with culture and education. The popularity of the project has increased over the past 10 years, especially in 2017 when 385 schools (154 nursery schools, 81 primary schools and 123 secondary schools) and 27,918 pupils and students actively participated in the project.

It is clear that the solid partnership between the NOC, NOA and other institutions could facilitate Olympic education development in the country. The shared vision of perspective and mutual efforts should be reflected in specific outcomes. The idea of organising and participating in Olympic festivals, Olympic days, various forms of competitions and other activities that spread Olympic ideas has been accepted successfully by Slovakian teachers, students and children.

Website worth visiting: www.olympic.sk, www.milujemsport.olympic.sk

These websites provide the actual process of the SOC and SOA and mainly information about the projects that help children learn about the Olympic education.

THE FUTURE FOUNDATION AND OPERATION OF OMAN OLYMPIC ACADEMY

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Member, NOC of Oman

Abstract

The purpose of the short paper is to present and discuss Oman Olympic Academy project as well as to highlight the importance of the Academy for Oman Olympic Committee (OOC) as an educational arm with the specific function to promote Olympic education and Olympic philosophy in the Sultanate of Oman. The paper identifies the Academy's objectives for presentation to the 14th Joint International Session for Presidents or Directors of NOAs and Officials of NOCs. It further deals with the operational framework as an initial step towards the establishment of Oman Olympic Academy. The paper then introduces the project's contents file and winds up with the conclusion.

Working Paper's Objects

- Sharing with the participants what has been so far achieved in respect of Oman Olympic Academy Project.
- Exchanging experiences with well-established Olympic academies and their initiatives in so far as Olympic education is concerned.
- Obtaining support of the International Olympic Academy (IOA) through the various phases of establishment and operation of Oman Olympic Academy.

Oman Olympic Academy Project

In the light of the role of Oman Olympic Committee in promoting and propagating sports in the Sultanate of Oman and its strenuous quest for consolidation of Olympic education and augmentation of knowledge and actual practice of Olympic values, a decision has been taken to set up Oman Olympic Academy to serve as an educational arm for Oman Olympic Committee. The implementation of the decision was initiated through the formation of the Oman Olympic Academy founding working team pursuant to the OOC Board decision No. 32/2017. The teamwork consists of sports leaders having extensive field experience and academic and scientific competence.

The academy's founding teamwork commenced its work by producing a high quality design for the Academy in accordance with a well-defined plan and operational procedures following a scientific approach combining modernity and balance of available capabilities and resources. Since its formation, the team has conceptualised the design based on understanding the expectations of the OOC Board and their consistence with the objectives of International Olympic Committee (IOC) and trends of International Olympic Academy in parallel with the rules and legislations related to sports activity in the Sultanate of Oman.

Project Operational Framework

The teamwork has been working in accordance with a specific framework embodying the operational duties and responsibilities and a scheduled timeline matching the project value and importance. The project works have been properly distributed to the team members who, ever since, have maintained contacts through the various means of communication. As a result, the works were reviewed on the spot and modifications could be made with the participation of all members.

S	Details	Dates
1	Phase One Visit to Qatar Olympic Academy	26/10/2017
2	Phase Two Compilation of data pertinent to the statutes, organisational structures and operational programmes adopted by a set of Arab and foreign Olympic academies	29/10 – 9/11/2017
3	Phase Three 2nd Meeting of Working Team “Brainstorming”	15/11/2017
4	Phase Four Preparation of Academy Draft Project	26/11 – 21/12/2017
5	Phase Five 3rd Meeting of Working Team for discussion and approval of draft project	25/12/2017
6	Phase Six (last phase) Presentation of draft project to Project Board of Directors	To be decided later

Project Contents File

- Vision, mission and strategic objectives of Oman Olympic Academy.
- Importance of Oman Olympic Academy in line with local and international legislations and rules.
- Review of major international and national Olympic academies.
- Organisational and administrative structure of Oman Olympic Academy.
- Operational programmes of Oman Olympic Academy.
- Financial resources for sustainable operation of Oman Olympic Committee.
- Statutes of Oman Olympic Committee.

Conclusion

The paper highlights Oman Olympic Academy project and what has so far been carried out thereof. The plans and arrangements made by Oman Olympic Committee with a view to establishing Oman Olympic Academy will certainly assist in the effective operation of the academy in the future. It is hoped that this project would contribute to training and qualifying sport-related human cadres in accordance with specialisations and operational programmes provided by the Academy through which Oman Olympic Committee seeks to support the Olympic Movement and its principles and consolidate the Olympic values among of the targeted categories within the Omani society.

THE SPANISH OLYMPIC ACADEMY: 50 YEARS OF OLYMPIC EDUCATION

Prof. Dr Maria Eugenia MARTÍNEZ-GORROÑO (ESP)

Member, NOA of Spain

In 2018, the Spanish Olympic Academy celebrates 50 years since its creation in November 1968; it is actually the very first National Olympic Academy in the world.

Since we obviously feel very proud of the pioneering nature of our Academy, a brief historical outlook on its journey is necessary to remind us of events as well as of essential and necessary recognitions.

The Spanish Olympic Academy (*Academia Olímpica Española – AOE*) was born from the idea, the initiative and the drive of Conrado Durántez Corral. This young athlete and young judge was the first Spanish representative to attend the first session that marked the beginning of the activities of the International Olympic Academy in June 1961. Struck by the discovery of Olympic ideals and philosophy, he understood the enormous educational potential that Pierre de Coubertin's impulse still had, and decided to get involved in its dissemination. This was the starting point of Durántez's long productive journey within the Spanish and international Olympism, which brought in its fruits, we still benefit from.

Strong in his belief that the spreading and dissemination of Olympism in our country was a wonderful opportunity not to be missed, in 1964 Conrado Durántez was able to convince his friend José María Cagigal, director of the National Institute of Physical Education (*Instituto Nacional de Educación Física – INEF*) of Madrid, to attend with him one of the sessions regularly organised by the International Olympic Academy in Olympia. The idea was to give Cagigal, who had an important responsibility in the training of Spanish Physical Educa-

tion teachers, the opportunity to get imbued with these Olympic ideals and contribute to their dissemination among young Spanish academics.

Thus, on 25 November 1968, Conrado Duránte, with the support of José María Cagigal, established within the INEF of Madrid the Spanish Olympic Academy, the first National Olympic Academy in the world. In 1969, the first course was given at the INEF facilities in Madrid, starting the task of promoting Olympic education among Spanish academics. The visual material preserved in the archives testifies to the important effort deployed to develop this institution. This first course was chaired by Juan Antonio Samaranch, President of the Spanish Olympic Committee, and by Avery Brundage, President of the International Olympic Committee, who delivered the closing address; Otto Szymiczek, Dean of the IOA, was the keynote speaker, while Conrado Duránte and José María Cagigal were also among the lecturers.

The courses given each year since then by the Spanish Olympic Academy have been supported by many personalities, who helped showcasing and reinforcing the Olympic education activities that have regularly followed: Frank Lotz, Otto Szymiczek and Prince George of Hanover, President of the International Olympic Academy and ex officio member of the International Olympic Committee.

During the following years, the Spanish Olympic Academy and its President, Conrado Duránte, had to deploy new efforts to adapt to the evolution of the Spanish educational structure. When two other National Institutes of Physical Education were created in Spain, in Barcelona and Granada, the Academy increased the number of annual courses dedicated to the dissemination of Olympic ideals among Spanish academics. Thus, the minutes of the XVII Session of AOE in 1986 state: *“For the next cycle (XVII Session) we plan to organize three courses, which will be given at the premises of the National Institutes of Physical Education of Madrid, Barcelona and Grenada”*.

Another pioneering initiative launched by Conrado Duránte in his journey to achieve the AOE's goals of spreading Olympism in our country was the creation of the Olympic Studies Centres in Spanish Universities. These institutions, which are branches of the AOE, fulfill its objectives within the communities of their respective academic institutions. On the origin of this idea and the reason for this endeavour which led to the creation of a real structure now deployed throughout the Spanish territory, Duránte, in an interview he gave us in Madrid, declared:

“The Academy has a generic dimension within society, from school to adulthood, but its true place is the university, where the Olympic Movement was born, created at the Sorbonne by Pierre de Coubertin in 1894. The university is the setting where a person with a university mental frame can understand the humanistic call of Olympism; I therefore believe that it is the most appropriate context for the Centres, so that they are the promoters of these principles on their territories. The most favorable environment for spreading the Olympic spirit is certainly the university.” (Durántez, C., 2013)

This desire to return the *Olympic Movement* to the university resulted in the establishment of the Olympic Studies Centres (OSC) of the University of Barcelona in the Bellaterra university campus. It was the first of its kind, created by means of a convention written personally by Conrado Durántez, as legal expert, and signed on 28 June 1989. On the circumstances of the creation of all *Olympic Studies Centres*, he tells us: *“The CEO in question was created by an Agreement signed between the President of the Spanish Olympic Committee (COE), the Rector of the University and the President of the AOE. The COE-AOE ceded a library collection on the Olympic theme to the CEO and the two signatory parties are committed to organising cycles of Olympic conferences, seminars or courses on the dissemination of Olympism”* (Durántez C., 2013).

Since then, the course titled *Session of the Spanish Olympic Academy* is organised every year in a different Spanish university campus. Lectures are delivered by AOE members and faculty members specialising in history and special features of Olympism, and thus pursue the objectives of dissemination of Olympic principles among the various university groups. At each session, three students are selected from among the participants to benefit from a grant that allows them to represent Spain at the Annual Session for Young Participants organised in June by the International Olympic Academy at its premises in Olympia (Greece).

The contents of these lectures are published in the session’s proceedings that enrich the library collection of the donations made by AOE to our country’s *Olympic Studies Centres*. Thus, all the libraries of Spanish universities that host OSCs make available to the members of their university community the proceedings of the 50 sessions organised so far. In addition, the number of university students who, over the past fifty years, have had the opportunity to benefit from the attendance at the International Session for Young Participants,

gradually formed a significant group of people who, in turn, disseminate Olympism and its values during their subsequent personal and professional journeys.

Due to the increase in the number of OSCs, AOE has organised every two years since 2007, Olympic Studies Centres' Congresses, in which the directors of the centres present the activities deployed in these establishments and share initiatives, ideas and concerns about their development.

In his capacity as President, Dr Conrado Durántez has carried out a great deal of research on Pierre de Coubertin, the Olympic Movement and Olympism, which resulted in the publication of a large number of books included in the AOE library collection; their donation benefits both CEOs and Spanish-speaking Olympic Academies from the American continent. His latest publication, *"El Emperador Teodosio I el Grande y los Juegos de Olimpica"* (*Emperor Theodosius the Great and the Olympic Games*) is the result of rigorous historical research conducted by the author for more than a decade. Its conclusions highlight the historical mistakes spread by the bibliographical tradition about the imperial edict of the year 392, and demonstrate that, contrary to common belief, the edict does not contain any mention of the Festivals of Olympia and consequently could not have put an end to the Olympic celebrations of antiquity.

In 2017, in recognition of its long productive course, the Spanish Royal House awarded the title "Royal" to the AOE, which now bears the official name of "Royal Spanish Olympic Academy" (*Real Academia Olímpica Española*), being the first in the world to benefit from this distinction. King Philip VI is the Honorary President of the AOE.

Throughout its 50-year history, the Spanish Olympic Academy, on the initiative of its President, has encouraged the creation of Olympic Academies in many countries of Latin America and created the Pan-Iberian Association of Olympic Academies, the only such association worldwide recognised by the IOC in 1996. In this connection, it organises every two years the congresses of Academies from all Spanish-speaking countries. Next congress will take place in May in Madrid.

