



INTERNATIONAL OLYMPIC ACADEMY





*Peace Education*  
*as part of Olympic Education*

15th INTERNATIONAL SESSION  
FOR PRESIDENTS OR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES



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10–17 MAY 2019

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

ANCIENT OLYMPIA



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## FOREWORD

The 15th International Session for Presidents or Directors of National Olympic Academies took place 10-17 May 2019. The Session was attended by 108 participants, 43 women and 65 men, from 80 countries.

The subject of the Session “Peace Education as part of Olympic Education” was an excellent concept for speakers of the Session to analyse as well as to present the efforts made by National Olympic Academies to implement Olympic Education programmes, through which the concept of Peace is disseminated.

The President of the International Olympic Academy, Isidoros Kouvelos, gave the opening address of the Session and the Seminar Proceedings at the joint opening ceremony of the 15th Session and the 26th International Seminar on Olympic Studies for Postgraduate Students. At the joint ceremony the two groups laid wreaths at the stele of Pierre de Coubertin and the commemorative monuments of Ioannis Ketseas and Carl Diem, to honour the founders of the IOA.

The Session Proceedings opened with the excellent lecture of Christina Koulouri entitled “Olympism and peace education: a historical analysis”. Shortly before beginning her lecture, Prof. Christina Koulouri was honoured with the “Dimitrios Vikelas” award for her academic work on the history of sport and the Olympic Games. The commemorative plaque was awarded by the President of the International Society of Olympic Historians, David Wallechinsky together with the member of the IOA Ephoria, Prof. Konstantinos Georgiadis.

The proceedings were also enriched by the lectures of the professors Dr Thierry Zintz, Dr Saša Ceraj, Dr Sock Miang Teo-Koh, Dr Constantinos Filis, Dr Arnaud Richard and Nils Holmegaard (IOC) as Project Manager for the programmes of promotion of Olympic values.

The aim of the Session’s theme was to inform the NOAs about the current educational activities for the education of young people in matters of peace; and for members of the National Olympic Academies to exchange ideas for the

development of new programmes and collaborations within the framework of their responsibilities and in cooperation with the NOCs, under the auspices of the IOC, to promote peace on a global level.

In their fascinating lectures, the lecturers spoke about and analysed subjects such as Olympism and World Peace, The Olympic School for Peace, Sport as an Influential Instrument for Intercultural Dialogue, Cultural Diplomacy, Sport Diplomacy, Sport as Social Value, Olympic Games as basis for Peace, Ways of Establishing Peace through Olympic Games, Modern Olympic Truce, Peace Education as part of Olympic Education, Sport and Peace Programmes around the World, Sports diplomacy and Nationality.

The lectures were followed by creative dialogue with the Session participants as the interest of the executives of the Olympic Movement and especially of the National Olympic Academies was great, on current issues concerning Olympic education. In addition, 31 NOAs and 2 intercontinental associations presented their extensive educational work and activities.

The Session proceedings closed with the presentation of the conclusions of the two French-speaking and the eight English-speaking discussion groups. The topics developed by the work groups were rich in educational ideas and proposals such as Olympic Values Education by States, Techniques for the Introduction of Olympism in the Education System, Social Peace between Generations, What is Peace and Peace Education, Peace Education Strategies, How can the NOA/NOC Implement Peace Education.

All the above are good examples of the rich educational work that took place at the Session but also by the National Olympic Academies over time within the framework of the Olympic Movement, supporting the work and the realisation of the objectives of the International Olympic Committee and the Olympic Movement.

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



# Opening Ceremony

ANCIENT OLYMPIA, 11 MAY 2019



**OPENING ADDRESS**  
**of the Session and the Seminar Proceedings**  
**by the President of the International Olympic Academy**  
**Isidoros KOUVELOU**

Dear NOAs Representatives,

Dear Postgraduate Students participating in the International Seminar on Olympic Studies,

It gives me great pleasure to welcome you, once more to the premises of the International Olympic Academy, next to the sacred place of Ancient Olympia, where the Olympic Games were born 2500 years ago.

This year, simultaneously with the Session for NOAs Presidents or Directors we are also hosting the 26th International Seminar on Olympic Studies for Postgraduate Students taking place in the IOA premises.

So, it is a great pleasure for me to welcome today the participants of both events!

Allow me firstly to address the participants of the first Session.

Many of you are fortunate enough to have been participating in this Session almost every year. Undoubtedly, through your presence in this event, you demonstrate, not only the importance of this venue of the International Olympic Academy, but also the significance and effectiveness of this annual meeting of National Olympic Academies' delegates.

Juan Antonio Samaranch, from the very beginning of his presidency, had understood the key role the International Olympic Academy could play in the dissemination of the Olympic values to the youth of the world through a variety of programmes and events, which would take place in the birth place of the Olympic Games.

However, he had also realised that the ultimate aim of this Educational Centre, would have been more easily materialised through the National Olympic



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

Academies, which in fact, under the umbrella of the IOA could play a similar role in their respective countries.

At the same time, he had also understood the important role the IOA could play in order to support and guide the steps of all the NOAs around the world, by introducing, discussing and analysing, contemporary challenges the Olympic Movement offers, day after day.

This great reformer of the modern Olympic Movement was able to discern what Coubertin had envisaged through the NOAs activities. The means that connected the Olympic Games with mainstream education of youth in every country. He believed that a body such as the national Olympic Academy, could effectively approach young people and teach them the virtues of Olympism from an early age.

And that was the reason why Samaranch was so keen to multiply the number of the NOAs around the world and support with passion the works of the IOA.

Over time, Samaranch was proven right. The actions of the Olympic Academies that you represent, with the various educational programmes that you have presented, in cooperation with Olympic education professors and teachers, have clearly shown that their development has greatly reinforced the

understanding of the content of Olympism, whose goal is to shape the character of young people in a balanced fashion. Most certainly, the specialised education of youth on peace could not be missing from the more general framework of Olympic education. It is a fact that peaceful co-existence between societies constitutes a prerequisite, as well as a target, for the implementation of Olympic education.

Dear Seminar participants,

For over 25 years now, this Olympic Seminar on Olympic Studies, has been established with great success in our premises, offering the opportunity to young scholars and researchers to study and analyse important issues of Olympic interest, exchanging views and discussing with eminent professors.

The importance of this Seminar has been firmly recognised by the IOC and very soon, following further discussions we held with the Olympic Studies Centre, it will become one of its most prominent educational tools incorporated in its overall educational programme.

This year, once more, the Seminar participants form as always, a multicultural body of postgraduate students of the highest academic standards, who will have the opportunity to enhance their knowledge and do research in Olympic subjects.

They will be under the valuable guidance of nine supervising professors and guest lecturers who are part of an experienced and highly qualified international academic group, dedicated to Olympic education, with extensive research and publications on Olympic matters.

Dear participants,

The key message that Pierre de Coubertin wanted to put across with the revival of the Olympic Games, was, as we all know, the importance of education in shaping a well-rounded person, with the ultimate objective of an overall peaceful co-existence in those turbulent times in Europe. That was the concept behind the “internationalised” Games that differed from the other efforts to revive the Games undertaken by Brooks and Zappas, which had a more “national” character.

This is the reason that he established the five Olympic rings logo, depicting the concept of world peace and ingeniously using the six colours of the Olympic logo, which are the colours most commonly found in the flags of all the states



*In the amphitheatre for the Opening Ceremony which was held jointly with the Opening Ceremony for the 26th International Seminar on Olympic Studies for Postgraduate Students.*



in the world community. This endeavour by Coubertin to connect education to sports –aiming at the crux of the concept of peace– enabled the Olympic Movement to subsequently play an important role in this direction.

The positive contribution of the Movement in resolving serious long standing inter-state rivalries, such as the case of South and North Korea, East and West Germany, China and Taiwan, USA and China, is well known.

The Winter Olympic Games in PyeongChang in 2018, for example, shall remain in history, not only for their successful organisation, but also because they offered a unique first step towards peaceful co-existence in the Korean peninsula between South and North Korea.

The International Olympic Committee as the main mouthpiece for modern Olympism put into practice all peace lessons offered by its philosophy’s content and seized the opportunity provided through the organisation of the Games. Thanks to crucial initiatives by President Bach, the IOC managed to pull off something that all the diplomatic, political circles in the past were not able to achieve. To bring together two peoples, who have suffered from a longstanding rivalry, both in war and ideology, in order to sit around the same table for peace talks. This is a success scored exclusively by the Olympic Movement, the values it advocates, and the possibilities offered for a substantial approach to global peace.

As a result of this lesson learnt in PyeongChang, the IOA Ephoria decided to choose *Olympic Diplomacy and Peace* as the main Subject of all Sessions in 2019, with the special subject for the NOAs Session being “*Peace Education as part of Olympic Education*” and for the Olympic Seminar, “The Olympic Games and the Olympic Movement: Past, Present and Future – focusing on the “Olympic Diplomacy and Peace”.

I am certain that all of you, who with your presence have reinforced throughout these years the role played by the International Olympic Academy in the dissemination of Olympic values and education, will agree that the subject that you are called upon to discuss in the coming days is one of the most interesting and challenging ones that you have discussed here in the past.

Dear friends

Times are changing rapidly and in order to comply with all its visions, the IOA is one step away from making a radical upgrade of its physiognomy with the substantial contribution of the IOC. The current need for high-level facilities



*Laying of wreath at the Pierre de Coubertin stele by the lecturers of the 15th Session, the supervising professors of the Postgraduate Seminar and the IOA President.*



*Laying of wreath at the Ketseas and Diem monument by NOAs' delegates.*

*Laying of wreath at the Ketseas and Diem monument by postgraduate students.*



in Ancient Olympia requires their radical restructuring and a new functional design, as they have become time-worn and severely affected by the great forest fire of 2007 in Ancient Olympia.

President T. Bach personally and the IOC Executive Board have taken the decision to finance the radical renovation of the IOA's premises and to support the IOA to redefine the objectives of its educational programme, with actions addressed to new target groups within the broader context of the Olympic family. In other words, this shall literally change the nature of the Academy's physiognomy, with the IOC becoming more actively involved in its operation through its representatives!

In this context, the IOC development project team, working on the relationship between the IOC, the IOA and the NOAs and after expressing its full trust to the way the IOA has collaborated until today with all the active NOAs under its umbrella, is planning to introduce a new strategy for supporting this collaboration, by creating a new and more active cooperative network, giving to the IOA a more substantial supervising role. When this development is materialised, it will definitely provide the NOAs with a different system of support, moral and financial, in order to comply in a more secure way with their scope in the Olympic Movement framework.

The renovation works will soon start at the premises and this creates the conviction that after a transitional period of two to three years, the IOA will be able to ensure its financial sustainability and a more effective presence within the Olympic Movement and Olympic education.

As I bring my opening address to a close, and coming back to the subject you are all invited to discuss, I would like to remind you of the words of the IOC President, Dr Thomas Bach, in his speech on the occasion of the first anniversary of the PyeongChang Olympic Games, with which he warmly welcomed the participation of a joint women's ice hockey team with athletes from North and South Korea.

*With these powerful symbols in PyeongChang, we saw how the Olympic Games can open the way to dialogue, how the Olympic values can open the way to a more peaceful future. It is our hope that this door to a more peaceful future on the Korean Peninsula will remain open. Sport must continue to build bridges and show what it can do to bring people together.*





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

With these thoughts on the contribution of Olympic education to the cause of global peace, I would like to wish you a pleasant stay in Ancient Olympia and very productive works at both events.



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



# 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.*

## OLYMPISM AND PEACE EDUCATION: A HISTORICAL ANALYSIS

**Prof. Christina KOULOURI (GRE)**

*Professor in Modern and Contemporary History  
Head of Department of Political Science and History,  
Panteion University of Social and Political Sciences*



In 1889, in one of his early speeches, Coubertin described physical education as an educational system with specific scope, method and rules. The moral dimension of this system was especially important, because sports led, in his view, to a victory of will and to fulfilling the human ideal<sup>1</sup>. Gradually and on the basis of the same principles, Coubertin conceived Olympism mainly as a reform of the system of education, whose aim was to foster a set of moral values amongst youth through sports and sporting contests. The educational and moral dimensions of sports were linked, in the mind of the founder of Olympism, to the pursuit of global understanding and peace. Pacifism imbued the moral stance that Olympism embraced, both on an individual level and for mankind. In his many texts, Coubertin underscored the role that Olympic Games can play in preserving peace amongst peoples. Since that time, peace has comprised one of the Olympic values and is incorporated into all the programme texts of Olympism including the Olympic Charter, in its various versions and in speeches by key representatives of the Olympic Movement. However, in the 20th century pacifist policies were confronted with the reality of two world wars and many regional conflicts, cold war bipolarity and succes-

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1. G. Rioux (ed.), *Pierre de Coubertin. Textes choisis*, vol. 1: *Révélation*, Weidmann, Zurich-Hildersheim-New York, pp. 13-14.



*During the Session Prof. Christina Koulouri was awarded the “Vikelas” plaque by the International Association of Olympic Historians (ISOH) for her academic work on the history of sport and the Olympic Games. The ISOH President, David Wallechinsky presented the award.*

sive Olympic boycotts. In this paper I shall attempt to investigate the historical links between Olympism and the pursuit of peace, both successful and not, and the manners in which Olympic education, as an integral part of Olympism, incorporated peace education.

### **Olympism and world peace**

At the young age of 21, Coubertin joined the French Unions for social peace (Unions de la paix sociale), founded in 1872 by Frédéric Le Play, and which were in great vogue amongst the liberal conservative circles. Le Play's thinking, which downplayed the importance of politics and the role of the state in achieving social reform, clearly affected Coubertin, as regards his lack of trust towards politics and resulted in him shaping a doctrine, Olympism, that proclaimed political neutrality<sup>2</sup>. A few years later, when the Congress for Peace was organised in Paris, Coubertin became familiar with the activities of the pacifist movement and worked on a reform programme aiming at world peace through the physical education of the future elite<sup>3</sup>. Therefore, Olympism was born through a direct relationship with the European pacifist movements, which were at their apogee in that era, up to the outbreak of the First World War<sup>4</sup>.

Indeed, a strong pacifist movement appeared at the end of the 19th century with the founding of national pacifist societies in Western and central Europe and the convening of annual conferences by national peace councils, as well as attempts for the message of peace to be conveyed in schools mainly through initiatives by French activists. The organisation of the first International Peace Congress in Paris and the establishment of the International Peace Bureau in 1889 were a turning point in the peace movement. Alfred Nobel, in 1896, left money in his will to those who "shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses". In 1901 the first Nobel

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2. P. Clastres, P. Dietschy, S. Laget, *La France et l'Olympisme*, Paris: ADPF, 2004, pp. 32-34. In 1931, in his text, Coubertin recognised what he owed to these two men, Le Play and Arnold.

3. *Ibid.*, pp. 47-49.

4. Sandi E. Cooper, *Patriotic Pacifism. Waging War on War in Europe 1815-1914*, New York-Oxford: Oxford University Press, 1991, p. 89.

Peace prize was awarded. In the United States, another millionaire, Andrew Carnegie also rallied to the cause of peace and financed the construction of “peace temples”, such as the Peace Palace in the Hague and the Pan American Union Building in Washington<sup>5</sup>.

Therefore, the main principles of Olympism and the organisational structure of the modern Olympic Games can be understood through the comparison with contemporary internationalist endeavours, mainly “idealistic internationalism”, which comprised reform internationalist programmes with political, social and cultural dimensions<sup>6</sup>. The purpose of such internationalisms was international collaboration and peace through the meeting and the mutual association of different peoples. In contrast to socialist internationalism, “idealistic internationalisms” promoted political neutrality as their key characteristic, whilst they did not reject love of one’s homeland. In 1901 Coubertin expressed clearly the type of internationalism that he advocated:

*There are two ways of understanding internationalism. One is that of the socialists, the revolutionaries, and in general of theoreticians and utopians [...] The second is that of men, who make observations without prejudice and take reality, rather than their favourite ideas, into account. For a long time now, these men have realized that national characteristics are an indispensable precondition for the life of a people and that, far from weakening them ... contact with other people makes them sharper<sup>7</sup>.*

The balance between internationalism and patriotism that is found in Coubertin’s writings reflects the key principles of that era’s pacifist movement, which recognised the diversity of nations and the conflict as part of human action, but put forth the need for a “civilised” solution instead of war. This was “patriotic pacifism” that predominated in the international pacifist movement before World War I<sup>8</sup>. The

5. *Ibid.*, pp. 79-87

6. See John Hoberman, “Toward a Theory of Olympic Internationalism”, *Journal of Sport History* 22/1 (spring 1995), p. 5.

7. “Notes sur l’éducation publique” (1901), 262-263 in N. Müller (ed.) *Pierre de Coubertin 1863-1937 – Olympism: Selected Writings*. Lausanne: International Olympic Committee, 2000, p. 45, note 41.

8. Dietrich R. Quanz, “Civic Pacifism and Sports-Based Internationalism: Framework for the Founding of the International Olympic Committee”, *Olympika: The International Journal of Olympic Studies* 2 (1993), p. 9-10; Cooper, *Patriotic Pacifism*, op.cit.

revival of the Olympic Games made part of a pacifist plan, which combined internationalism with patriotism, as outlined by Coubertin in the 1894 Paris Congress, where he also stated, amongst other things:

*The restoration of the Olympic Games, on foundations and under conditions that are in keeping with the needs of modern life, would bring together representatives of the nations of the world every four years. It may be hoped that these peaceful, courteous confrontations are the best form of internationalism*<sup>9</sup>.

The ideological affiliation of Olympism with the international pacifist movement can also be seen in the participants of the Sorbonne Congress. Approximately one fourth of the fifty honorary members of the Congress had some ties with the International Peace Bureau (1891) and the Bureau of the Inter-parliamentary Union (1892)<sup>10</sup>. Indeed in 1892 in Rome, at the Conference for peace, English pacifist Hodgson Pratt formulated the idea of sports contests between students from all Universities worldwide as a factor of fraternity, whilst Frédéric Passy, later to be the first winner of the Nobel Peace prize, had characterised such sports competitions as “peaceful meetings of the nations” (*le rendez-vous pacifique des nations*)<sup>11</sup>.

The organisational structure of the Olympic Movement was based on the model of other internationalist programmes: designation of a central body –the International Olympic Committee–, where representatives of various countries participated on a completely equal footing and which was connected with similar corresponding bodies in each country, periodical organisation of international conferences under the initiative and under the supervision of the central body, definition and codification of the rules and the terms for participating in sports competitions<sup>12</sup>.

As long as Olympism evolves, it systematically establishes a system of values and invents a language of symbols and rituals that give physical substance to the abstract pacifist content of its ideology and make it accessible to those who

9. N. Müller (ed.), *Pierre de Coubertin 1863-1937*, op.cit., pp. 298-299.

10. Quanz, “Civic Pacifism...”, op.cit.

11. P. Clastres, P. Dietschy, S. Laget, op.cit., p. 54.

12. Christina Koulouri, “Introduction: Rewriting the History of the Olympic Games” in idem (ed.), *Athens, Olympic City, 1896-1906*, Athens: International Olympic Academy, 2004, pp. 36-40.

participate in the Olympics event solely as spectators<sup>13</sup>. Such symbols include the Olympic rings and the Olympic flag, the Olympic anthem and the Olympic oath, whilst rituals such as the torch relay, the opening and closing ceremonies of the Games, and the parade of athletes incorporated into them play a similar role<sup>14</sup>. The Olympic rings, which are also depicted on the Olympic flag, were designed by Coubertin himself in 1913 and were presented in the 6th International Olympic Congress in Paris in 1914, which celebrated the twentieth anniversary of the Olympic Movement. The five rings, in five different colours, symbolise “the five parts of the world” and together with the white of the flag, all nations without exception. Therefore, it is a “truly international emblem”: all nations and all continents are represented without distinctions in the international institution of the Olympic Games<sup>15</sup>. The doves released during the closing ceremony of the first Athens Olympic Games and subsequently in the opening ceremonies from 1920 also alluded to peace<sup>16</sup>.