Year 2018 marks also the 10th anniversary of the initiative launched by Dr Conrado Durántez and by the Director of the CEO of the Autonomous University of Madrid, Dr Maria Eugenia Martínez Gorroño, to direct and publish twice a year the journal *Altius, Fortius. Humanismo, Sociedad y Deporte*. More than 120 research works on Olympic themes, whose authors are specialists from

around the world, have been published in Spanish. The quality and rigor of the published works were assessed by the Spanish National Research Council (CSIC). The journal meets 32 out of the 33 quality criteria established. Thanks to its rigor and quality, it can be found in international databases like Dialnet, Latindex and DICE (Diffusion and editorial quality of Spanish journals of humanities and social and legal sciences). According to the official website of DICE, the National Agency for Quality Assessment and Accreditation (ANECA) uses this database as quality reference for Spanish publications in its professorship evaluation process.

In recent years, *Citius, Altius, Fortius* has been published in Spanish, with the authorisation and support of the IOC, the interventions of President Thomas Bach at the UN General Assembly with the aim to disseminate among the Spanish-speaking community the efforts of the Olympic structure to contribute to world peace and understanding between peoples and cultures. *Citius, Altius, Fortius* has disseminated among the Spanish-speaking community these endeavours of the International Olympic Committee.

I take advantage of this forum to invite all researchers specialised in Olympism to send us their original works. We receive articles in Spanish, English and French, which are translated and published in Spanish. Since 2013 *Citius, Altius, Fortius* is publicly (accessible) on-line. You can find it at the following address

<http://cdeporte.rediris.es/revcaf/CitiusAltiusFortius.html>

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ACTIVITIES OF TOGO'S NOA IN 2017

Charles PANOU (TOG)

Director, NOA of Togo

2017 was a flourishing year for Togo's NOA in the promotion of Olympic values. A new activity, the School Festival of Olympism (FESCOL) was added to the Academy's traditional activities.

1. The Olympic Values Education Programme (OVEP) continued to expand in schools with a lot of innovations and originality. Two public primary schools distinguished themselves: the PPS of ADETIKOPE celebrated on 6 April 2017, the International Day of Sport for Development and Peace and the PPS DE-VEGO celebrated on 2 August 2017, the 5th anniversary of the creation of its Pedagogical Inspectorate at BAGUIDA, both schools organising Mini Olympic Games under the supervision of the NOA.

The 5th Youth Olympic Camp (YOC), held between 23-29 December 2017, brought 120 young people from various districts to gather at Tabligbo, a city located in an industrial and agricultural area traversed by Togo's longest river, the Mono. The region has very interesting traditional tourist sites as well as a highly diverse flora and fauna which young students had the opportunity to discover during their excursions.

The 5th Annual NOA Session was held at the Hotel Excellence with the title: "Women's place in sports and Olympism in Togo"; taking the form of lectures-debates and workshops, the Session resulted in proposals and recommendations on the situation and the role of women in the Togolese sports environment. Initially scheduled for December 2017, the Session was held on 7 February 2018, due to the implementation in the same month of a new activity which the NOA added to its action programme, i.e. FESCOL.

The "AANO Trophy", the first edition of the School Festival of Olymp-

ism, in short “FESCOL 2017”, was held on 8 December 2017 in the lavish LOYOLA Cultural Center (CCL) of Lomé, in the form of Sports and Cultural Competitions. “FESCOL” is the fruit of the first prize of the Competition for the Best Project for the Promotion and Dissemination of Olympic Values in Africa of the Association of African National Olympic Academies (AANO) awarded to Togo’s NOA. It was held with the participation of 250 persons (224 players and 26 support staff) from seven primary schools and four junior high and high schools in the presence of thousands of spectators. The programme included the following competitions:

Primary Schools: 1. Kid’s athletics (sprint slalom, jump, throwing, endurance); 2. Freestyle ball; 3. Ballet; 4. Poetry: Poetry reciting (Code of the Young Olympian).

Junior High Schools: 1. Basketball: Basket shots; 2. Volleyball 4X4 boys and girls; 3. Freestyle ball. 4. Poetry: Poetry reciting (goals and challenges of the Olympic Movement). 5. Choreographic dance.

A Fair-play cup was awarded to the team which best displayed the Olympic values of excellence, respect and friendship in the field.

AANOA EFFORTS AIMED AT PROMOTING OLYMPIC VALUES IN AFRICA 2017/2018

Dr Ridha LAYOUNI (AANOA)

*President of the Association of African National Olympic Academies
(AANOA)*

During the previous period, the Association of African National Olympic Academies (AANOA) conducted the following activities:

Participation in the Elective General Assembly of the Association of National Olympic Committees of Africa:

At this meeting, to which AANOA was invited for the first time, its president presented the achievements of the association in promoting Olympic values in Africa.

The representatives of the International Olympic Committee (IOC), of the Association of National Olympic Committees of Africa (ANOCA), of International Federations, of African Sports Confederations and African NOCs appreciated the efforts of the Association.

At the request of the President of AANOA, the President of ANOCA, noting the impressive development of the young association's activities, agreed to examine the possibility of a substantial increase of the AANOA budget.

Establishment and inauguration of the African Olympic Studies Centre:

Consistent with the decisions of the General Meetings of AANOA held in Bamako in 2016 and in Tunis in 2017 on the creation of the African Olympic

Studies Centre and its establishment in the Republic of Cameroon (Yaoundé), and following the adoption of the texts relating to it, the AANOA proceeded initially to signing:

- The Memorandum of agreement on the hosting of ACOS by Cameroon with the President of the Cameroon Olympic and Sports Committee (January 2017)
- The Headquarters agreement with the Government of the Republic of Cameroon represented by the Minister of Foreign Affairs (December 2017)
- The Framework Partnership Agreement with the Minister of Higher Education of Cameroon on the establishment and development of ACOS in the University of Cameroon (December 2017)
- The Partnership Agreement with the Minister of Sports and Physical Education setting the terms of Cameroon's financial support to ACOS (March 2018)

Subsequently, the inauguration of the African Olympic Studies Centre took place on 15 March 2018 under the aegis of ANOCA and the high patronage of his Excellency the Prime Minister, Head of the Government of Cameroon.

Organisation of the 4th session of the African National Olympic Academies:

The AANOA, in line with its approach of organising an annual session of the African National Olympic Academies, held its 4th session on 14 March 2018 in Yaoundé.

This meeting allowed the representatives of the African National Olympic Academies to present their achievements in the previous period, as well as, their future projects.

Organisation of a Scientific Symposium on the topic “African Olympic Cultural Heritage”:

This symposium held on 16 March 2018 in Yaoundé allowed African research professors to present the results of their work on this topic.

**AANOA participation in the African Youth Games
(AYG – Algiers 2018):**

In accordance with the decision of the Ordinary Elective General Assembly of AANOA (Tunis, 14 and 15 March 2017) on the organisation of educational activities on the fringes of continental sporting events for all sports, and following its many requests, AANOA was invited by the organising committee to participate in the African Youth Games (AYG – Algiers 2018).

As a first step, the AANOA attended in January 2018 the preparatory meeting of the heads of missions representing the National Olympic Committees of Africa at these games.

The association presented the activities that it plans to carry out on the sidelines of this important sports event and intends to achieve a breakthrough in the dissemination of Olympic values among African youth, especially young athletes.

GERMAN OLYMPIC ACADEMY ACTIVITY REPORT 2017–18

Prof. Manfred LÄMMER (GER)

Deputy Chairman, NOA of Germany

The year 2017 marked a milestone in the history of the German Olympic Academy: We celebrated our 10-year anniversary. Since its foundation in 2007 the German Olympic Academy has dedicated itself to accompanying the Olympic Movement in a constructive and critical way. We fulfill our core task –mediating Olympic values in sport and society– in cooperation with the German Olympic Sports Confederation (DOSB) according to the Olympic Charter.

“For the Values of Sport – 10 Years German Olympic Academy” was the motto of our anniversary festivities. On 15 May 2017 we organised a symposium and a ceremonial act in Frankfurt. Many friends and colleagues as well as representatives from sport, science, politics, media and society came to discuss and celebrate with the Academy.

The symposium focused on the significance of sport in our society, workshops looked for insights in recent developments in international sports – regarding good governance, media relations and stakeholder influence. Among the speakers and felicitators at the ceremonial act were the mayor of Frankfurt Peter Feldmann, Jürgen Kaube, editor of the internationally renowned newspaper “Frankfurter Allgemeine Zeitung” (FAZ), and DOSB President Alfons Hörmann. They agreed that mediating and implementing values and advocating ethic principles like the German Olympic Academy does is nowadays more important than ever.

Another highlight event in 2017 was once more the Olympic Day. About 3,000 schoolkids took part in this special event that the German Olympic Academy organises every year on the premises of the German Sports and Olympic Museum in Cologne. More than 40 partners offered a variety of activities: The

children could try more than 30 different disciplines – from handball and archery to wheelchair basketball and trampolining. The event was also supported by several Olympic and Paralympic athletes who talked about their careers and answered questions of their young fans.

The German Olympic Academy again hosted the presentation of the “Fair Play Prize of German Sport” in 2017. The event attracted huge media presence when football coach Niko Kovac and the social project “Rio moves us” were awarded their prizes. The ceremony took place at the Academy’s annual event at Biebrich castle near Wiesbaden, where well-known athletes and sports representatives came together to discuss the role of the athlete in organised sport. This event is an established co-operation with the Hessian Ministry of the Interior and for Sport and has become a renowned forum for debating socio-political, cultural and economic aspects of organised sport.

Experiencing Olympic values and Olympic spirit first-hand is one of the main goals of the German Olympic Youth Camp that we organise during each Olympic Games. In February 2018 we went to Korea with 40 promising young athletes and young delegates from national sports federations to watch Olympic competitions and to participate in a comprehensive seminar and cultural programme. They met with Olympic athletes and the German federal president, spent a night in Korean families and went to an impressive excursion in the demilitarized zone. In seminars they discussed the history of the divided Korea as well as pressing issues of the Olympic Movement like the future of the Olympic Games and doping prevention.

Another main task of the German Olympic Academy prior to Olympic and Paralympic Games is the publication of teaching material. Our “Olympia is calling: Join in! PyeongChang 2018” brochures for primary and secondary levels once again brought inspiring ideas for addressing Olympic topics to teachers all over Germany. The material combines the mediation of Olympic values with current topics of the Olympic Movement for all subjects – from sports to history lessons. The online material for PyeongChang already registered more than 30,000 downloads. In addition, we published material for kindergarten teachers for the first time, so they can address Olympic values in a playful manner as well.

Based on our teaching material the health prevention society *sybioun* established an “Olympia is calling: Join in!” programme for schools all over Germany. In cooperation with the German Olympic Academy they conduct project

weeks, school sports festivals and special training for teachers – all focusing on including more sporting activities in their everyday lives and living Olympic values. By the beginning of 2018 more than 800 schools have participated in the programme and many Olympic and Paralympic athletes have shown their support by joining our team at various events.

Since 2012 the German Olympic Academy has been making great efforts to collaborate more closely with other Olympic Academies from Europe. After three successful conferences in Germany, Azerbaijan and Bulgaria a group of Academies has decided in 2017 to found the “Association of European National Olympic Academies” as an umbrella organisation. The main objective of this Association is to gather Olympic Academies from the European continent in order to work closer together in promoting Olympic values, philosophy and ideals. The official foundation is scheduled for September 2018 in Slovenia.

In addition to our commitment for cooperation on a Europe-wide level we once again worked closely together with the International Olympic Academy in the past year. Besides participating in the Session for Directors we selected and prepared German representatives for the Sessions for Educators, Young Participants and Postgraduates.