After the end of World War I the pressure for international peace was great and the consequences of war on the Olympic Movement were visible. The Berlin Olympic Games scheduled for 1916 were cancelled. Germany was excluded from the 1920 Antwerp Olympic Games, as well as the 1924 Olympic Games in Paris. The 20th century was a “century of extremes”<sup>17</sup>, in which exclusions and boycotts from the Olympic Games put to the test the pacifist declarations of the Olympic Movement<sup>18</sup>. Despite this, the idealistic rhetoric of international peace

13. See John MacAloon, “Olympic Ceremonies as a Setting for Intercultural Exchange” in M. De Moragas, J. MacAloon, M. Llinés (eds.), *Olympic Ceremonies. Historical Continuity and Cultural Exchange*, Lausanne: IOC, 1996, p. 32.

14. On the establishment of the different Olympic symbols and the corresponding organisation of the Olympic ceremonies, see De Moragas, MacAloon, Llinés (eds.), *Olympic Ceremonies*, op.cit., mainly pp. 114-118.

15. The quotes belong to Coubertin. Karl Lennartz has exhaustively analysed the history of the Olympic rings showing that in Coubertin’s mind they symbolised the five continents – disagreeing in this regard with other researchers: see Karl Lennartz, “The Story of the Rings”, *Journal of Olympic History* 10 (Dec. 2001 - Jan. 2002), pp. 29-61.

16. In Antwerp (1920) each dove had a ribbon with the colours of one of the nations participating in the Games.

17. Eric Hobsbawm, *Age of Extremes. The Short Twentieth Century 1914-1991*, London: Michael Joseph, 1994.

18. M. Golden, “War and peace in the ancient and modern Olympics”, *Greece & Rome*, vol. 58, no. 1, pp. 1-13.

and global harmony informs the philosophy that supports the organisation not only of the Olympic Games, but also of the major international sports events, such as the Football Cup<sup>19</sup>. In the 1990s the International Olympic Committee revived the ancient idea of Olympic truce<sup>20</sup> in collaboration with the United Nations. In 2000 it founded the International Olympic Truce Foundation that set as its target the promotion of conflict prevention and resolution through sports and Olympic ideals, deploying educational programmes and communication strategies to such an end. Therefore, Olympic truce does not only have a political dimension –ensuring *pax olympica*– but also an important educational dimension, aspiring to operate as a “school for peace”<sup>21</sup>.

### The Olympic “school for peace”

Peace education appears relatively recently as a term and independent field. After World War II, as well as during the post-cold-war conflict in the Balkans, the international community incorporated education in peace-building actions. Large amounts were invested both in rebuilding physical infrastructure (e.g. destroyed schools) as well as for so called “education for peace” or “peace education”<sup>22</sup>. In any case, peacemaking is not restricted to social and political reconstruction after a peace agreement, which formally marks the end of a war, nor does it apply in societies that have experienced or are experiencing conflict,

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19. A. Tomlinson, Chr. Young (eds.), *National Identity and Global Sports Events. Culture, Politics, and Spectacle in the Olympics and the Football World Cup*, State University of New York Press, 2006.

20. There is a great debate regarding the meaning and the practice of ancient Olympic truce. Indicatively see Ramón Spaaij, “Olympic rings of peace? The Olympic Movement, peacemaking and intercultural understanding” in Ramón Spaaij, Cindy Burleson (eds.), *The Olympic Movement and the Sport of Peacemaking*, London-New York: Routledge, 2013, pp. 1-14.

21. Jim Parry, “The *Religio Athletae*, Olympism and Peace”, in K. Georgiadis-Ang. Syrigos (eds.), *Olympic Truce. Sport as a Platform for Peace*, Athens: International Olympic Truce Centre, 2009, pp. 45-47.

22. Even though peace education existed through the centuries, its systematic cultivation and its accompanying terminology was developed in the 1950s, in combination with scientific research about peace in the context of the so called “Peace Studies” (Harris, I., (2008). “History of peace Education”, in *Encyclopedia of Peace Education*, Teachers College, Columbia University, <http://www.tc.edu/centers/epe> (accessed 12.08.2015).

but in all educational systems in combination with citizenship education. This position appears clearly in Article 26 of the Universal Declaration of Human Rights, which was adopted by the UN General Assembly in 1948:

*Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace*<sup>23</sup>.

The Olympic Movement has incorporated these values as regards the role that education must play through sports and attaches importance to the educational function of sports. Characteristically, the Olympic Charter (2018) states that “the goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values”<sup>24</sup>.

This is not a new idea, although it expresses the values of the modern world. An important element of idealistic internationalisms –which can be found in Olympism– was the dimension of educational reform. Drawing inspiration from the educational optimism of the Enlightenment, internationalism at the turn of the 19th century aspired to change the world through education. The revived Olympic Games were seen as a “school for peace”; as a means for realising moral values and ideals. Additionally, Olympism took on the form of Olympic education, which was based on “cultivating effort and cultivating eurhythmia – and consequently on the love of excess combined with the love of moderation”<sup>25</sup>. Peace education comprised a part of a greater liberal ideology that determined the values that should govern education throughout the world –mainly, of course, the western world– and which were condensed as equality, equity, integrity, rationalism, respect, freedom and international understanding<sup>26</sup>.

Olympic values evolved in the 20th century, so as to correspond to the model of a citizen of a modern democracy, laying the foundations of Olympic

23. UN 1948.

24. Olympic Charter. In force as of 9 October 2018, IOC, 15.

25. Lettres Olympiques V, *Gazette de Lausanne*, 325 (28 November 1918), pp. 1-2, in Müller (ed.), *Pierre de Coubertin*, vol. II, *op.cit.*, p. 15.

26. Hoberman, “Toward a Theory of Olympic Internationalism”, *op.cit.*



*Professor Christina Koulouri presented the historical course of Olympism and peace education and answered to the questions of the NOAs' delegates. Next to her (from left to right) Dr Dionyssi Gangas, Isidoros Kouvelos and Prof. Konstantinos Georgiadis.*

education. These values are disseminated through a set of Olympic events and institutions, with the International Olympic Committee as its key orchestrator. It is important, however, to comprehend that these values do not make up a religious doctrine –even though Olympism used the terminology of religion– and therefore do not remain steadfast and unchanged. Conversely, they follow the ideological, social and political transformations, changing through time; they have historicity and are not perceived or applied uniformly throughout the world. Olympism today, does not constitute a cohesive philosophical system, but rather a “network of ideas, open to interpretation and applications in varying contexts”<sup>27</sup>. This feature is crucial for Olympic education, whose efficacy depends to a great extent on its adaptability.

In the modern world, peace education “relies upon multiculturalism and awareness about the sufferings of various groups involved in the conflict to

27. Ramón Spaaij, “Olympic rings of peace? The Olympic movement, peacemaking and intercultural understanding”, *op.cit.*, p. 5.

promote empathy for the suffering of others and to reduce hostilities”<sup>28</sup>; elements that definitely did not exist in earlier phases of the Olympic Movement. Peace education is now linked with human rights, intercultural understanding, conflict resolution, fostering mindsets and behaviours that permit the peaceful coexistence of groups with a different religion, national identity, physical ability or handicap. Olympism retains its interventional targets, its reformist desire to “change the world”, but the world that it wants to change today is very different from the one it wanted to change one-and-a-half centuries ago. Today, the use of sports to combat social discrimination, racism and xenophobia and the promotion of tolerance towards diversity and reconciliation with otherness comprise key stakes in peace education. Initiatives of civil society, NGOs, athlete associations, social movements have added sports to their agenda, as one of the means for global peace education, as one of the tools for building a culture for peace beyond state borders<sup>29</sup>. There are many reasons. Primarily, sports competition in sports fields and stadiums often comprise pretexts for racist violence and nationalistic hate outbreaks in the stands but also in the sporting field. Secondly, the meeting of athletes from all around the world at international sports events offers a unique opportunity to overcome gender, national and racist prejudices and promote a single example of reconciliation and noble competition, devoid of fanaticism. Thirdly, the inclusion of sports in peace education could have better results than theoretical education, if we take into account the entertaining nature of sports and their popularity with children, even from a preschool age. Fourthly, many male and female athletes represent role models for youth, in fact certain athletes are honoured as national heroes, especially Olympic medallists; therefore, they can be used to promulgate mindsets that counter racism and promote peace.

Research carried out in many European countries on the dissemination of Olympic values at school, have not delivered encouraging findings. For example, in research carried out in 2002 in five EU member states 30-40% of young people from both sexes believe that “if your opponent does not play

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28. Harris, op.cit., pp. 3-4.

29. For examples see Kamperidou, Eirini. *Koinoniko fylo, koinoniko kefalaiο, polypolitismikotita kai athlitismos [Social gender, social capital, multiculturalism and sports*, Athens: Telethron, 2012.

fair it is acceptable to repay them in the same manner”<sup>30</sup>. Correspondingly, in research in Poland in 2006, 25% of sixteen year olds did not agree that Olympic Games promote the culture of other nations, whilst 70-75% agreed that the motivation to participate in the Olympic Games was the honour of representing one’s country<sup>31</sup>. Since the revival of the Olympic Games, the balance between nationalism and internationalism has been fragile and it is only upon rare occasions that the stadium managed to become a symbolic arena for peace. Indeed, many researchers have underscored the lack of efficacy as regards the implementation of Olympic Truce. As Michael Llewellyn Smith observes, truce “is a pleasing concept which would not survive the harsh realities of modern interstate relations”<sup>32</sup>. In spite of which, or perhaps exactly because of this fact, peace education constitutes a necessary part of Olympic education.

In a globalised society, where competition for distinction at any cost is becoming stronger, education –not solely Olympic education– must develop a spirit of collaboration and team spirit in children from a young age. Before they start competing, children should learn to work together and to respect each other. The classroom is a laboratory for moral development and shaping the personality, where learning is given meaning in such a manner that it can be transferred to social life outside of school. The role of the educator is crucial in this procedure because it is not enough to offer pupils theoretical learning, but must engage them emotionally and intellectually in learning through empathy. The manner in which educators behave has equal or even greater weight than what they say, when teaching the children.

Obviously, peace education is not the subject of a class, but rather a common educational theme that runs through all classes of the curriculum. It is not realistic to pursue the development of moral values and mindsets in children by teaching them only one course. Olympic education, therefore, must work together and communicate with other subjects, investing more in the practical rather than the theoretical aspect of learning. It is more likely that the children pick up on behaviour through sports, rather than books and to apply it outside

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30. The countries participating in the research were the Czech Republic, Finland, Germany, Estonia and Hungary. Bronikowski-Bronikowska, “Can Olympic education...” in K. Georgiadis-Ang. Syrigos (eds.), *Olympic Truce. Sport as a Platform for Peace*, Athens: International Olympic Truce Centre, 2009, p. 98.

31. *Ibid.*, p. 99.

32. M. Golden, “War and peace in the ancient and modern Olympics”, *op.cit.*, p. 7.

of school. There is a serious issue to be addressed when we implement an Olympic education programme with global aspirations. How do we apply a system of common moral values and cultural models – of Olympism in the case at hand – in all countries and all nations worldwide? It is different to impose a set of rules according to which a sports event will be carried out and different for these rules to be moral considerations, on whose basis people act in their social life, outside the stadium and the sporting field. Nonetheless, peace with all the behaviours that it entails, is the sole Olympic value that can be considered as truly global, beyond cultural differences, and which, through the global Olympic Movement, may touch any corner of the planet. Educators can be those who are chiefly called upon to act as “ambassadors of peace”, as they undertake to prepare the next generations to live in harmony, planning a future where peace is more likely than war, rather than a Utopian society.

## SPORT AS AN INFLUENTIAL INSTRUMENT FOR UNDERSTANDING AND INTERCULTURAL DIALOGUE

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### **1. Historical perspective**

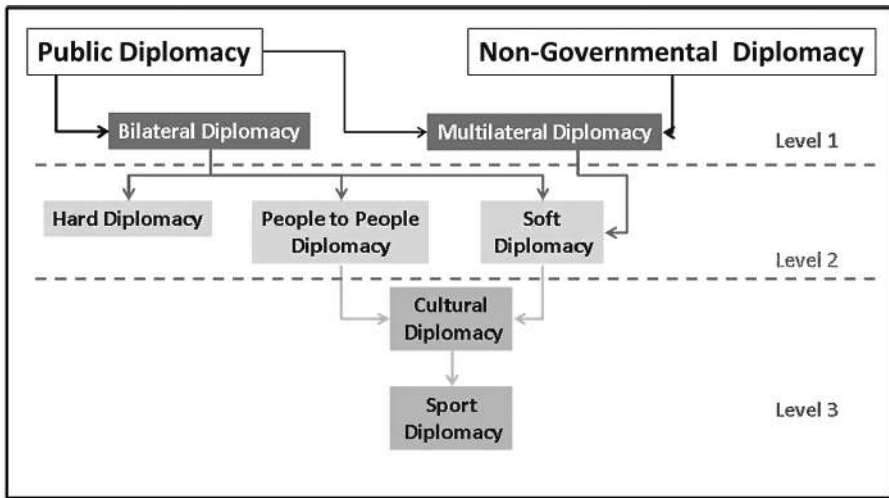
While the relationship between diplomacy and sport may at first glance seem obvious and even familiar, it is a subject of study that has long been understudied (Murray and Pigman, 2014). Several reasons could explain this situation. First, the separation of fields of research left these two themes in their respective categories, without seeking or combining them. Second, one should understand the lack of interest or seriousness that sport seemed to provoke as a topic of study until boycotts of several Olympics (Victor D Cha, 2009). Third, the difficult and evolving definition of the relation between diplomacy and sport remains an obstacle to the proper understanding of it.

However, since the end of the twentieth century and especially since the early 2000s several universities and researchers have come to fuel the reflection on the subject, making sport diplomacy a real topic of interest and study. It is interesting to note that the reactions to it still remain “schizophrenic”. Indeed, depending on the momentum, the circumstances or the institutions, the sporting object will be both important and serious while being trivial and insignificant (Stephen J. Jackson, 2013).

The objective of this literature review is to contribute to the review effort, in the light of the growing interest of new actors, such as the European Union,

particularly following the publication of two reports by two High Level Groups on sport diplomacy on one hand and on grassroots sports on the other hand.

While the European Union intends to make diplomacy and sport diplomacy two strong axes of its policy, both foreign and internal, it is worth to consider reflections and even combinations linking concepts of diplomacy –public and non-governmental, hard and soft, bilateral and multilateral– sport diplomacy and grassroots sport.



An attempt to position sport diplomacy in the general context of diplomacy

Figure 1. Positioning sport diplomacy in the context of diplomacy.

Figure 1 is an attempt to present these links before providing a view on definitions and relations based on a scientific and technical literature review.

## 2. Conceptualising sport diplomacy

### *Public Diplomacy*

There is no single agreed-upon definition of public diplomacy. This lack of consensus may prove to be a good thing as it gives room for many initiatives.

The common traits that can be highlighted are as such:

- A key mechanism through which nations foster mutual trust and productive relationships;
- Even if its roots are very much state centric, it has evolved to the stage where a multitude of actors and networks are involved;
- Aiming at promoting the national interest and advancing the nation foreign policy goals;
- Shifting more and more towards the leverage of soft power resources -as defined by Joseph Nye (i.e. “the ability to get what you want through attraction rather than coercion or payments.”).

### *Cultural Diplomacy*

Public diplomacy mainly refers to non-Government sponsored programmes intended to inform or influence public opinion in other countries. Its chief instruments are publications, motion pictures, cultural exchanges radio and TV (one-way communication). Embassies and diplomats play a major role in this context.

Cultural diplomacy establishes a two-way communication with other countries. Its primary focus is not merely political but also cultural (athletic, education, art). The actor can take on his/her own agenda independently of the government. It is generally more high culture and education focused (less popular culture, publications, radio or TV). Cultural diplomacy can be sponsored by the government but also by private institutions or NGOs. Embassies play a major role but not the only role.

### *Sport diplomacy: what does that mean?*

As illustrated by the Olympic truce in Ancient Greece, the practice of boycotts against various countries whose policies are denounced, or the instrumentalization of sports competitions by governments, sport has always been and will be always linked to politics (Beck & Allison, 1993).

Concomitantly with the exponential development of sport in our societies, we are witnessing the expression and emergence of a new link between politics and sport, through the recent development of the concept of “sport diplomacy”.

“Sport diplomacy” expression is quite famous and was widespread because of different examples linking sport and public diplomacy. In a non-exhaustive way, we can list “Ping-pong diplomacy” between China and the United States,



*Professor Thierry Zintz from the Université catholique de Louvain presented the influence of sport can have on understanding and intercultural dialogue.*

“Cricket diplomacy” between India and Pakistan, “Hockey diplomacy” between Canada and the USSR or even “Baseball diplomacy” between Cuba and the United States. However, even if the relationship between sport and politics has been discussed, theories and practices of sport and diplomacy are largely unexplored (Murray, 2012). This finding is extremely surprising because the mixing of sport, diplomacy and politics is part of the middle of international relations. Sport diplomacy –a theoretical and practical hybrid of two significant institutions– is the specialisation, exploitation, and reification of a familiar aspect of state-qua-state interaction (Murray, Pigman, 2014).

As explained in the report of the High-level group on sport diplomacy, this concept could be understood through two other concepts: soft power and public diplomacy.

The first one was defined by Joseph Nye, just before the end of the collapse of the USSR, as “the nation’s ability to obtain its desired outcome not through coercion or payment, but through attraction, particularly through the attraction of its culture, its political values and its domestic and foreign policies” (Nye,

1990, 2004). The second one, public diplomacy, could be defined as “the mechanisms short of war used by an international actor (state, international organization, non-governmental organization, multi-national cooperation or other player on the world stage) to manage the international environment” (Cull, 2009). For Stuart Murray, public diplomacy is related to its adaptability. The scope of public diplomacy is limitless and the cast of players diverse. This diplomacy is significant: it has created fertile conditions for hybrid forms of diplomacy to emerge (Murray, 2012).

Between these two concepts, sport diplomacy is as intuitive as difficult to define. In order to solve this problem, many researchers have tried, through events but also with the help of theoretical concepts in sport on one hand and diplomacy on the other hand to define it.

For example, Simon Rofe (2016) is taking Nicolson’s opinion on the evolution of diplomatic method, which is considered to be “old diplomacy” encompassing ancient Greek, Italian, and French diplomacy in contemplating what is new. “He stated that these regimes should be considered ‘objectively and with some realization’ as ‘infinitely more efficient’ than the methods of new, ‘open’ diplomacy when writing in 1953. Whether they were or not, the point being that in debating the parameters of sport and diplomacy, there is value in the past, and beyond the immediate focus in the line of sight. What Nicolson’s point is suggesting that the nature of diplomacy does not change: its character does” (Rofe, 2016).

Concerning sport diplomacy itself, for James Pamment, “it is a vital area of research that can perform a valuable role in conceptualising the links between distinct diplomatic concepts, their mutual and complementary impact on the international environment, and the modalities of engagement that they engender (Pamment, 2016). If we look at precise cases, we can try to define sport diplomacy through the South African example. In this case, Marc Keech considered that “sport diplomacy has been defined as the whole range of international contacts and competitions that have implications for the overall relations between the nations concerned” (Keech, 2001).

### **3. Sport as an influential instrument for understanding and intercultural dialogue**

As clarified by Stuart Murray and Geoffrey Allen Pigman, understanding the

relationship between international sport and diplomacy plays an important role in understanding the impact of international sport on society in the broad sense (Murray, Pigman, 2013).

But, for the moment, most of the articles found are trying to explain what is in concrete way sport diplomacy and how “classical” actors are dealing with each other. States are mainly represented, even though some economical actors are more and more present in the equation.

In a 2001 article, H.E Chehabi studied the sport diplomacy between the United States and Iran. Among many examples, he mentioned the existence of another type of possible diplomacy, based on “intersocial relations” and “people-to-people diplomacy”, through sport for example. His conclusion was quite realistic considering that if “sports contacts can be useful in that they betoken two countries’ decision to rethink their relationship; they can also help the ice between officials on both sides. But sports contacts cannot, in and of themselves, lead to better relations” (Chehabi, 2001).

By publishing its two reports on “Sport diplomacy” and “Grassroots sport”, the European Union intends to show its interest and believe in these topics. Combining, in a practical and theoretical way can lead Brussels to become a pioneer in this area, and encourage European citizens to take part, in a concrete way, of this topic.

Moreover, developing this new concept would thus complement the different types of soft powers already implemented by the European Union.

Nevertheless, other examples of the use of sport as an influential instrument for understanding and intercultural dialogue exist as explained hereunder.