In September 2017, we came to the IOA in the context of one of our own events: the bi-annual Olympic Seminar on Sport Science. Eighty students and scholars from ten German universities participated in this interdisciplinary programme that combines a trip through historic sites of Greece with lectures and workshops about historic and current issues of the Olympic Movement.

TURKISH OLYMPIC COMMITTEE

Selhan OZBEY (TUR)

Member, TOC Sports Culture and Olympic Education Commission

- Established in 1908, Turkey's oldest NGO
- Recognised by IOC in 1911 (13th member)
- Member of European Olympic Committees (EOC) in 1975
- Member of Assoc. of National Olympic Committees(ANOC) in 1979
- Fully autonomous, non-profit institution
- Supports cooperation with national authorities and sports organisations of the country
- Collaborates with them to achieve a sustainable success of the Turkish sport
- Instilling the spirit of Olympism in our people, TOC strives for a society that is integrated with the Olympic values with a focus on:
- Athletes and Youth

TOC Activities

- Olympic Preparations and Support Programmes
- Development Projects towards Children and Youth
- Sports for all and other projects

Olympic Preparations and Support Programmes

- Financial support for the Olympic Athletes and Teams
- Winter and Summer Olympic Games
- Winter and Summer Youth Olympic Games

- European Games
- Winter and Summer European Olympic Youth Festivals
- Mediterranean Games
- Monitoring the Performance of Olympic Athletes
- Regular Evaluations

In collaboration with National Sports Federations Coaches Development Seminars and Support Programme

- Organising technical courses in Turkey
- Provide opportunities for coaches' education abroad
- Development of National Coaching Structure
- National Team Seminars at Preparation Camps
- Seminars developed and based on the actual needs of the national athletes
- Educational seminars on: Anti-Doping, Nutrition, Modern training, Career planning, Sports psychology, Motivation techniques etc

Development Projects for Children and Youth

Turkey; Youngest population in Europe; 80 million citizens with a median age of 27. Children (0-14) 25%, youngsters (15-24) 17% of the population

TOC provides opportunities to cultivate sports culture and participation in sport, aiming to: Create legacy, Set an example for other NGOs in the country, inspire other NOCs of the world

Sports Culture and Olympic Education Presentations

- Interactive educational presentations for elementary school students
- Acquire sports culture early in life
- Encourage participation of children in sports and physical activities
- Contribute to their physical, emotional, mental and social development
- Promoting the Olympic values
- Approximately 150,000 student participation in school-year
- Number of students reached in 12 years: 2,000,000

Free Sports Schools (FSS)

- Sport opportunities for children of low-income families since 1996
- 3,500 children and youngsters in six FSS in 2017
- Basketball/Volleyball/Fun Athletics 7-15 age group
- TOC in cooperation with Governorships, Provincial Directorates of National Education/ Youth Services and Sports
- Using school and state sports halls
- Number of students reached in 22 years: over 100,000

Active Kids

- Addressing the growing epidemic of physical inactivity amongst children and youth
- Cooperation between TOC and Nike
- Accompanied by expert school teachers
- Exercises for group of students aged between 6 to 10
- Informing parents, 2,000 children, educated in six schools in 2017

Olympic Moms

- Cooperation between TOC and P&G
- Dissemination of sports culture
- Determine the sports potential nationwide
- Encourage and direct them towards sports

Support Through Sport Project for Refugee Syrian Children

- TOC and Gaziantep Municipality collaboration
- Improve Syrian refugee children's physical and social development through accessibility to sport
- Strengthening friendships and solidarity with Turkish children
- Taekwondo, wrestling, badminton, volleyball, basketball and karate
- 20 trainers, translators, and technical officers
- Two days on weekends
- 6-12 age-group, 300 kids (150 Syrian, 150 Turkish)
- Providing sports equipment and wear

Samsung Bosphorus Cross-Continental Swimming Race

- Connects two continents every year in July since 1989
- 2,147 swimmers from 54 countries in 2017
- To promote and increase interest in swimming
- Named “Best Open Water Swimming Race” by WOWSA
- Contribute to the promotion of Istanbul

Olympic Day Activities

- Held in 206 IOC member countries since 1985
- Gathering citizens of every age to promote and encourage participation in sports
- A celebration and an educational opportunity
- Sport activities and Olympic education for 12,000 students in five cities in 2017

Fair Play Activities

- Fair Play Universities Caravan Project
- 40 Universities visited in different provinces of Turkey
- Fair Play Awards
- Fair Play Cartoon Exhibitions
- In Turkey and abroad

Fight Against Doping

- TOC pioneered the establishment of the National Anti-Doping Organisation (NADO) in Turkey

2011: “TOC Anti-Doping Commission”

2015: “Turkish Anti-Doping Commission”

- Intensive testing programme implemented in line with WADA
- Intensive educational programmes and seminars towards athletes and coaches
- Drastic decrease in the percentage of positive cases
- Anti-doping rule violations decreased from 11% to 0.5% in six years

Sports Law

- Research
- Seminars and Symposiums
- Publish books

-
- Supports cooperation with national authorities and sports organisations of the country
 - Collaborates with stakeholders to achieve a sustainable success of the Turkish sport
 - *Ministry of Youth and Sports*
 - *Directorate of Sports*
 - *Municipalities*
 - *Federations*
 - *Athletes*
 - *Sport Clubs*
 - *Turkish Paralympic Committee*
 - *Turkish Anti-doping Commission*
 - *Universities*
 - *Sponsors*
 - *Non-governmental Organisations (NGO)*

THE DNA OF THE ASSOCIATION OF FRENCH-SPEAKING NATIONAL OLYMPIC ACADEMIES: OLYMPISM, COUBERTINISM AND FRANCOPHONIE

Ivan COSTE-MANIERE, André LECLERCQ,
Clément Anicet GUIYAMA-MASSOGO, Jean VINTZEL (AFAO)

Francophonie and the future

The term “Francophonie” appeared in the late nineteenth century to describe all the people and countries using the French language. It acquired its common meaning when, a few decades later, French-speakers become aware of the existence of a shared linguistic space, conducive to exchanges and mutual enrichment. Men and women of letters were at the origin of this movement. What’s more natural for an endeavour based on the use of language ... A long way has been travelled since the first meetings of French-speaking writers, at the dawn of the twentieth century, until the dissemination of their works, everywhere in the world, in the libraries set up by the Organisation Internationale de la Francophonie (OIF). We wish to pay tribute to the good will of all those who keep the French language alive and defend the symbolic and pragmatic values of the Francophonie.

However, new challenges lay in waiting for the Francophonie: perfect the integration of all French-speaking countries within a more responsible globalisation and continue the fight for the respect of cultural diversity ... especially since current birth rates allow us to forecast a strong increase of about 260% in the weight of French-speaking countries in coming decades.

Current Francophone context

The French-speaking area consists of 84 states and Governments divided into 58 members and 26 observers. In the current situation, 29 sovereign states recognise French in their constitution, 13 of which as the sole official language and 16 as a co-official language. This homogeneous group is therefore rich of 274 million speakers while more than 900 million share the French language and the universal values upheld by the basic texts of the French nation. This makes French today the 5th language worldwide, in five continents. Looking forward, if in 2010 French was spoken by only 220 million out of a world population of 7 billion, i.e. 3% (one in 32), in 2050 this group should represent 700 million out of a population of 9.1 billion, or 8% (one in 13), with 85% of these French speakers residing in Africa. Given the demographic dynamics (aging in the North), Africa will account for more than 90% of young French speakers aged 15-29 in 2050. The demographic future of the Francophonie will be increasingly relying on Africa, and will therefore be linked to more multilingual national contexts. The evolution in time and space of French-speaking populations depends essentially on two factors: the various demographic trends inside what is called “the French-speaking world” and the evolution of linguistic behaviours and changes in the use of French by the populations likely to speak it. In this respect, schooling plays a fundamental role in the transmission of a language and the preservation of its unity. This growing youth has the characteristics of a tremendous potential in terms of pedagogy, transmission of Olympic legacies and of the values defended by Baron de Coubertin, as well as of a necessary and vital humanism. Strong and effective measures in the field of education make it possible to raise substantially the levels of education in the countries of French-speaking Africa. The countries of French-speaking Africa and their populations give to the French language an important place in the education system. Moreover, given the wide variety of languages used in most African countries, particularly those belonging to the Francophonie, it will be necessary to identify the place and role of the French language in relation to these first languages, but also in relation to other languages with international influence present on the continent such as English, Arabic, Spanish, Portuguese ...

At economic level, the French-speaking world accounts globally for about 20% of world goods trade, i.e. 14% of world gross income.

Genesis of AFAO

The macro and micro economic reasons explained above made the genesis of AFAO obvious and its constitution necessary, well beyond a simple overcautious outdated desire to defend a language inscribed in Olympic tables. The creation of the Association Francophone des Académies Olympiques (Association of French-speaking National Olympic Academies) was therefore completed at the VI Games of the Francophonie in Beirut (Lebanon) on 29 September 2009 at the initiative of Mr. André Leclercq, Honorary President of the French National Olympic Academy, grouping five founding countries: the Central African Republic, Mali, Mauritius, Senegal and France. The current President of AFAO, Mr Clément Anicet Massogo, President of the Central African NOA, was the first President of AFAO, and our brilliant Secretary General, Jean Vintzel, was already part of it.

Founding elements

The purpose of AFAO is, in compliance with and building on the Olympic Charter, to bring together French-speaking NOAs in an idea of cooperation, sharing and development, promote a space for Francophone reflection, analysis and production, contribute to improving the quality of Francophone interventions and services, involve the greatest possible number of French-speaking NOAs in the sessions of the International Olympic Academy, strengthen the place of French in international meetings dedicated to Olympic education, invest in the programme of the Jeux de la Francophonie, disseminate information about Olympic values among its members, encourage Francophone research and scientific work and promote in general the values of Olympism.

Promotion and Recognition

Speaking French will facilitate the cultural group's optimal contribution to the dissemination of the principles of Olympism on the basis of the spirit and ideas of Baron Pierre de Coubertin. The IOA has already emphasized that it will continue to support with great interest all educational efforts aiming at highlighting the ideas-strengths of Olympism at global level. AFAO, the French Committee

Pierre de Coubertin, and FNOA are vectors of transmission of the legacy of Pierre de Coubertin to be developed and shared through a new project for the beginning of the XXIst century: the idea would be to go along the lines which led the French National Olympic and Sports Committee to deliver a new message, “a hundred years later”, on the occasion of the IOC Centennial Congress in Paris in 1994 with the publication of “Pour un humanisme du Sport”. Particular attention is paid to the revival of the file *Mieux connaître Pierre de Coubertin*, in order to better understand and share his humanistic values in a world that has considerably evolved, around a project “Olympism and brotherhood” shared with the International Pierre de Coubertin Committee. The Olympic ideal “*with a view to promoting a peaceful society, concerned with the preservation of human dignity*” is based on the sporting event which, from local to international, constitutes a vast community network of communication. This network must be understood, as early as school, as a place of fraternity. It is particularly interesting to note that the 12th Pierre de Coubertin International Forum will be held in France, Mâcon, in August 2019.

A project to be shared from local to international: AFAO and the French Pierre de Coubertin Committee offer significant added value by mobilising the actors of the French-speaking territories to enhance the cultural dimension of sport and its profound societal impact, vector of social cohesion.

Thanks to Zouifa Akzam and Peter Spier.

GOVERNANCE AND OPERATIONAL ISSUES OF THE NATIONAL OLYMPIC ACADEMIES

Evi SALEPI (GRE)

PhD Candidate

The data that forms the basis for this presentation was collected and analysed in the context of my doctoral dissertation. Among other primary sources, the survey compiled data from 105 countries and analysed the questionnaires from 99 National Olympic Academies (NOAs). It is presented below part of the information that has emerged about the operation and governance of the NOAs.