### *The cultural Olympiad*

The cultural Olympiad was a wish of Baron Pierre de Coubertin. In his Olympic Memoirs, he remembered that “*it was no mere matter of chance that in Ancient times, writers and artists gathered together at Olympia to celebrate the Games, thus creating the inestimable prestige the Games have enjoyed for so long. (...). Because I felt it would give my country and mankind as a whole the educational stimulus they needed, I had to restore the powerful buttresses that had supported it in the past: the intellectual buttress, the moral buttress and, to a certain extent, the religious buttress. To which the modern world added two new forces: technical improvement and democratic internationalism*” (Müller, 2000). This

democratic internationalism based on sport and culture represents a significant and influential instrument for understanding and intercultural dialogue.

*Olympic Education as a true instrument for understanding and intercultural dialogue*

Quanz (1993), Binder (2001), Parry (2006), Bronikowski and Bronikowska (2009) have extensively discussed the links between “Olympism” and international education. As synthesised by Aaron Beacom (2012) the Olympic Movement can be seen as an educational reform Movement. *“While the activity aims to influence the behaviour and life choices of recipients, the educational process also creates a conduit through which organizational objectives are pursued diplomatically. Increasingly sophisticated educational programmes, ostensibly aimed to help achieve its ultimate goal of building a better world through sport, can be interpreted as classic ‘non-state diplomacy’ as the various organs of the Olympic Movement work to counter challenges to the international legitimacy of this rather secretive and powerful global actor”.*

The IOC diplomacy towards the 2 Koreas, the Ping Pong diplomacy China/USA are concrete examples of the “non-state” diplomacy founded on education and better understanding.

*People to People Dialogue between China and Europe*

The first dialogue was convened in 2012 to strengthen cooperation in education, training, culture, multilingualism and youth development.

In 2017, China expressed the hope to strengthen its cooperation with European countries in sports management and personnel.

“European countries have a long tradition of winter sports, and Beijing will host the 2022 Winter Olympics”, Minister Liu said. “China aims to inspire 300 million people to participate in winter sports. We hope to strengthen cooperation with European countries in sports management, as well as on training and exchanges for athletes, judges and coaches”. Soccer exchanges were introduced in 2016, and 3,000 Chinese students, coaches and judges have participated in various activities since then.

Since then, China has sent 40,000 students and scholars to European universities on government scholarships, doubling the original plan. At the same time, about 5,000 European students studied in China.

### *The Olympic Truce: mirage or reality: intercultural dialogue*

*“The presentation and adoption of this UN resolution every two years is far from the only support the Olympic Truce receives from the international community before and during the Games. Celebrities from around the world also play their part in ensuring that the Olympic Games and sport in general help resolve conflicts and promote the Olympic values of friendship and respect. The main objectives pursued by the IOC through the Olympic Truce are to mobilise youth for the promotion of the Olympic ideal, to use sport to help build bridges between communities in conflict, and, more generally, to create a window of opportunity for dialogue and reconciliation. The Organising Committees for the Olympic Games (OCOGs) all contribute fully to promoting these themes, while the IOC’s undertakings for the Olympic Truce extend beyond the period of the Olympic Games and have led to the implementation of a series of “sport for peace” activities through its more than 200 National Olympic Committees” (IOC, 2017).*

### *Sport for Development*

The former United Nations Office on Sport for Development and Peace recognised the use of sport as a cost-effective and flexible tool in promoting peace and development objectives. In the Declaration of the 2030 Agenda for Sustainable Development (United Nations, 2015) sport’s role in social progress is further acknowledged: *“Sport is also an important enabler of sustainable development. We recognise the growing contribution of sport to the realisation of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives”.*

## **4. Focus on European sport diplomacy process**

### *Historical perspective*

For 20 years, the European Union has shown a growing interest in sport as a tool. Already in the Amsterdam Treaty of 1997, Declaration 29 “emphasised the social importance of sport and in particular its role as a leaven for identity and as a link between men”. In 1999, it was the Helsinki Declaration on Sport that called for “the Community, its Member States, and the sports movement to reaffirm and

strengthen the educational and social function of sport” (Helsinki Report on Sport, 1999). The following year, the Nice European Council adopted the declaration on the specific characteristics of sport and its social functions in Europe (Nice, 2000). While other organisations are increasingly interested in sport, as a factor of inclusion or as a tool for peace, the European Commission is refining its own understanding of the use of the sport it intends to put in place.

Thus, several initiatives succeed each other until 2007, when the European White Paper on Sport is published, as well as the Pierre de Coubertin Action Plan. It was an important step on the European strategy because it was the first comprehensive strategic initiative to address sport-related issues at European level. It is the result of a lengthy and wide-spread consultation process between the European Commission and the sport stakeholders, national authorities and different services within the Commission (Krejza, 2007).

From an institutional point of view, Article 165 of the Treaty of Lisbon states that “the Union contributes to the promotion of the European challenges of sport, while taking into account its specific features, its structures based on voluntary its social and educational function” (Lisbon Treaty, 2007), and gives many possibility to the European Union to work on it and develop its own strategy” (Murray and Pigman, 2014).

Moreover, the publication of the two reports published by the High-Level Groups on sport diplomacy and grassroots sport are also consistent with this logic, which is made possible by the maturing of politics and the emergence of sport as a priority for the European Union (Garamvölgyi, 2016).

“A direct reference to the use of sport for the purpose of European sports diplomacy appears for the first time in 2006 when the European Commission signed a “memorandum of understanding” with FIFA “to make football a force for development in Africa, in the Caribbean and Pacific countries” without any further details on the arrangements for implementing this agreement. The following year, in 2007, the Commission’s White paper on sport introduced a more general use of sport by underlining that “the societal role of sport also has the potential to strengthen the Union’s external relations” and that sport may be a tool for development policy. In a 2011 document called “Developing the European dimension of sport”, the European Commission, once again, stressed that “cooperation with European third countries, in particular candidate countries and potential candidates, and the Council of Europe should be a priority”. The two European Union Work Plans for Sport covering the periods

2011-2014 and 2014-2017 do not make sport in external relations a priority item for which deliverables are expected from expert groups, although they both call upon the Commission and Member States to “foster cooperation with third countries, in particular candidate countries and potential candidates to the EU, and the competent international organisations in the field of sport including the Council of Europe” (Husting, 2016).

### *Policies perspective*

In its report to Commissioner Navracsics, the High-Level Group on Sport Diplomacy made the following statements as to framing sport diplomacy policies for the EU.

“In a challenging and complex environment, sport has the potential to be a new tool to:

- Improve foreign policy and international relations
- Reach external audiences more deeply, positively and effectively
- Support external policies
- Enhance external image and influence

There is a consistency between the values of sport and the objectives of (EU) foreign policy to preserve peace, promote international cooperation, develop and consolidate democracy, rules of law, respect for human rights and fundamental freedoms.

Sport works softly as a diplomatic lubricant:

- Create public interest and public goodwill
- Appeal directly to the general public
- Provide a favourable environment to manage international relations
- Facilitate changes and/or increase momentum in diplomatic practices

Sport should be an element of dialogue and cooperation with partner countries and third countries as a part of the EU’s diplomacy”. (HLG on Sport Diplomacy, 2016)

### *Good practices*

In a report entitled “Sport Diplomacy: identifying good practices”, sport diplomacy appears to be “a key priority of the EU Work Plan for Sport (2017-2020). Sport diplomacy is a way for the EU and its Member States to strengthen diplomatic, social, and political relations with countries outside of

the EU. The concept of sport diplomacy recognises the role that sport can play in helping the EU achieve its various objectives at an international level. It also recognises that sport can improve national and European foreign policy and international relations, reach out to external stakeholders and improve the image and influence of the EU and its Member States across the world. Finally, sport diplomacy, through stimulating more dialogue and cooperation, can both strengthen already positive ties between countries as well as seek to improve more challenging relationships between countries”.

This definition work highlights in one hand the interest to define this concept but also the interest of new actors to invest and reflect on the subject. NGO's, but also sport institutions and educational institutions are nowadays part of the soft sport diplomacy in the European Union.

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## BUILDING BRIDGES, NOT WALLS: THE UNITING ROLE OF SPORTS AMONG PEOPLE AND COUNTRIES

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### **Introduction**

How complex sport and achieving top results is becoming increasingly clear with regard to the technological-ideological revolution, in which the world has been in the past few decades, transitioning from the industrial to a post-industrial society with a special emphasis on the increasingly loud and intrusive virtual world and reality. In accordance with computer technology and increasingly strong progress in technical sciences, sport as a competitive activity has also not remained untouched by the influence of technology. One can see that many parameters are necessary for success and that sports teams today include more and more experts from various areas, starting from fitness training, psychology, medicine, physiology, dietetics... and numerous data processing procedures, so that the teams around athletes increasingly look like small factories. In the whole cutthroat fight for success, fame, medals and sponsorship agreements, one gets the impression that sport and its essence and rich multidisciplinary nature are swept aside by the materialistic context, with only profit as its ultimate category. The market economy logic seems to have become the measure and means for achieving the objective, while the path and experience of the path ahead of us, which builds each person, seems to be increasingly falling into the background. This is all because the perception of public opinion is created in a subtle, refined way, but with inverted values. Without downplaying the impor-

tance of the material goods necessary for life and creation, one must recognise the harmony of mankind and values that one must remain true to and that should be the guiding light, because if that fails, the most important thing in man dies – the man himself. Sport is not only about competition and matchup, records, victories and fame, it is much more than that; sport is multidisciplinary, but it also reflects the culture of both nations and individuals. Its roots go far back in history, but play is the very essence of sport;<sup>1</sup> it forms man into *homo ludens* from the earliest days on and “it is necessary at least as much as the too optimistic names *homo sapiens* and *homo faber*”<sup>2</sup>.

Sport often reflects the society, the state of individuals, the nation, even the global direction of mankind, thus being an important factor in a number of social processes. One of them is the ability of sport to bring nations closer together and establish the first contacts that will facilitate discussions, negotiations and peaceful solutions for politics.