A concern, mainly of the stakeholders is whether all the registered NOAs are currently active and productive. It should become clear that it is difficult to assess the work and the effectiveness of the NOAs actions as no control mechanisms have been developed. According to the available data Africa and Europe have 43 and 42 NOAs respectively. There are 30 NOAs in the Americas, and 28 NOAs in Asia. There is only one NOA in Oceania – a continent that has 16 National Olympic Committees (NOC). Thus, as a percentage Oceania has a very low ratio of NOAs to NOCs (1%). The highest ratio is found in Europe with 84% of NOCs having an NOA, followed by Africa with 76%, the Americas with 73% and Asia with 65%.

One component that somehow complements the functioning of officially registered NOAs is that of a special status. For example, the Kuwaiti NOA, which, due to the suspension of the NOC (from October 2015 to August 2018), apparently does not work. Both in Maldives and Panama the NOAs are not in operation. There are two countries whose NOA is expected to be listed in the IOA's official register. In Israel, the NOA is not active and a Centre for Olympic Studies has been set up with the collaboration of the NOC and Wingate College. In Australia, the NOC and the seven state-owned Olympic Councils are

responsible for the spread of the Olympic Movement in the country. In the vastly large population of China, the NOA is not in operation, and according to a survey conducted in 2018 by the Olympic Studies Centre in Lausanne (<https://stillmed.olympic.org>), there are three OSCs belonging to three different universities. The paradox is that none of them has a website and therefore their action is not known.

The survey showed that of the 145 NOAs, 69% of them, that is 100 present an activity, which is also highlighted by their presence at the annual Session of the IOA. Representatives of 31 NOAs have a frequent but not regular presence in the session, while 10%, mainly representatives from 14 NOAs, have not participated in the specific session the last 13 years.

Some data (five elements) from the analysis of the questionnaires are as follows. The first element concerns the constitution or non-statute, and it appears that 41% of the NOAs have created their own statutes, while 59% use the statutes of the corresponding NOC. The second element is that 66% of the NOAs have permanent staff, while 34% do not, using either volunteers or the staff of the NOC. The NOC staff may also work in other roles. The third element concerns the staffing of NOAs where only 52.5% and 40.4% have a director and chairman respectively, while only 22.2% and 14.1% have administrative staff and a secretary respectively. The category of "Other" returned a relatively large percentage of 28.3%. In this category, the positions covered are those of programme coordinator, vice-president, assistant to the chair, scientific secretary / adviser, pedagogical council coordinator, coaching staff and volunteer coordinator. The fourth element concerns the area where the members of the Board of Directors (BoD) come from. 34% of the BoD members come from NOCs, 24% come from the academic field, 20% for other educational institutions, 21% from other fields and 1% have no BoD. In particular there are three NOAs who have no BoD. Finally, on the key issue of funding, the results show that 90.9% rely on funding provided by NOC, 35.4% from sponsors, and only 18.2% are on financial support from governments. Concerning funding, an interesting piece of information that arose is that for many NOAs financial support is not an important or a major obstacle to their operation.

An issue that hampers the work of NOAs is that the money the IOC provides to NOCs through Olympic Solidarity does not always reach the NOAs to promote Olympism and the Olympic values. Another thing is that NOAs are part of the NOCs and so their presence and mission is not always clear. That

creates problems for the overall strategy that a NOA can follow. The absence of permanent staff and specialised staff is another important issue the NOAs face. Lack of political support from central government and lack of support and cooperation with the stakeholders such as NOCs, international federations etc. is of additional concern that a considerable number of NOAs face.

In summary positive and therefore encouraging signs are evident for the majority of the NOAs. Despite the problems and the difficulties the NOAs face, they present completed and noteworthy projects. There are many NOAs, which due to their exceptional work could set an example for their counterparts. The operation of the NOAs brings multiple benefits to the Olympic Movement and are serious supporters of it due to their educational mission. Thus, the responsible bodies ought to facilitate the operation of the NOAs in a stable environment and provide them with the resources they need (financial, technical, human, knowledge based etc.). In a word, the Olympic Movement needs the work of the NOAs, which in various ways provide education to children, youth, and the general population of a country. The educational mission of a NOA cannot be replaced or covered by an OSC that belongs to tertiary education exclusively.

2017–2018 ARGENTINE OLYMPIC ACADEMY REPORT

Mario MOCCIA (ARG)

President, Argentine Olympic Academy

Prof. Silvia DALOTTO DE MARCÓ¹ (ARG)

Director, Argentine Olympic Academy

The Argentine Olympic Academy, which was founded in 1982, is a Commission that is a part of the Argentine Olympic Committee.

Since then, it has organised sessions for the young, which are attended by representatives of the different national federations and from different regions in the country.

Participants must be between 20 and 34 years old. A maximum of 50 people attends these sessions; and after being evaluated, two representatives of the Argentine Olympic Academy are selected to attend the International Olympic Academy.

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

During the year 2017, the session was held between the 9-13 October and we celebrated the ONE YEAR TO GO of the Youth Olympic Games that will be held in Buenos Aires in October 2018.

The session was very fruitful: Mrs Lucia Giramberardino and Mr Nicol's Bruzzone were selected to attend the 58th session in Olympia for the Young Participants in 2018.

The National Olympic Academy also implemented a national programme

1. Prof. Silvia Dalotto de Marcó made the short presentation.

in Olympic education through the sports initiation schools depending of the National Government.

1.903 schools throughout the country that offer the possibility to the young people to learn about new sports participated in activities related to Olympic education and the Youth Olympic Games Buenos Aires 2018.

The teachers received contents, knowledge and information through the NOC educational platform to work with their athletes.

The programme was very successful, and we had the chance to teach about:

- general concepts of Olympic education,
- the real link between sport, art and culture through the emblem, pictograms and mascots
- but also, and specially about values through sport and how the Olympic Movement and the framework of the Games can provide us a lot of possibilities to see good examples, great behaviours and the possibility to inspire the young people to give the best of themselves.

The importance of this programme can be reflected in our stakeholders:

- National Secretary of Sport
- National Sports Federations
- Provincial Governments
- Provincial Sport Federations
- BAYOGOC 2018
- NADO Argentina

In 2018 we will have our annual session for Young Participants and our bi-annual session for Adults over 35 years old.

OLYMPIC EDUCATION ACTIVITIES AROUND THE WORLD



AANO



AFAO



BANGLADESH



CHINESE TAIPEI



COSTA RICA



EL SALVADOR



FRANCE



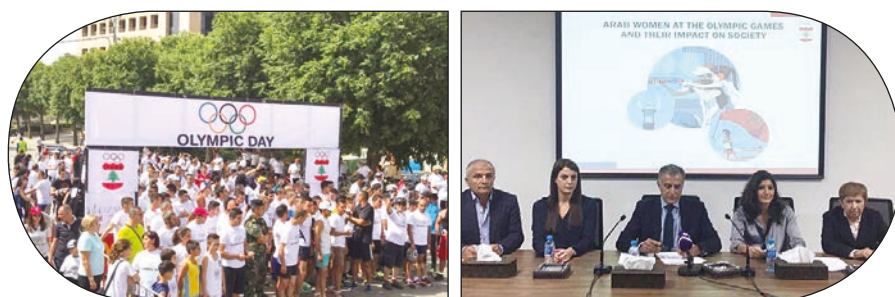
GUATEMALA



JAPAN



JORDAN



LEBANON



LESOTHO



LITHUANIA



NETHERLANDS

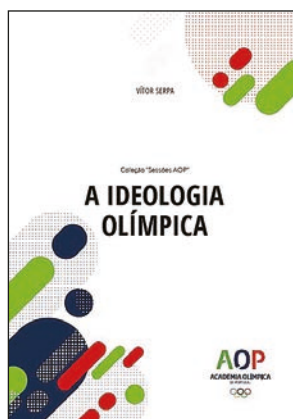


NEW ZEALAND

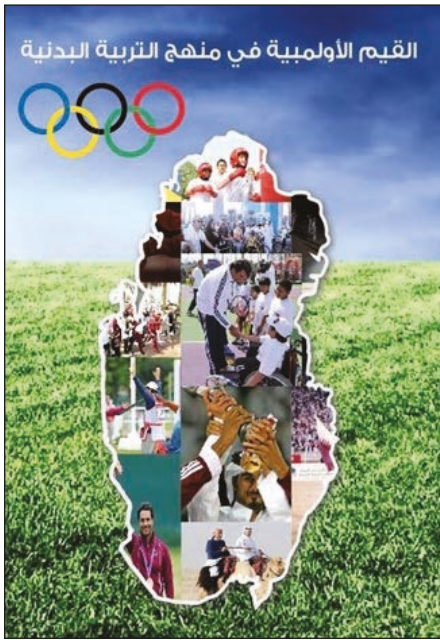




OMAN



PORTUGAL



QATAR



ROMANIA



SERBIA



SLOVAKIA



SPAIN



TURKEY



UGANDA

NATIONAL OLYMPIC AND SPORT ASSOCIATION OF ICELAND – ATHLETE AS ROLE MODEL

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Teaching Character

In Iceland the NOA sits within the department of Development and Education. In the year 2016 we collaborated with the Icelandic Youth Association and started a project which is called *Show your character – or Teaching Character*.

The focus on sports training has been up to date on physical and technical skills. The main objective of the project is to encourage coaches and sports organisations to put even more focused emphasis on teaching a good character among kids, with the training of psychological and social characteristics of children and young people. The training of children and young people in sports allows sports clubs to take care of both the upbringing part and the competitive part of sports because teaching youth good character they will be well suited for life and also for success in sports.

Building character is complementary to the sports policies and other educational content of the sports movement, and are based on the Olympic values to some extent. It adds practical information and techniques that coaches can easily utilise in child and youth training. However, the project is neither comprehensive nor final. On the contrary, it is intended to develop and flourish with the contribution of coaches, athletes, parents and other interested people who have the opportunity to bring tips and further educational points into the project.

The foundation for educational material is based on writings from Dr Hafrun Kristjandottir, psychologist and Dr Vidar Halldorsson, sociologist. It is classified

in six classes for ease of use. The classes are goal setting, interest, social skills, self-confidence, leadership skills and concentration. One of the cornerstones of Icelandic culture is the art of telling stories. To raise awareness of the project and to make it more accessible for coaches and athletes, we share stories from former athletes, athletes competing today, great youth coaches to national head coaches. They write from their own experience and share best practices that worked for them and how they have developed their mental and social skills.

This project is based on athletes and coaches being the role models sharing their life experience and how they have built up good character during their sport participation.

The target audience of the project is primarily the trainers/coaches of children and young people in sports. It is important, however, that everyone involved in the sports culture of children and young people, board members, staff, teachers, and parents, finds out the content and focus of the project. If everyone works together to improve and strengthen the character of our young generation, their future will be even brighter and better. (website www.synumkarakter.is)

Olympic Day

For the past few years we have hosted a golf tournament with the Icelandic Olympian Association on 23 June to celebrate our Olympians and the Olympic day. Last year we invited Olympians from the Nordic countries (Finland, Denmark, Sweden and Norway) who work for their Olympian Associations for a weekend, to share ideas and learn about what other Olympians in the nordic countries are doing.

We also have been trying out different projects with youth clubs and sports clubs to promote the Olympic day and give kids the chance to discover and learn about the Olympics. We always try to incorporate Olympians to visit and share their stories.

Future projects

We are working on implementing an Olympic day run with kids in elementary school (from 6 years old to 15). Hopefully this fall (2018) we will have kids running all over the country. Every school can host its own Olympic day run.

Following that project we are also working on educational material, ideas, best practices and more for schools to host their own Olympic day event. We would like to see more collaboration with their municipality, sport clubs around the schools, and other organisations to work together in hosting big Olympic Day events.

One future project with the Icelandic Olympian Association is to give elementary schools photographs of their former students that have become Olympians. The idea is to bring the history back to the kids and show them that someone from their school has taken part in the Olympics. The idea is to line the photographs of the Olympians in a row and have one blank in the end, with the question: "Are you next"?

The implementation of present and future projects is highly based on the cooperation with partner organisations. We expect to involve a greater number of governmental and non-governmental institutions in order to spread Olympic ideals around Iceland.



CONCLUSIONS OF THE DISCUSSION GROUPS



FRENCH-SPEAKING DISCUSSION GROUP 1

There is no life without trial, no affection without abandon, no connection without hurt, no society without solitude, life is a battlefield where heroes are born: heroes who die so we can live.

[Boris Cyrulnik (1937-)]

1st topic discussed: Sport, Olympism and Youth

The representatives of the Cape Verde, Mali and Central African Republic NOAs explore the current gap between family education and Olympic education. Mali has specifically added modules dedicated to the training of women, hence mothers, in order to deepen the parental role and confirm its different missions.

Olympic education programmes must exist from the first years of school, in order to avoid the pitfall of the societal shift, characterised in particular by parents who used to put sport in “second place” and in parallel to studies, towards a contemporary alternative of the “poker-lotto” type driven by the lure of profit. Teaching toddlers the moves of the various sport disciplines presupposes the provision of teaching materials in situ, at the level of teachers and trainers in general.

At grassroots level, the choice of disciplines included in a demo presentation to the younger ones should be opened up, diluting the risk of overcrowding in the exclusively lucrative disciplines ... Educational values must be reinstated at the heart of the lessons. The fight against violence, delinquency and uprooting is becoming an omnipresent concern in each of the countries represented by our group. Values, from parental to Olympic ... contents must be conveyed from a very young age, regardless of the typology of trainers, from parents' associations to teachers, coaches and other professors. The initiative “from the

street to the stadium” launched by the Central African Republic, as well as those orchestrated by Peace and Sport presided by Mr Joel Bouzou and placed under the patronage of HSH Prince Albert II of Monaco are commendable in this regard.

In Tunisia, a book (titled) “The Olympian” was made compulsory for primary education on the initiative of a former special advisor to the President of the Republic.

The work carried out by the Royal Spanish NOA resulted in the creation of 36 university study centres for the dissemination of the Olympic philosophy among student teachers-to-be having in particular the capacity to enter into agreements with Ministries. The very appointment of professors can be supported during the review of candidatures, through modules relating to Olympism and acquired by the candidates.

In Cape Verde, the existence of ten different islands has led the NOC to create Olympic branches, Olympic clubs ... to spread the Olympic philosophy.

The Olympafrica International Foundation was mentioned as an example, since it fosters learning sports and values, by obliging young people to self-refereeing, inducing team diversity and envisaging even the construction of premises housing the teams by participants themselves.

The group would like the IOA to lobby the IOC for the latter to develop a strategy and use its political weight on the media in order to try to bring about a reversal of media impact, better and fair coverage of the so-called minor or Paralympic disciplines, so as to slow down some salary increments. Not all countries have Spain’s or Japan’s “luck” to have a single interlocutor. How to make the “pedagogical efforts” of the various Olympic, Paralympic and Sports Movement stakeholders coincide, and align them with those of decision-makers or Ministries concerned?

To make ideals and sport coincide is without doubt the key, avoiding interferences and the dilution of energies.

The other three topics mentioned below: Consistency between role model and way of life, How to prevent a role model from becoming a God? Education and elite sport, were merged to become the **2nd topic discussed: Olympic education and elite sport: Exemplarity, exploitation and limitations of the role model.**

Federations at all levels have systematically introduced very restrictive ethical charters with unconscionable legal capacities, on the model of the Olympic

charter, to oblige athletes to adopt a correct behaviour, worthy of values both in their geographical area of practice and in the area of influence of their image, these two zones not necessarily coinciding. Here again, the leverage of media on counter-values (and sometimes values) should be taken into account, along the lines of the Monaco Sportel conferences, with themes focused on these issues. This can very well be organised by the NOAs, targeting for instance young students in journalism schools, just as the IOA could regularly take on this type of mandatory training for journalists.

There is once again certainty that the level of awareness of persons practicing sports should be addressed as often as possible.

Discipline, failing self-discipline of the elite athlete –as well as medium level or “mass”– athlete, must be at the heart of the enforcement of sanctions. This presupposes that the various regulations and legal statutes enacted by local law, the statutes and federal regulations, are fully harmonised, with heavy penalties applicable on and payable only by the offending athlete, not by his sponsors.

The best teacher can only teach, it is always the child who performs the awesome act of learning.

[Fernando Savater (1947-)]



FRENCH-SPEAKING DISCUSSION GROUP 2

Is an Olympic medallist necessarily a role model?

Based on the definition of Olympian and lecturer Cameron Myler (USA), a *“role-model athlete encourages participation, inspires young athletes, promotes Olympic values, respects the foundations and principles of Olympism, is interested in social issues and is an example for other Olympians”*.

The French-speaking discussion group No. 2 agrees that an Olympian in general, not just a medal-winning Olympian, is a role model.

Furthermore, we also include in this role model, athletes training and meeting the role model criteria listed by Mrs Myler.

Through training and competitions, an athlete acquires, throughout his/her career, a level of physical performance and technique that makes him/her a person more or less recognised by the sports world. In most cases, there is a correlation between the level of performance achieved and the reputation of the athlete. The greater an athlete's fame, the greater his/her impact on the population.

However, mere fame does not automatically make an athlete a role model in the positive sense of the term.

We agree with Professor Francisco Javier Lopez Frias who said *“that with power comes responsibility”*. Thus, we believe that the mere fact of being selected by one's country imposes on an athlete the responsibility acquired as a role model.

Throughout his/her athletic carrier, an athlete acts on his/her own values, which may resemble Olympic values, but we acknowledge that in reality they are not always as distinctive or as close to those of Olympism.

We sincerely believe that NOCs / NOAs should increase athletes' training and information on the values and status that a role model should have, thus

allowing them to participate in Olympic competitions with a minimum level of knowledge.

To this end, we encourage NOAs / NOCs or their regional chapters organise a course on Olympic values and following this, thanks to all the information learned and the tools taught, each future Olympian should commit him/herself to becoming a potential role model, to undertake his/her responsibilities as a clean athlete and avoid potential shortcomings.

We invite you to make a real distinction between education through training and simple information.

We qualify our remarks by the fact that all famous and Olympian athletes are not necessarily a role model for all. Through his/her actions and reflections, an athlete can be idolized by one community and at the same time hated by another. Examples include the cases of Pistorius and Armstrong.

In addition, as Prof. Francisco Javier Lopez Frias explained, some individuals renowned in the world of sports do not want to become a role model although they can influence many people. (See Charles Barkley, the basketball player who repeats in an advertisement video for Nike that he does not want to be considered as a role model).

To conclude, we agree with the idea put forward by Mrs Kristy during the presentation of the New Zealand Olympic Academy, who said that “as an Olympian, you do not choose whether you are a role model or not. You can only choose if you are a good role model or not”.

Does the concept of the role model athlete evolve over time?

The whole group admits that many things do not evolve over time while others seem to have been obliged to evolve through changes in society.

The Olympic values of excellence, respect and friendship have always been conveyed by the role model athlete. Thus, role model athletes dedicated to surpassing themselves and the joy of effort can be found from the first Olympic Games until today.

Throughout the ages, political powers have always appropriated the successes of athletes by exploiting them.

Moreover, throughout history we notice that there is a constant transforma-

tion of the role model athlete and that society is constantly searching for heroes with whom to identify.

So, role models today are very different from the ones in the past. A role model athlete is no longer content to be good in his/her sport, but is involved in other areas.

The number of role model athletes has increased, particularly with the proliferation and better diffusion of the media. This phenomenon is now accentuated by social networks.

New concepts of “role model athlete” appear: female athletes, Paralympic athletes, athletes defending humanitarian causes (UNICEF, UNESCO, ...), or even minority athletes are becoming influencers.

There are also developments in institutions other than those of the IOC such as the appearance of gays-games (competitions for homosexuals), competitions reserved to masters or women-only competitions.

Finally, the symbols left by yesterday’s role models no longer have the same impact today. As an example, the photo taken in 1936 at the Berlin Olympics was of great value at the time, it carried a real current and a strong image of friendship that went around the world. Today, finding two athletes of different skin color is commonplace and the impact is not comparable at all.

In conclusion, although the Olympic values remain unchanged, the “concept” of the role model athlete is not rigid but is a mirror of social dynamics.



Presentation of the conclusions derived from the discussion groups.

ENGLISH-SPEAKING DISCUSSION GROUP 1

Question 1: Who is a role model, why do we “need” them?

The Cambridge dictionary definition of “role model” is a person, whom some-one admires and whose behaviour they try to copy. Olympic athletes have an associated fame from the Games, which makes them popular and everybody knows them. That is why they also carry a big burden, which has to be used for the good. The Olympic values and different ethical values that each athlete has, can be considered as basic values for our lives, and the Olympians and athletes as role models can spread and show those values to their community. This is the expectation of a role model, but in order to make them understand, and follow moral and ethical values, we need to educate them.

It is common to think only about role models for children, but later as adults, we can find ourselves inspired and motivated by others success and sometimes we can learn from their failure, or bad action.

- One factor that can make a difference is whether the role model’s success is attainable. Sure, they might show an amazing accomplishment, but if you don’t believe that you could ever reach the same goals yourself, that person might not be too inspiring.
- Source: www.socialpsychologyonline.com/2016/09/good-role-models-inspire-us.

To sum it up, role models inspire us. They can show us a good example that can make us think and follow different moral and ethical values that make us a better perceived person and so that can help to change our community and in a broader meaning the society.

Question 2: How are role models developed and what makes them exemplary?

Successful athletes as role models by their results, and participation. Those successful athletes that the media showcase, became socially well-known and admired. This is a great responsibility that the media hold. The media are representing the athletes not only as athletes, but as personalities as well. It means the media itself can easily misrepresent the image.

Being an inspiration to others, if that is what a sport role model is, should not be confined to just medallists, but should be anyone who has made an outstanding impact; an action to warrant being an inspiring act as follows.

- Larry Lemieux saved Joe Chan and Siew Shaw Her at the 1988 sailing event sacrificing his place as a serious medal contender in the process winning the Pierre de Coubertin medal.
- John Stephen Akhwari, who said “My country did not send me 5,000 miles to start the race, they sent me 5,000 miles to finish the race”.

It is not only just to develop, but also to maintain their position for a long term and help the community to change for its advantage. One can decide not to be a role model for a longer time by not taking part and not using channels that make people known. One can focus only on their career as an athlete, but not using his/her power for good aims both morally and ethically. They might think like this. But no one can stop the “non-stop channel”, which is the media, and if a well-known athlete does something, which has an information value, they will serve as a good or a bad role model automatically depending on their act or openly said thoughts.

Question 3: Who has the responsibility and task to find, train, teach and educate role models?

We all are humans –we all are the same– no one is better than the other, no one is less just because he/she is not good in sport. Everybody has the opportunity to become a role model, but before that, very important “stakeholders” came to stage. First, the parents, the teachers and coaches have the main role. The parents give the first influence, but this is according to their views. After that, the kids, youngsters, as future athletes can decide and go further for their

dreams. There are different influences for example the social media, trends, and so on, which we have to see critically as teachers and coaches. Usually those persons serve as leaders for young athletes, and even we can say that coaches and teachers can be a role model for young athletes as well. There is a union between them, and athletes are trying to follow their views and values.