## 1. Sport as Tool of Diplomacy

Diplomacy as an old profession includes a wide range of activities, which are typically directed at reaching peaceful amicable solutions among states and at the ways in which a country's foreign policy is conducted. As diplomacy belongs to the scope of activities of the state administration, it is surprising that sport, as a kind of pastime, found its place next to such a serious set of rules and positioning of a country at the international level and its interests, being a soft force for making peace or creating conditions for truces. The reason for it can often be found in sport as a mirror of the society and an activity that reflects social phenomena, crises, trends, both positive and negative ones. Still, one must ask oneself how it is that sport is the one social activity that is almost most frequently used to enhance

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1. “It is important, (...), *that sports remain a game!* Only by remaining a game will it do good for the body and spirit. And as sportsmen, I invite you not only to play, like you already do, but there is something more: *challenge yourself* in the game of life like you are in the game of sports. Challenge yourself in the quest for good (...)” Address of Pope Francis to members of the sports associations for the 70th Anniversary of the foundation of the CSI (Italian Sports Centre), [http://www.laity.va/content/laici/en/le-parole-di-papa-francesco/Papa\\_csi.html](http://www.laity.va/content/laici/en/le-parole-di-papa-francesco/Papa_csi.html).
  2. Johan Huizinga, *Homo Ludens*, Naprijed, Zagreb, 1992, p. 1.

relations among people and states, but also to improve the quality of life of a nation, community or individual. What is it about sport and where does such a complex multidisciplinary of sport through centuries come from?

In its essence, sport includes a number of varieties and oppositions: from preparation for war to game, from pastime to matchup and competition, merciless ranking, too often also triumphing over and outplaying others. And yet it has found its place in making peace, connecting people, nations, countries, political systems, religious and cultural groups. Where does sport get such a power and advantage over all other elements of human action and the ability to achieve astonishing results – both in a sports environment and in those ones far from sporting events, halls and venues? All the above mentioned requires a broader analysis, which needs additional space to present the necessary conclusions and look in more detail at these intriguing topics, which involve a number of philosophical, sociological, cultural and related topics, proving that sport is a deep-rooted activity inherent to humans. Maybe this is exactly why we can talk about sport as one of the ideal means for the initial steps of bringing warring parties closer together, and consequently a means that opens the door to dialogue and creates the prerequisites for a truce or peace. Using a philological or linguistic approach to the topic of this article, it is possible to define the meaning and take the first steps at grasping the problem that linguistics will see as an opportunity that makes it possible for man to change the world around him.

### *1.1. Sport as Social Value*

Sport can be perceived as an activity that unites nations. The word “unite” comes from the Latin word *Unus*, which can be defined as introducing a unique norm, unification, or the word “one”. Such a look at the meaning of the word reveals a lot: its translation tells us that unification means unity, that is, that sport has the ability to unite, make two into one, the same, equivalent, those who think or are made in the same way. Furthermore, sport can present a union, alliance, or create associations, bonds, connections, concord, harmony, and finally an agreement, which is the goal of each diplomacy, negotiations or any other way of resolving open issues<sup>3</sup>. It is apparent from a number of

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3. Bratoljub Klaić, *Rječnikstranihriječī, izrazaikratīca* (Croatian Dictionary of Foreign Words, Phrases and Abbreviations), Zora Zagreb, 1962, p. 1538.

examples that sport and Olympism can be successfully used to connect nations and individuals, but also to make peace.

### *1.2. Interdisciplinary Category of Peace*

Peace as a category can be defined in several different ways, and the categorical determination of peace will frequently depend on the context of those who try to denote peace as a term. This is how, to philosophers, peace will mean the absence of conflict and wars, and to psychologists, it will be an element of tranquillity in a person, that is, the absence of restlessness. A number of categories will try to define peace as a state that mankind strives for deep down, although the reality is frequently completely different, which creates the illusion of insurmountable differences that create the illusion that wars are inevitable. This modern phenomenon has in the background a whole number of malevolent lobbyists' interests that represent the military industry and profit as the key category. It depends on manufacturing, while the manufacturing depends on the consumption and testing of weapons, which results in instigating, starting and fighting wars at the global level. The perversion of this tragic process is also reflected in the deviant-schizophrenic use of the new linguistic approach, which has turned the term war, a category of terror that everybody spurns, into a new, "softer" word – conflict. Such a development evokes an Orwellian-inversive approach, implying that people too often succumb to the belligerent minority that threatens peace and the lives of the majority due to selfishness and greed. In that way, people forget that – by creating various smoke screens strengthened by today's propaganda techniques, perfected under the watchful eye of behavioural institutes and embraced by some media and their "carpet bombing" of the public opinion – each person has his or her dignity and all are equal before law and the others, being born to the same rights and living on the same planet.

### *1.3. Olympic Truce – Significance and Legacy that Obligates*

Deliberating over sport as a power that connects nations and builds peace, one cannot forget the Olympic Truce as a historic instrument of peace – starting from ancient times until today, when the IOC made it part of the Olympic Games. It is also a powerful means for achieving diplomatic and peaceful goals

of the modern time<sup>4</sup>. The contribution of the Olympic Truce to the process of reconciliation and peacemaking from ancient times until today is undisputed and it fascinates as an instrument *per se*. However, to create a platform for peace, one must take into account a number of parameters that will achieve a synergetic success. The question arises why the Olympic Truce functioned so well among the warring parties in ancient times and whether it was due to the religious background in the form of a *divine command*, which meant more than a moral law?<sup>5</sup>

## 2. Olympic Games and Religion as Basis for Peace

As the Ancient Olympic Games were dedicated to god Zeus, the question arises whether the Olympic Truce had its roots and meaning in the possibility of holding religious rituals in peace, as there were frequent wars going on there? Were the Ancient Olympic Games a means for drawing god Zeus's attention to believers and was the Olympic Truce so successful because of that sacred objective? And does it mean that the same religious determination could create successful preconditions for peace in warring parties?

Unfortunately, the present time has shown through numerous examples that the Olympic Truce is frequently not observed. It goes to the level of multiple violent deaths, such as the ones at the 1972 Olympic Games in Munich and other cases. Does that spirit of religious spirituality still hover over the Modern Olympic Games in the moments of truce, or has it vanished before the spirit of materialization, so that it is a tradition that is observed in the moments when the conditions are convenient, but frequently violated by any means. Just like the ancient *Ekecheiria* –which made safe travel to the Ancient Olympic Games possible, did not bring about permanent peace, but only the safety and security

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4. Today, quite a lot is known about the Olympic Truce, starting from the time it was first signed in 776 BC until it was reinstated in the Modern Olympic Games in 1992. Angelos Syrigos, "Olympic Truce: From Myth to Reality", in: *Olympic Truce – Sport as a Platform for Peace*, (Ed.) K. Georgiadis – A. Syrigos, Athens 2009, p. 22.

5. One can observe that "the Olympic Games were designed with peace in mind, to broker differences between warring states". Angelos Syrigos, "Olympic Truce: From Myth to Reality", in: *Olympic Truce – Sport as a Platform for Peace*, (Ed.) K. Georgiadis – A. Syrigos, Athens 2009, p. 21.

of travellers and pilgrims on their way to the festival– so is the modern Olympic Truce facing an ambitious and somewhat utopian task. Although it does not have the power to stop the wars completely, it is visible that it does achieve significant successes in making truces and peace and reaching understanding among nations and athletes. Sport and the Olympic Truce serve as a tool that can open the door and create an opportunity for creating a positive environment as a precondition that can lead to a truce or peace. It is like opening a dialogue as the first step towards understanding among participants, based on which mutual appreciation will follow, as well as the process of reconciliation, truce and, finally, the so desired peace<sup>6</sup>.

### *2.1. Religious-Cultural Contextualization of Olympic Games and Sport*

The influence of religion and *Ekecheiria*<sup>7</sup>, as indispensable elements, on the formation of the Ancient Olympic Games, which ultimately secured a truce, is evident. This made it possible for persons from different parts of the country to spend some time together without danger and also get to know one another in that way. Is this concept, rooted in the religious context, still the reason for the success or failure of the Olympic Truce today? Do the Olympic Games today still create togetherness, like they did in Ancient Greece? Do they bring a new identity to the persons included in them, which results in the fact that the national issue is no longer treated in an extreme and exclusive manner? Today, can we talk about the Olympic identity in the sense of de Coubertin's internationalism and Kant's cosmopolitanism in accordance with the Ancient Greek cosmopolitan idea of the Ancient Olympic Games, which gathered

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6. Taking into account the global context, in which sport and the Olympic Games exist, the IOC decided to revive the ancient concept of the Olympic Truce aimed at protection, as far as possible, of the interest of athletes and sport in general, and encourage the pursuit of peaceful and diplomatic resolutions of conflicts throughout the world. With this global and symbolic concept, the IOC would like to promote the Olympic ideal of peace among the youth, use sport as a means for establishing a dialogue between conflicting parties, provide humanitarian aid to countries affected by war and create opportunities to establish a dialogue and bring about reconciliation.
  7. The ancient tradition of the Olympic Truce *Ekecheiria* (gr. r. εκεχειρία) dates back to the 9th century BC in Ancient Greece, when three kings signed a treaty, which allowed athletes, artists and their families, as well as regular pilgrims, to travel safely to and participate in the Olympic Games, and return home safely afterwards.

participants, creating an identity of one nation and one religion? Is the above mentioned a basis from which peacemaking springs? And does it require putting a special emphasis on education, upbringing and formation of persons who are not blinded by selfishness and who do not strive for glory at any cost? There has been a lot of discussion about such a multicultural approach in the past 20 years, especially in Europe and the Council of Europe. But recent events seem to have silenced the supporters of this approach and shown that coexistence is a continuous dynamics, which needs regular monitoring and great efforts so that the world would live in peace and keep it. Is the motto of the European Union: *United in diversity* facing the need to be redefined or does it need to be additionally strengthened so that it could retain its leading motto in the time full of challenges, which the mankind and Europe has been facing in the past years?