Conclusion

The principles of humanism should be the basis of their enhancement together. Those principles should be manifested by pursuing sport and cultivating our mind at the same time. In order not to misuse the power of a role model in the future, the pedagogical approach is very important. In a pedagogical point of view, we have to be very careful about how we choose our role models, and also we have to continuously educate them, so these role models maintain their good personality and continue to be positive examples to everyone.

It is also important, to continue to educate the pre-service and in-service teachers and coaches through Teacher Education and Professional Development as they are the ones who will deliver the school-based programmes that will produce our future athletes and role models. NOAs and NOCs should collaborate with the Education Ministries to develop Olympic values in students early on.

These strategies could include:

- Activities to develop and nurture values of 21st Century Competencies for students.
- Training on reflection skills/processes to develop reflective teachers, who will constantly be learning to improve their delivery of subjects and their effectiveness as teachers of values; and
- Training on mentoring and facilitating skills for both teachers and coaches.

ENGLISH-SPEAKING DISCUSSION GROUP 2

1) Is it possible to establish a universal role model concept?

The world has as many cultures as there are Nations. There is a diversity of religion, languages, geography, economics, governments.

Therefore, defining parameters for role models is difficult to make a profile that may be universally accepted.

As role model we have seen Herakles and Theseus in Greece, Captain America in the United States, Olympic Mishka, the Russian bear, in Russia and Tecun Uman in Guatemala.

You might agree in some universal values such as: excellence, respect, friendship, perseverance, fortitude, joy of effort, fair play, generosity and solidarity.

However, there are other values whose definition may depend on the country's culture. These may be justice, democracy, liberty, tolerance, equality, equity, loyalty and so many other concepts.

It is good to be familiar with the IOC Athlete Role Model Programme, its fundamentals and objectives.

Nonetheless, each country should have the flexibility of adapting their own profile based on the specific characteristics of their own culture and idiosyncrasy.

In conclusion, we should try to find the best role models that may represent every society and therefore contribute to develop a better world.

2) What may we do to use the Youth Olympic Games as a tool to develop role models?

Many athletes in the Olympic Games have become professionals or they are under pressure from their sponsors, their NOCs, their Federations and the IOC to have the best athletic performance.

We recommend using the Youth Olympic Games to develop role models as they were organised for Olympic education and this does not comply with many NOCs.

Young athletes qualify based on their sport performance without considering their Olympic values, their Olympic education as a condition to represent their NOCs.

We need to prepare these young athletes before the Games by teaching them Olympic values, protection of the environment, responsible use of social media and their social responsibility as a role model.

As a result, they shall be able to carry their message to their schools, national teams, their federations, their NOCs and their community.

Coaches should also be included in the framework of Olympic education for the Youth Olympic Games as they are extremely influential in the development of the athletes.

ENGLISH-SPEAKING DISCUSSION GROUP 3

The group considered the concept of the athlete as a role model by sharing the experiences of the group members.

In particular, we considered the issue under three headings/questions –

- what is a role model?
- how do we create and support them?
- what other issues do we need to be aware of and take into account?

1. What is a role model?

We subscribe to Dr Uri Shaeffer's definition presented at the session:

*A role model is “an individual who is **perceived** as exemplary, or worthy of imitation, who **inspires** individuals or groups of people, through personal contact and relationships”*

However, we noted that “perception” is a personal term – what might constitute the characteristics of a role model will differ by individual, by community, and by society. What might be perceived as exemplary or worthy of imitation is therefore difficult to standardise.

Similarly, it is the individual and society that determines who will and who will not be regarded as role models. We do not consider that the role model themselves have any real choice, particularly those that are selected into the Olympic family – they occupy a unique status in society. This status confers a unique responsibility on the athletes – they have a duty to “give back” to society.

The desired characteristics of a role model are therefore largely subjective and based on the judgement of those that might be influenced by the athlete. However, we should not expect or assume that athlete role models will have

all of the values and behaviours we might seek from them. These behaviours and values are shaped by the ecology and environment of the athlete –political, social, sporting– and these might often differ from the environment of the individual who is looking to the role model for inspiration.

2. How do we create and support role models?

Our role models need to be imbued with the values and attributes of good citizens as a matter of course, not simply when they are selected for the Olympic Games. We consider values education, particularly through the Olympic values, must be a lifelong process starting in childhood.

Selection for the Olympic Games, however, requires additional support and education. Olympic athletes need to be helped to understand how to manage their lives as an Olympic athlete in sport and beyond. This includes the opportunities and challenges that membership of the Olympic family brings, particularly how they should manage their responsibilities as a role model.

And following their sport career, we have a responsibility as sports administrators, to continue our support of the athlete. We cannot simply use an athlete's status while they are active and ignore them when they have completed their Olympic career. We should have a duty of care to these individuals who have brought so much to the Olympic vision. And we need to remember that role models can endure with the proper support around them – just look at those ex-athletes that are still inspiring young people well beyond their last performance on the court or field or track.

3. What else do we need to think about?

As has been noted by many speakers, the expectations placed on role models by individuals, governments, society and sporting organisations can be unrealistic, and detract from their sporting performance.

Ideal role model characteristics can change over time and situation. We can't expect the same values and their ability to demonstrate them, to be present from the start of their lives as role models until the end.

Role models can be (sometimes unintentionally) incentivised to occupy these

positions of influence by external, not intrinsic rewards. These might include access to positions of authority, societal status and adulation, or financial rewards.

We need to consider what we can do to support the role models of our role models. These may often be coaches – they need to be the target of Olympic values education as much as the athletes themselves.

ENGLISH-SPEAKING DISCUSSION GROUP 4

Who is a Role Model and which individuals ought to be inferred or referred to as a role model in the context of the Olympic Movement

1. Introduction

We are indeed honoured to have attended the 14th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees and to further present to this gathering the findings and results of our deliberations as regards the aforementioned topic.

2. Who is a role model?

The definition of a role model is as galvanizing as it is divisive. It is now considered settled that in our day to day lives, people have different varying roles but in executing those roles, and whilst some emerge as role models, not all people are role models themselves. It would further appear from our research and deliberations that the concept of role models is not restricted to only a natural person or persons, but rather extends far and wide to encompass legal persons such as corporate entities and the like and in some cases imaginary characters like Spiderman, Superman and Olympic mascots or even mythical figures as from ancient times.

A role model therefore is someone, an entity or even an imaginary character or figure who, and in the case of characters or mythical figures, if brought to life, espouses the values and aspirations of a person, natural or legal, or a specific target group.

This definition thus presupposes the fact that it is not for the individual or

entity to consider oneself or itself a role model but rather for another individual, entity or specific target group to view such other person or entity as such.

In other words, this definition of a role model brings to light the two concepts of reality vs perception, where a person or specific group could perceive or relate to someone, an entity, imaginary character or figure and even a mythical figure as a role model, whereas in reality they may not be and vice versa. This inevitably raises the very question as to whether society truly has role models.

That debate notwithstanding, what is clear from our definition is that where a role model does exist, they should be exemplary, inspirational and must espouse the values of a person or specific target group, whether those values be perceived by others as noble or offensive.

3. Which individuals should be considered as role models in the context of the Olympic Movement?

In considering who should be considered as a role model within the Olympic Movement, due regard must be given to the very nature and composition of the Olympic Movement and inevitably the key actors who make up that very movement. As has already variously been said and highlighted over the years, and without having to repeat what we surely all know or at least what I believe we all should know, the Olympic Movement derives its values from the spirit of Olympism, which spirit is a way of life and which values are derived from the Olympic Charter. It is therefore safe to state, that in the consideration of which individuals ought to be considered as role models, a critical analysis of these key actors and their contribution in espousing the spirit of Olympism through the values as entrenched in the Olympic Charter is made and in doing so the following categories were identified:

- a) At the forefront of our critical analysis was the athlete, be it an elite athlete or otherwise and irrespective of whether the athlete is a medallist, was a participant and/or attempted but failed to qualify for any major games. This in our view is because irrespective of their level of excellence, the athlete is the epitome and embodiment of sports excellence and physical activity as he or she inspires a multitude of individuals and/or groups at whatever level of competition they may be. The concept that the elite athlete therefore is a reflection of the wider sporting community from

- which they come, comes to mind and the maxim that, “I am because we are” cannot overly be manifested than at this point for the simple question would then be, “How did they achieve that level of excellence or elitism without comparably good competitors and/or competition?” Does this then not allude to the recognised fact that not all athletes can be winners?
- b) The second category of the individual or individuals that we were able to identify is that of the Administrative and Technical officials and the Educators who teach, disseminate, uphold and spread Olympic values. It goes without saying that an athlete who lacks support systems such as proper administrative structures to effect planning, acquisition of resources and proper management, lacks proper skilling and is not well versed with proper understanding of the Olympic spirit and values will more often than not fail as an Olympic athlete.
 - c) It is at this point opportune to recognise the volunteers as a key group of individuals who are more often than not forgotten but who in reality are the true heroes of all the major games that are recognised by the Olympic Movement. The organisation and management of any games, let alone major games like the Olympics is no mean feat, yet I can stand before you today and confidently state that without these volunteers, it would be impossible to financially and logistically have these games which are at the very core of the Olympic Movement.
 - d) It is imperative to recognise Olympic partners and entities that are prepared to support the Olympic spirit and values without regard to any expectations in return. It is this category of people who like in Nelson Mandela’s words, “have understood the power of sports and its ability to unite people...” that have enabled the very sustenance of this way of life, otherwise called Olympism.
 - e) Last but not least, and whilst I recognise that it is impossible to effectively exhaust this question, let alone in the time we have today, we opine that all sporting organisations including but not limited to the International Olympic Committee, International Federations, the International Olympic Academy, National Olympic Committees and Associations and National Federations and Associations are entities and/or legal persons which are well postured to be role models within the Olympic Movement.

4. Challenges

As is with most things in life, the concept of the role model comes with its own challenges which we would now invite you ladies and gentlemen to think about but which briefly may involve:

- a) Sponsorship may be exploitative and lead to commercialisation of sport.
- b) The Media though necessary may at times manifest itself negatively and lead to the emergence of copy right and image right issues in this technological era.
- c) The role model in most cases may not have a choice in the acquisition of their or its new role model status may lose his, her or its privacy and be susceptible to undue pressures.

So ladies and gentlemen we leave this up to your imagination.

ENGLISH-SPEAKING DISCUSSION GROUP 5

Question 1: How can we promote athletes as role models and what personal qualities these role models should have?

Developing and promoting the education of the generous ideas of Olympism, the Olympic spirit, the Olympic principles and role model qualities must begin as early as possible and at all age levels. It is important for us to do Olympic education and convey Olympism in every generation, in particular to young generation. If they know about Olympism and values of the Olympic Games, they would respect Olympians and recognise them as role models. And then, some of them would like to be as a role model in the future.

Therefore, we have to raise two important questions: Who are we going to teach these ideas and principles? Who is responsible to teach? To answer properly the first question, we have to take into consideration the various age levels from kindergarten groups, primary schools, gymnasiums, high schools as well as universities and we must not forget to prepare the qualified teaching staff. Moreover, Olympians and medallists who are considered to be role models should be motivated to participate in various kinds of projects.

As we refer to a wide range of age groups from various social environments, we should find and apply more methods, ways and approaches to promote Olympic ideas as well as qualities of role models: organise meetings with personalities from sport, Olympians, ambassadors, medallists and organise different activities. These activities will promote Olympic ideas and role model qualities through sport competition, Olympic culture and education contest, artistic and cultural contest, knowledge competition, Olympic festivals, Olympic days, International Youth camps etc. They will also motivate Olympians and medallists to be a part of the projects as ambassadors, participants; create subjects about Olympism which should be part of faculties and universities curriculum that prepare new generation of teachers. For example they could

organise one lecture per week/month for young athletes in their sport clubs and teams to teach them about Olympism, values and ethics.

The best way to educate youth generation is through the presentation of role models. Pierre de Coubertin, the founder of the modern Olympic Movement, gives the following definition of such role model: *The true Olympic competitor is the one whose physical perfection combines with high spiritual culture. He should have perfect physique, health, beauty, poetry, motion, fortitude, intelligence; he must be physically fit and have the standards of speech and intercourse. The true Olympic competitor must also be honest, generous, loyal to his homeland, and patriotic*

It means that athletes who are considered to be role models have to possess qualities that are reflected in good ways of behaviour, appropriate leader of values, attitudes and appropriate reactions in certain situations. Therefore, the question should be raised: “what type of personal qualities and ways of behaviour should a role model have?” The following suggestions would be an answer: an athlete who does not strive for victory at any cost; an athlete who keeps honour and dignity on the sports ground; an athlete whose main aim is not to defeat one’s opponent, but to improve one’s personality; an athlete who behaves sincerely and honestly when he/she wins; an athlete who finds enough strength to stand when he/she fails; an athlete who follows the rules even though he/she loses; an athlete whose own interests are underrated to the groups’ interests.

On the other hand, the older children are, the more sensitive they are in perceiving bad things and behaviours. Therefore, it is important to teach children to objectively evaluate athletes that are considered to be role models and teach them to ask themselves important questions like: Is this athlete still a role model for me? Is he/she still representing qualities of role models that I am looking up to?

Question 2: How should Olympic education be conducted before Olympic Games in the country that is hosting upcoming Olympic Games?

The answer to this question can be presented by showing the example of the education programme for the Tokyo Olympic and Paralympic Games.

The main concepts of the Tokyo Organising Committee of the Olympic and Paralympic Games are: Achieving Personal Best, Unity in Diversity and

Connecting to Tomorrow. Every aspect of the Games would be planned and prepared based on these concepts.

The official education programme of the Tokyo Organising Committee is to be implemented for the Games and beyond. In particular, the educational programmes are related to the concept of “Unity in Diversity”.

For the practice and teaching of Olympic education and Paralympic education, the Tokyo Metropolitan Government devised a framework containing four themes and four actions. The themes include Ideals of Olympics and Paralympics, Sport, Culture and Environment. The associated actions are learning, watching, doing and supporting.

From the spring of 2016, about 2,300 public schools in Tokyo began educational activities related to the Olympics and Paralympics in classes and extracurricular activities. Since 2015, the Japan Sport Agency has initiated the Olympic and Paralympic education programme nationwide. The five pillars of the project are: to promote the educational values of Olympism; to train volunteers who embody Japan’s spirit of hospitality for the 2020 Games; to raise awareness about the Paralympics and sports for people with disability; to raise awareness of Japanese culture and distinct regional cultures, as well as advance intercultural and international understanding through sports and to spread the enjoyment of sports.

With a focus on specific topics, the Olympic and Paralympic Movement is promoted to the general public throughout Japan. Olympic education before Olympic Games in a country hosting the Games therefore involves organising the Olympic festival of many events, bringing Olympic education in the schools and universities, issuing special booklets and books about Olympic Movement, special movement about your national heroes and supporting much more sports and Paralympic sports.

ENGLISH-SPEAKING DISCUSSION GROUP 6

Can only Olympians promote Olympism, its values and principles?

First, we consider important to point out what we shall understand (for the purposes of this discussion) as Olympism, for that we can refer to Müller (2005):

The Olympic Movement founded by Coubertin therefore needed not just an institutional framework (IOC, NOCs, Olympic Games), but also spiritual direction, an Olympic philosophy which Coubertin called “Olympism” (“Olympisme” in French, meaning the Olympic Idea, Olympic Ideals or principles). Logically, Coubertin therefore often stressed that Olympism was “not a system, but a state of mind” which, “as in a pencil of rays, endeavours to unite all principles that work towards the perfection of mankind” (1917). He devised educational concepts and created teaching resources to serve as models for this purpose.

Being defined in a way, we must address which are its values and under which principles Olympism relies, for that we are forced to cite what is established in the Olympic Charter.

“The principles of Olympism that are enshrined in the Olympic Charter may be summarised thus:

- the harmonious combination of body, will and mind;*
- the task of making sport universally available for personal development, so that the “right to sport” is seen as a human right;*
- the combination of sport with culture and education;*
- the participation of young people, through the practice of sport, in building a better, more peaceful world;*
- the renunciation of any kind of discrimination and the promotion of mutual respect, friendship, solidarity and fair play.”*

Having established, for the framework of our discussions, the definitions of Olympism and its values and principles, we proceed then to discuss our thoughts in the question raised: ***Can only Olympians promote Olympism, its values and principles?***

In many cases, an Olympian is chosen by others as a role model, the effect whether that role model is positive or negative is the athlete's decision. However, it is clear that Olympism, its values and principles are not or can not only be promoted by Olympians, in fact athletes, sport administrators, coaches, parents, judges, referees, and other parts of the Olympic Movement can also become role model either by his/her choice or by society choice. Nevertheless, it is important to mention that, not every Olympian can be a positive role model, therefore the Organisations of the Olympic Movement are urged to work to develop concrete strategies that can help them to promote Olympism, its values and its principles. Not every Olympian is suitable to promote Olympism, its values and principles, however, Olympians may be the most suitable to do so, for the sake of exemplifying.

The Olympic Movement can shape and produce more role models if the athletes support structure is conducted under good governance, ethical practices, an ethics code and a framework that protects the integrity of the athlete, and as per Coubertin's idea of Olympism.

To do so, we have to materialise this abstract idea in tangible actions that can allow us to promote Olympism, its values and principles, and it can be done by anyone who decides to adopt Olympism, its values and principles as their way of life.

Secondly, we raised the question: **How can the Olympic Movement organisations promote Olympism its values and principles?**

By strategically planning actions and programmes to be later effectively implemented and executed by the organisations belonging to the Olympic Movement.

For instance,

IOC: Awareness, international education programmes, develop policies, structures, framework.

IOA: Research, education training and international gathering.

NOC: Set and/or enforce policies and transferring knowledge at local level through the development of programmes.

NOA: Education, training, research at local level.

NF, Athletes' Commission and Clubs: Implementation and delivering the programmes developed at international or local level.

Conclusions:

- I. Olympians are not the only ones entitled to promote Olympism, its values and principles, in fact the whole entourage has that possibility as well, however in terms of examples the most suitable to promote Olympism, its values and principles are Olympians.
- II. The Organisations belonging to the Olympic Movement have the responsibility to create and implement strategies to promote Olympism, its values and principles.
- III. The responsibility of creating and implementing strategies is a shared one by all of the organisations that belong to the OM: IOC, IOA, NOC, NOA, NF, Athletes Commission, clubs, etc.
- IV. The Organisations belonging to the Olympic Movement have the responsibility to create and implement strategies to promote Olympism, its values and principles because that is its main mission within the OM.

ENGLISH-SPEAKING DISCUSSION GROUP 7

Question 1: How can an Athlete make smart use of technology to facilitate and perform their responsibilities as a Role Model?

Slogan: Connect, Share, Inspire, Support

Connect (with the community), Share (the story), Inspire (the community), Support (Build the bridges (of communication))

Introduction

Currently,

- There are many new technologies in place
- The Youth is fully engaged with technology

Do we get the best out of technology?

Description

There are two key elements: *Technology, Athlete, Techcamp*

Smart Technology

The technology is composed of the main key components (Hardware/Smart devices, Applications/Smart Mobile Apps, Digital Content Generator).

1. Smart Hardware - Smartphone, tablets, laptops, PC, smart watches, and many more.
2. Applications/Smart Mobile Apps - (Social Media (Facebook, Instagram, LinkedIn, Youtube, Twitter and more), Chat technologies (Whatsapp, Viber, snapchat), Website (digital visibility), Video, Picture, Podcasting, Sport and Health apps, mobile apps and more.
3. Digital Content Generator – Who creates the influencing digital content.

The main beneficiary

The athlete as a role model and the communities who they will serve.

How to connect role model with communities?

Via techcamp

- Via tech education, techcamps, education about use of technology for connecting Athletes with Communities?!!!

Proposed Outline

Title: Techcamp for Athletes - Tech made simple.

Duration: This can be flexible but could be half a day or up to 2 days (*It could be the responsibility of the NOA, or it could be an integrated curricula*)

- *How to make the best use of Social Media to influence others as a role model?*
- *How to use Video and Pictures apps to achieve maximum effect*
- *Technology and Ethics*
- *Digital Content Writing*
- *and other tools related to the purpose*

Additional interesting questions:

At least at NOA level:

How many athletes have active Facebook?

How many athletes have active Twitter, Instagram, Youtube and so on...?

What is the number of followers per athlete?

Who prepares the content?

Are athletes aware of the dangers of social media if used poorly?

Drawback

The role model may require a person to do digital marketing for them. Or they should create an open platform of community (*encourage people to spread the word*).

Question 2: How can an athlete provide the best impact and influence by promoting sport?

(Tips for self-marketing)

Slogan: Be Ready, Be Prepared, Act Now

Be Ready - Individual Readiness

1. Build their athlete profile 5W - (Who is this Athlete, What have they performed, When are or were they active, Where do or did they compete, Why are they a role model).
2. Define their role model path by providing information about sporting journey, self-preparation, community outreach, tracking, stories, contribution, fundraising, sport events and many more.

A new role is introduced, role model counsellor????

Be Prepared

1. Create the Portfolio: What can an athlete use?
2. Create digital and non-digital visibility (Define “One-Page” sheet for every athlete), video, pictures, moments of inspiration, people sharing the stories with the role model (hero)
3. Create community mapping and identify the target groups for inspiration - schools, kindergarten, NOC, Local Government offices, Central Government, NOA, other role models, role model networking/sharing, students, parents
4. Provide role model capacity building classes for the athletes
5. And many more.

Act Now

An athlete fully equipped with the right information, knowledge and tools will start acting now, by promoting sport to the targeted community.

Reporting

Establish a tracking application which enables the smart use of statistics by the NOC/NOA, to get the best use of role models, and envision a systemic strategic long-term intervention.

ENGLISH-SPEAKING DISCUSSION GROUP 8

Discussion group No. 8 identified three questions that had to be answered to respond to the main topic of the Session 2018.

These questions are:

Question 1: What is an athlete role model?

Question 2: What qualities do we search for in a positive role model?

Question 3: What is the main role of the athlete role model?

These questions have been addressed as deliberated below:

Question 1: What is an athlete role model?

Discussion

There is no conclusive or absolute definition of an athlete role model, and there is no athlete who can satisfy all the attributes to be a role model for everybody. Also not all achieving athletes are positive role models, and the standards of who is a role model have changed over time through generations

Answer

An athlete role model is an athlete who demonstrates certain qualities and is admired and imitated by others

Question 2: What qualities do we search for in a positive role model?

Discussion

We have to keep in mind cultural differences and backgrounds, so there will be a variety of perceptions of the qualities in a positive athlete role model

Answer

There are universal attributes such as:

Courage	Determination	Intelligence
Commitment	Humility	Consistency
Confidence	Integrity	Self awareness
Work ethics	Compassion	Patience
Honesty	Passion	Strength of character

Question 3: What is the main role of the athlete role model?

Discussion

Athlete role models can inspire all kinds of people, and the values they promote (The Olympic values) are naturally recognised as positive qualities

Answer

- To embody and to live by the Olympic values
- To promote sport and education and transfer Olympic values to everybody using effective and modern communication channels (Technology)
- To give back to the community

Closing Ceremony

ANCIENT OLYMPIA, 11 MAY 2018





The Master's degree students attended the Session's closing ceremony and presented the Olympic Studies Master's degree Programme.