## 2.2. De Coubertin's Religious-Ethical Concept of Modern Olympic Games

It is clear that the Olympic Movement, through Olympism, provides help in resolving crises in a broader social context, and not only in the sports one. Strengthening the links between the IOC and the UN supports this, especially in the area of keeping world peace, which is underlined at several points in the Olympic Charter. It was the above-mentioned idea of the truce that was the main guideline for Pierre de Coubertin when he revived the Olympic Games and when his priority was securing peace among the nations through the Games. De Coubertin's religious element was visible in his statement: "Our object in reviving an institution twenty-five centuries old was that you should become new adepts of the religion of sports as our great ancestors conceived it"<sup>8</sup>. At another point in the text, he explained that it was the process of ethical purification through practising the values that could be found in the oath taken before the competition and through keeping the promise. This leads us to assume that de Coubertin believed that sport was so important that it had to arouse the same or similar emotions as religion. This is why the oath should be a kind of purification and moral obligation, which turns sport and Olympism also into moral education of athletes and participants, but also a means for connecting people<sup>9</sup>.

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8. Jim Parry, *The Religio Athletae*, Olympism and Peace, in: *Olympic Truce – Sport as a Platform for Peace*, (Ed.) K. Georgiadis – A. Syrigos, Athens 2009, p. 40.

9. *Ibid*, p. 42.

It is important to emphasise that secular values, such as friendship, peace and freedom, are embedded in sport and Olympism, but they are also part of the religious patterns, so that we can speak about common values. Although the classic religious patterns are absent from the Olympic Games and one cannot speak about religion, it is still evident that there are certain pseudo-religious elements, which serve as a means for gathering and coming closer together, without threatening the identity of people belonging to different ethnic, religious and cultural groups. They provide a certain ritual quality, symbolism and a powerful emotional charge in the service of connecting, togetherness and achieving higher moral goals. De Coubertin emphasises that it is religion that is the common characteristic of Ancient and Modern Olympism<sup>10</sup>. However, when we compare it with today's Games, we get the impression that this element is disappearing and prestige, fame, success, desire for self-assertion, competitiveness –of both athletes and host cities– are coming to the foreground, as are more and more material-financial elements<sup>11</sup>.

The direction of de Coubertin's striving for peace can be associated with his belief that the athletes' influence is more significant than the classic political approach, in which it is necessary: "In order to respect each other they must first know each other"<sup>12</sup>. In the quoted approach, one can see four starting points of de Coubertin's deliberations over peace: sport as a means for ensuring better relations in the society, sports competitions contribute to fostering respect for one's own country and appreciation of others, the Olympic Movement adopts a number of rules, which are the basis for mutual respect, sport is closely connected with education and respect for human dignity and it is an important factor in the progress of each man in the area of humanism and personal development, leading to tranquillity and peace at a personal level through exercising the values that the Ancient Greeks called *Kalokagathia*<sup>13</sup>.

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10. *Ibid*, p. 43.

11. The Olympic symbols can be understood as a link in creating a religious charge and identity aimed at creating an ethical and moral environment in the equality of competition, which should ensure a peaceful character of the Olympic Games.

12. Norbert Müller, (Ed.) (2000), Pierre de Coubertin, 1863-1937, *Olympism Selected Writings*, Lausanne, pp. 135-137.

13. Konstantinos Georgiadis, Sport as a "Battlefield" of Peace, in: *Olympic Truce – Sport as a Platform for Peace*, ed. K. Georgiadis – A. Syrigos, Athens 2009, pp. 51-53.

### 3. Modern Olympic Games as Means of Peace

What marks the Olympic Games as an event that is not just another world championship in a row are the ancient values, which enable positive and non-violent relations, bringing about the *a priori* fact of the differences and uniqueness of people. When the common element that connects these people, such as sport, is added to this idea, as well as the personal sacrifices necessary for athletes to qualify for the Olympic Games, it is evident how mutual appreciation of similarities and differences is developed. Such situation will result in dialogue, understanding, appreciation, respect, friendship and eventually peace. The absence of the extreme national feeling results from the above-mentioned process, rooted in the Olympic Charter, which reads that the Olympic Games are competitions between athletes and not between their countries<sup>14</sup>.

It is not an illusory fact that peace and the cessation of wars lie within the power and policies of national governments and that sport is a means that could create positive relations, especially thanks to the values it conveys, but the responsibility lies with the state politics. Sport is a means that may facilitate the access and prepare the conditions for the step towards peace, but it is the countries that will either make or break peace. The Olympic Movement emphasises the need for autonomy and for politics not meddling with sport. However, it is clear that sport, although it must be politically neutral, cannot be completely depoliticised. The sustainability of the Olympic Movement is guaranteed by the autonomy of its actions, so that it could freely achieve goals of universal character, placing itself at the service of humanism and promoting common values at the global level, fighting for a peaceful society and the preservation of each man's dignity.

#### 3.1. Ways of Establishing Peace through Olympic Games

The Olympic Movement, the Games and peace create several important pre-conditions: primarily opening of dialogue and an opportunity for transparent

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14. "The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity. To this effect, the Olympic Movement engages, alone or in cooperation with other organisations and within the limits of its means, in actions to promote peace. The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values". IOC, *Olympic Charter*, p. 21.

presentation of the achieved goals at the global level. All the above can be associated with the fundamental principles of Olympism and values embedded in the Olympic Movement, such as: *respect, friendship and excellence*, but also mutual appreciation, *solidarity* and *fair play*, which are derived from the fundamental values of Olympism<sup>15</sup>. There are more ways, in which it is possible to determine the phases of making a truce, such as: making friendships, appreciating others through *fair play*, accepting differences and solidarity with the others and different ones – all aimed at creating conditions to hold peaceful Games and competitions freed from negative influences<sup>16</sup>.

### *3.2. Common Elements and Links between Olympic Games and Peace*

Common elements of the Olympic Games and peace are a system of rules that bring equality and mutual appreciation, which ultimately leads to respect. It seems that man will not attack what he knows and respects, so that it is necessary to enable meetings, which will develop into something more. The Games make such meetings possible. They are a sporting event with a set of competition rules –especially those concerning fair play– which will offer equal chances to all athletes, that is, equal opportunities and conditions, which will create an area for determining who is better and lead to mutual respect. The culturological side of the Games, which create a welcoming atmosphere regardless of differences, and the common link of Olympism as a philosophy and ancient culture, which all athletes become embedded in, accepting it as their own, contribute to overcoming differences and listening to one another with attention and appreciation, which ultimately results in understanding, respect and peace. The Games also provide an opportunity to establish personal contacts when athletes play a game together or test their abilities and skills against athletes from other teams. This is how they determine their own limits, but also get to know one another in that relationship. Such an experience should broaden the

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15. According to K. Georgiadis, the reconciliation and peace process can be achieved using different approaches, such as: “Education, Sports symbolic power, Role models, Policy, Inclusiveness and facilities (...)”. Konstantinos Georgiadis, Sport as a “Battlefield” of Peace, in: Olympic Truce – Sport as a Platform for Peace, ed. K. Georgiadis – A. Syrigos, Athens 2009, pp. 54-55.

16. Heather L. Reid, “Olympic Sport and Its Lessons for Peace”, in: Olympic Truce – Sport as a Platform for Peace, ed. K. Georgiadis – A. Syrigos, Athens 2009, p. 27.



*Dr Sasa Ceraj from the University of Zagreb and Director of the Croatian NOA focused during his lecture on the uniting role of sports.*

athletes' and participants' horizons, irrespective of the propaganda and cheap politicizing, which they are too often exposed to in their domicile environments, and educate them through indirect experiences and examples about who the person beside them really is.

### *3.3. Culturological Context of Olympism and Peace*

It is significant that the values of ancient times have been preserved until today, as has the cultural legacy of Ancient Greece, which has bestowed thinking and democracy on the world, as well as a number of values, such as philosophy, arts and sciences, representing the all-encompassing philosophy of the balance of body, mind and spirit. The culture of Ancient Greece is really special and it is not surprising that Croatian writer Jurjević defined it as follows: "Ancient Greeks were not well-cultured because they had such sports games, but they had such sports games because they were well-cultured"<sup>17</sup>. In accordance with that, Mod-

17. Valentin Pozaić, *Moral nasportskimborilištima (Morality at Sports Venues)*, in: *Obnovljeni život (Renewed Life)*, no. 2, 1988, p. 131.

ern Olympic Games create an atmosphere of equality, and it is necessary to repeatedly emphasise the pedagogical-educational-culturological component, which must not be left out, because it is the key factor in understanding others.

### 3.4. Modern Olympic Truce

The Modern Olympic Truce seeks to ensure the cessation of wars and conflicts, but also to ensure, with its fundamentals, a process in foreign policies and permanent peace, in cooperation with other stakeholders, such as the UN, the Olympic Truce Centre<sup>18</sup> and others. In this way, by opening the door to dialogue and creating trust, and comprehending others and different ones, together with the efforts of foreign policies, it is possible to succeed in establishing permanent peace<sup>19</sup>.

After the Olympic Games were revived in Paris in 1894, it took another century for the Olympic Truce to be reinstated. The IOC, led by President Samaranch in cooperation with the UN, managed to reach a consensus and adopt the decision, by which, in 1993, the UN called upon the member countries to uphold and respect the Olympic Truce during all future Olympic Games<sup>20</sup>. On that path – due to the common ideals that the Olympic Movement and the UN are guided by – the important step was taken because they acted in synergy<sup>21</sup>.

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18. The seat of The International Olympic Truce Centre is in the International Olympic Academy in Ancient Olympia.

19. It is important to emphasise that the Ancient Olympic Truce was originally a three-month period, during which wars were not allowed, while peace as a category is the permanent cessation of war.

20. It was in 1992 that the IOC first started requesting more intensely that the Olympic Truce be respected, asking the UN that athletes from Croatia, Slovenia and Bosnia and Herzegovina appear at the Games as independent Olympic participants. A year later, in 1993, the first resolution on the Olympic Truce was adopted by the 48th session of the UN General Assembly. In 1994, the UN observed the *International Year of Sport and the Olympic Ideal*, and in 2000, the Olympic Truce Foundation was established, which significantly strengthened the position of the Olympic Truce. Jim Parry, *The Religio Athletae*, Olympism and Peace, in: *Olympic Truce – Sport as a Platform for Peace*, ed. K. Georgiadis – A. Syrigos, Athens 2009, p. 46.

21. The governments of the host countries help the Olympic Games Organising Committee develop various programmes aimed at promoting friendship, appreciation and world peace, while the Olympic Truce Foundation's mission is the promotion of the Olympic ideal through sport and culture as a means for promoting peace, friendship, mutual understanding in the world and the Ancient Greek tradition of the Truce. It is important to point out that the Olympic Truce wouldn't survive if the process didn't include more

On the other hand, by using various symbols, such as Picasso's Dove, the Olympic torch relay and various other initiatives<sup>22</sup> the IOC seeks to convey the message of peace and respect for the Olympic Truce in the world<sup>23</sup>.