CLOSING ADDRESS
on behalf of the Session's Participants
by Fabienne VAN LEEUWEN (NED)

I am very honoured and delighted to represent the participants of this 14th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees at this closing ceremony.

On behalf of the participants I would like to express our gratitude and to say thank you for such a great valuable programme and great hospitality at this wonderful place.

I remember my first time at the IOA: It was in 1999 and I attended the Young Participants' Session. It created my perception of globalisation, humanity and striving for a better world through sports. Every time that I am able to visit the IOA again, this perception is reinforced.

And I would like to thank you, dear participants, for that awareness.

You are who you are, where you come from, whatever your religion may be; we celebrate our difference to be and stay yourself while gathering together. It raises a huge understanding of different cultures and different backgrounds but in the meantime we are all the same, united in our differences. We are all human beings that have a goal that unites us all: to make the world a better place through sports. That is an unbelievably powerful idea and a great task.

During the last week we have the opportunity to explore the concept of role modelling: we learned, we heard about, we discussed, we got insights by our excellent lecturers and group discussion colleagues, and we have found out the complexity but on the other hand also the simplicity of striving and reaching the best as a human being.

This is very important at this moment, because the Olympic Movement is in such great need to revisit ancient roots and values to rebuild trust in the image of the Olympic Games. We have to reinforce it together in order to achieve our united goal by staying strong as role models for the Olympic world. The



The NOAs' and NOCs' delegates from Lithuania Vita Balsyte, Ramune Motiejunaite and Jurate Vainilaitiene, from Qatar Dr Ali Abdulrahman Albakri Alyafei and Essa Nasser Al-Maadeed and from Trinidad and Tobago Brian Lewis receive their participation diplomas.

young ones in the world need you, to teach, to tell, and let them experience the Olympic values: Excellence, Respect and Friendship.

I would like to thank the IOA, as a role model itself, for creating a second home for all of us from different parts of the world. In this magical place where we are all got inspired, we have the obligation to pass that inspiration to others in need, especially the young generation: the future of our Olympic Movement!

All of that would not be possible without the great job from all the lecturers, the secretariat, the Red Cross, technical staff, and the translators.

They made our stay unforgettable.

Dear friends, after a beautiful and memorable week here in Olympia, I would like to say:

Go home, be a role model for yourself and others and, as Letsatsi of Lesotho mentioned:

“You won’t get lost in the world, because of your IOA friends!”

CLOSING ADDRESS
on behalf of the Session's Lecturers
by Professor Clément Anicet GUIYAMA-MASSOGO (CAF)

The choice to deliver the message on behalf of the lecturers at the closing ceremony of this session fell on my modest person. It is both a badge of honour and a great responsibility that I assume in all humility, soliciting in advance the indulgence of my eminent colleagues –many of whom have already left because of professional obligations– if my words do not reflect their feelings about what we experienced here during the week that is coming to an end.

We were in all ten speakers, including four women, from seven countries on three continents, with different philosophical sensibilities, different fields, all driven by a single desire, to be worthy of the trust the IOA leadership was kind enough to place on us. Beyond the expression of friendship, the invitation addressed to us to be a lecturer also entailed the gratitude for being able to share the fruit of our researches and studies on the various aspects of Olympism.

Closely linked to the specific theme of the session, the topics proposed to us –all in line with the educational action of the IOA– had the relevance and inherent challenges that stimulated our intellectual curiosity and offered us a great opportunity to fine-tune our thoughts and analyses. We can assure you that it is with great enthusiasm that we welcomed these topics and addressed them in order to come and present them here.

Thanks to the IOA, we have revitalized ourselves by revisiting the fascinating world of Olympic studies where the most sublime ideas of ancient and modern authors are intertwined. With regard to the promotion of Olympic education by Olympians, which was at the centre of the lectures and discussions, we approached the issue from all sides with the intellectual tools in our possession. We hope we have provided the expected insights on issues at times very sensitive and undecidable. In any case, on the issues that remain open, it is not to be



Standing for the Olympic anthem.

excluded that the discussion shall continue after the session within the context of the learning community that we spontaneously formed here.

Indeed, the greatest satisfaction we drew from this session was this wonderful meeting with participants from various backgrounds, people who were here not only for the beauty and charm of the facilities in Olympia but who were obviously moved by the desire to acquire as well as to contribute something. Undeniably, both participants and we were present at the giving and receiving meeting, for if we made the effort to transmit them knowledge and experiences, in return we also learned a lot from them. We are all leaving mutually enriched with the most relevant knowledge and experience marking the history and actions of NOCs and NOAs around the world.

From this point of view, no doubt Baron Pierre de Coubertin was right to equate Olympism with a religion that would spread to the four corners of the world. At the end of this session, it should be borne in mind that the definition of the model athlete, the conditions for an athlete to be exemplary or a role model, whether or not a model athlete is necessary for modern societies, the positive influence he/she can exert on the youth in his/her country, the content of the work carried out within the Olympic Movement to promote and protect

honest athletes and so on, are ideas and initiatives that will travel to reach the five continents represented in this session by the 85 countries of the NOAs that attended the session. Beyond the journey, one hopes that these ideas and initiatives will stimulate the minds and agencies responsible for the dissemination of Olympic values in the four corners of the world in order to foster a new vitality in the Olympic values education which nowadays does not always seem to benefit from the same attention and favour as the promotion of sports.

This is the place to acknowledge the exceptional work carried out by the IOA, tirelessly and in an increasingly difficult context, in order to promote the dissemination of Olympism in the world. There is no doubt that centres for the dissemination of Olympic ideals have spread all over the world, as in particular the one in Lausanne, Switzerland. The fact remains that the IOA is a reference centre that retains its symbolic power as an emanation of the will of a famous man whose heart lies here, namely Baron Pierre de Coubertin. We bow with respect and admiration before the great and remarkable work that the IOA has already accomplished and keeps developing.

We cannot end our remarks without underlining the particular feature of this 14th session, the gradual opening of the IOA to other organisations promoting Olympic ideals such as the Association of European Academies, the Association of African Olympic Academies and the Francophone Association of Olympic Academies. Clearly a new era appears on the horizon for the IOA and its leaders have risen to the situation, engaging resolutely in mutually beneficial strategic partnerships. We are convinced that such partnerships are likely to strengthen and amplify the Olympic contribution in a world that certainly needs to improve the quality of human resources hence human relationship in a world dominated by the crisis of values. We can only rejoice at such a development within the IOA that goes in the direction of building a peaceful and better world, something which the Olympic Movement has set as a goal.

Thank you for inviting us to this giving and receiving meeting that enriched us, thank you for the tolerance you have shown for some of our iconoclastic ideas, thank you for the warm welcome and all the attention bestowed upon us during our stay. Thanks to all those who have made things easier for us: the administrative staff who organised our travels, the translators of our texts, the logisticians, the interpreters.

We came with many ideas of our own; we leave not only with a lot of good memories but also with lots of new ideas.

CLOSING ADDRESS
by the President of the International Olympic Academy
Isidoros KOUVELOU

Dear Friends and Participants,

Upon completion of this Session, I would like to thank you all for your creative participation in the mission that the International Olympic Academy and international institutions of the Olympic Movement fulfill. The subject this year, with its focus on athletes as role models and also as means for the promotion of Olympism through the Olympic education, was in my view, especially interesting for us all. And this is because it constitutes a particularly broad framework which highlights multiple concerns and discussions around the many-faceted role of athletes in today's society. The IOC, together with all Olympic and sports bodies, recognising the power of athletes as role models in the social and educational fields, is attempting to integrate them into the core of their education projects, as ambassadors of sports and Olympic values.

The influence that sports men and women have over young people in particular is great and for this reason, their potential should be exploited through the programmes of Olympic education.

However, the dimension of the athlete as role model, with the complexity that characterises the modern, usually professional athlete, constitutes a subject of concern and broad discussion relating to how this role can be defined, on one hand by the international Olympic family and on the other hand, by the different social groups to which it is addressed. This discussion, despite having many aspects, nonetheless accepts the universal and human-centered role of the athlete as its core and fundamental characteristic.

From antiquity to the revival of the Games, and from their revival up to the present day, athletes have always been and promoted as role models, depending on their era. And of course, throughout the ages there has been discussion

around the necessity or not of having role models, and whether they could have a positive influence on societies.

This Session with its diverse scientific lectures, as well as the discussions that followed, revealed a variety of views and positions put forward by the participants. In my opinion, extremely interesting ideas were expressed at this Session, despite its short duration.

Unfortunately, important commitments in the IOA forced me to be absent from much of your discussion. However, I found the time to read all the presentations that had been submitted to the IOA office and to note certain points that impressed me and allayed, to a certain extent, the concerns I held about the meaning of the notion “The Olympic Athlete as a Role Model” during my speech at the opening of the Session.

I cannot, for example, refrain from mentioning my colleague, Vice-President of the HOC, Stelios Aggeloudis’ words that “The Olympic Medallist agrees to endorse and incorporate the Olympic values, willy-nilly influencing people and being a role model for them” and contrasting it with the position of Francisco Javier Lopez Frias, who wondered, “If athletes should be role models and which are the obligations inherent in this role”! For this concern to be answered, we could note the example of high ethical standard and Olympic spirit of Cathy Freeman and Claudia Bokel, referred to by Éric Monnin, in which there is a clear indication of the role these sports women took upon themselves for the benefit of young children. Two living examples, which strengthen the view of Clément Anicet Guiyama-Massogo that athletes should have a say during and after the end of their sporting career, and that they should place their passion, experience and abilities at the service of sport and society.

I also note two other concerns that were voiced by two outstanding participants: Dr Uri Schaefer, who maintained that the absence of suitable role models appears to be a factor contributing to the low participation of certain groups, particularly girls from ethnic minorities and my colleague in the HOC and University Professor, Xenia Argeitaki, who posed an important topical question “Is gender equality that constitutes a fundamental human right and a basic aim of every modern democracy being applied also to sports role models?” daring to provide her direct answer of “Certainly not!”

Likewise, I could not omit referring to the realistic ascertainment of Sebastian Scharff, that in antiquity, despite the different forms of athletic honours awarded to the athletes glorifying them, the Greek city-states did not usually

honour the winners for the athletic competitions as role models of virtue. A cruel statement but actually a real one.

A wealth of speculations and conclusions have been presented in this first Session of the International Olympic Academy for 2018, which I am certain will be further developed and become the legacy for such a significant issue that concerns all and mainly the athletes.

For this reason, kindly allow me to personally thank the lecturers for their substantial contribution in this debate that has been evolved through their thoughtful presentations.

In addition, I would like to extend my gratitude to all of you for your presence here and your valuable assistance to the works of the Session.

Finally, let me also thank the IOA staff for their hard work in order for this Session to be successfully organised and our beloved interpreters, who are always on our side throughout the conduct of the Sessions.

Dear friends, I don't really know how much this sacred land of Olympia has influenced your work. Certainly, most of you, have visited this place many times in the past and you have already felt this insuperable feeling before.

However, for some of you who had the great opportunity to live at our premises for the first time, I do believe that you have felt deep in your mind and your heart, the uniqueness of this magical surrounding, the birthplace of Olympism, and that you will become the best ambassadors for the IOA.

I wish you a safe trip back home!

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A grayscale photograph of a long row of flags on poles, receding into the distance on a path, with a dense forest in the background. The flags are arranged in a line that curves slightly to the right, leading the eye into the distance. The poles are tall and thin, and the flags are of various designs, though some are more prominent than others. The path is wide and appears to be made of dirt or gravel. The background is a thick forest of tall trees, creating a sense of depth and tranquility. The overall tone is peaceful and formal.

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