#### 3.4.1. Good Practice Example – Korea

The power of Olympism and sport is visible through the example of the 2018 Olympic Winter Games in PyeongChang. That event promoted Olympism and the values it conveys, especially peace, into a global protagonist. It included those parts of the society and heads of states where silent diplomacy, but also the ostentatious and threatening rattle of nuclear weapons completely failed, showing once again that respecting dialogue and positive approach is more valuable than any form of violence and war. The Olympic declaration on the Korean peninsula was the basis that enabled cooperation of the two Koreas at the level of delegations, but also at the sports level, such as marching together under the Korean Unification Flag at the Opening Ceremony and forming a uni-

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partners, such as: the IOC, the governments of the host countries, the UN, National Olympic Committees and National Paralympic Committees, local self-governments, cities, non-governmental organisations and others.

22. Such as the *International Sport Forum* at the service of peace and development, whose goal is assessing the possibility of using sport as a tool for the promotion of peace and development. The Forum is one of the IOC's recognisable initiatives, which raise the significance of sport in the society. The IOC's association with the UN and the implementation of the *Sport for Peace* project are very important successes. The International Olympic Academy also clearly presents a contribution to the world peace. In cooperation with Georgetown University (Washington, D.C., USA), a programme titled *Olympism4Humanity-(O4H)* took place in Ancient Olympia from 23 June to 3 July 2013. It is the first education and training programme on the Olympic values as a possibility of influencing the society. It was not by accident that Ancient Olympia was selected as the venue of that programme; besides being the birthplace of the Olympic spirit, it was in Ancient Olympia that the important elements of human excellence were originally introduced.
23. The Olympic Truce is symbolised by the peace dove with the traditional Olympic flame in the background. In a world that is plagued by wars and animosity, the dove represents one of the IOC's ideals to build a peaceful and better world through sport and values conveyed by the Olympic ideal. The Olympic flame has brought the warmth of friendship to people around the world through togetherness. The flame is composed of six elements, which remind us of the importance of the celebration of human spirit and of the fact that the elements represent people of all races in togetherness.

fied women's ice hockey team. One can see that when no other options could bring the two countries closer together, the Olympic Movement succeeded in it.

## Conclusion

Today's Olympic Truce is coloured by a romantic and idealistic context, but there is no reason why it shouldn't be so. Through history, great ideas were often laughed at when they were not understood by the time and they were criticised as nonsensical, inflexible and avant-garde. Peace will always be an ideal and ideals are hard to attain, because they constitute role models, the highest perfection, the ultimate goal of striving worth fighting for. The process of striving for the ideal is rewarding in the way in which it affects one's awareness, bringing change in its essence, even then when the ultimate goal has not been achieved, placing it in a special category of a teacher of life. The ones who attain ideals are the brave and audacious ones, who appear avant-garde to an ordinary eye, who rebel against the routine and well-trodden paths of the world<sup>24</sup>. To build something new and take a step forward, it is often necessary to be ahead of one's time and beyond the known, exploring the unknown, searching for new paths and ways. Olympism and sport are not conventional means, but they bring values that are advocated by those who de Coubertin describes with the following saying: "Gentlemen, we are rebels!"<sup>25</sup>. Does this make Olympism just an idealised legacy of the past and a spirit of some ancient times, a relic that is impossible to implement, or is it a necessary excellence of humanity?

"Sport alone cannot enforce or maintain peace but it has a vital role to play in building a better and more peaceful world"<sup>26</sup>. However, what sport can verifiably do is soften tensions and dull the edge of hostilities, exactly to the

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24. Concerning the importance of education, de Coubertin emphasised: "Although some men once dreamed, and perhaps still do, of total disappearance of war, that scourge that is not without its usefulness – such people are rare, and their dreams harmless". Norbert Müller, (Ed.) (2000), Pierre de Coubertin, 1863-1937, *Olympism Selected Writings*, Lausanne, p. 135.

25. "Gentlemen, we are rebels!" P. de Coubertin said in his speech at the Paris Congress in 1894.

26. Statement by J. Rogge, former IOC President, from 2007 <https://newsok.com/article/3161112/un-general-assembly-urges-olympics-truce>.

extent necessary to enable a healthy and open dialogue, which is an important step in the right direction: towards establishing peace.

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## PEACE EDUCATION AS PART OF OLYMPIC EDUCATION: PRACTICAL EXAMPLES

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### Introduction

Heal the world  
Make it a better place  
For you and for me  
And the entire human race

Michael Jackson, *Heal the World* (1991)

The world is in turmoil. There are conflicts within and between nations, causing deaths and destruction. Nations and communities are in turmoil. Citizens fight against citizens, neighbors fight neighbors and tear its own social fabric apart. Families are in turmoil. Elders and children cannot see eye to eye and some families break up, severing the blood ties that were supposed to bind them together.

How do we heal the world? How do we leave the world a better place for our children and their children? How do we ensure peace amongst nations, communities, families, and strangers who happen to meet along life's journey?

What is peace? Peace as a concept can be defined to exist at two levels – within the individual and outside the individual. Peace within the individual is a *state of mind* that is free from stress, disquieting thoughts or conflicting emo-

tions; where personal security and calmness is able to co-exist with an absence of conflict or hostility (e.g. war, terrorism) in the individual's environment.

In the past years, the world has witnessed intra- and inter-community conflicts, racial and religious conflicts resulting in senseless destruction of lives and properties. Our children now live in a very fragmented world torn apart by ideological, political, racial, religious differences and conflicts. Some of these children are growing up in a world where they have yet to experience freedom from the fear of violence that they see firsthand on a daily basis.

Peace within the individual is difficult to achieve when there is no peace outside the individual, i.e. the environment. To arrive at a peaceful state, individuals need to be free from the fear of violence between and amongst individuals, groups or nations.

Is "peace" hence an abstract notion, an unattainable goal?

For many of us involved in Olympic education (OE), peace may be an abstract notion and an unattainable goal as many of us are powerless to change the many conflicting environments in the world. Yet we have a duty and an obligation to try and be peace change makers wherever we may be. As citizens of the world and as OE champions, we have been promoting, and must continue to promote, peace education and peaceful co-existence through Olympic education. The National Olympic Academies (NOAs) need to go beyond *talking* about OE promotion and start designing and *implementing* purposeful and *intentional* peace education programmes and activities to change mindsets and help narrow the differences and contribute to the creation of peaceful communities of understanding and harmony through intentionally designed OE programmes.

### **Peace education and its purpose within Olympic education**

OE champions know that the modern Olympic Movement was founded on the principle that people and nations need to co-exist in a peaceful world. In making a case for the revival of the Olympic Movement, Baron Pierre de Coubertin was very unequivocal that the goal of the Olympic Movement (as articulated in the Olympic Charter)

*.... is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination*



*Dr Sock Miang Teo-Koh, professor at the Nanyang Technological University and Principal of the Singapore NOA gave practical examples of peace education as part of Olympic education during her lecture.*

*of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.*

In its most simplistic form, the goal of Olympic education points us towards peace education and OE *is* about peace education. Peace education is about non-discrimination of anyone; it is about putting aside differences and hostilities and accepting everyone who is different. Peace education is about uniting people, embracing diversities and differences, and at its core it is about loving and caring about each other without prejudice. Fundamentally, the purpose of peace education within OE is to help contribute towards the development of a better, safer, united and peaceful world for today's, and future, generations of children and youths.

The clarity of purpose that de Coubertin articulated challenges today's Olympic education movement ambassadors to examine what NOAs are doing about promoting peace education and whether NOAs have given peace education much thought at all.

As a start, let us look at examples of existing sport and peace grassroots initiatives around the world that have been designed and implemented to promote peace, especially in conflict zones. The question I propose we ask is “are our NOAs actively involved and participating in initiatives to promote peace education as part of our NOAs’ OE programmes?” The follow up question is “How do we go about designing and implementing “peace education” in our OE programmes?”

### **Sport and Peace programmes around the world**

There is no lack of “Sport and Peace” or “Sports for Peace” programmes around the world that reach out to marginalised communities or communities experiencing internal/external strife or conflict. Numerous “Sport and Peace” programmes have been initiated around the world and supported by different non-governmental (NGOs), international sport governing bodies and individuals. Some examples:

- FIFA’s “Football for Peace<sup>1</sup>” programmes have been implemented and promoted globally based on the belief that:

*...Football is a universal language that can help bridge divides and promote the core values necessary for lasting peace....In times of conflict, post-conflict and emergencies, football can provide children and adolescents with a sense of hope and normalcy. It can help traumatized children learn to integrate the experience of pain, fear and loss. It can help heal emotional scars, creating a safe environment that enables children and adolescents to express their feelings and build their self-esteem, self-confidence and trust.*

- “Generation for Peace<sup>2</sup>” is an initiative launched by HRH Prince Faisal Al Hussein of Jordan in 2007. Its programmes “teach sport, peace education and peer-to-peer learning models for young people in conflict situations<sup>2</sup>”.
- The Peres Center for Peace<sup>3</sup> was founded by Nobel Peace Prize Laureate and former Israeli Prime Minister Shimon Peres in 1996 to focus on a range of issues affecting the Middle East, including the provision of sport and youth activities. Sports projects are implemented by the Sports Unit

- to “facilitate peaceful coexistence and understanding between Israeli and Palestinian children”.
- “Bridging Divides<sup>4</sup>” is a community programme in South Africa that uses the game of basketball to bring children and communities together. The programme assessment reported that most participants expressed “fewer racial stereotypes and less racism compared to children who were not part of the programme. Many programme participants were in favor of racial integration and further inter-racial socialisation than other children<sup>4</sup>.”
  - The “Four Countries 4 Peace Football Tournament<sup>5</sup>” was an initiative started to promote reconciliation and dialogue between young people from Burundi, the Democratic Republic of the Congo, Rwanda and Uganda. Equal number of boys and girls played on each team but only girls were allowed to score goals. Organisers reported that by “playing together, participants were unwittingly learning the universal values of respect, tolerance and fair play<sup>5</sup>”.
  - “Preventing Youth Violence in Colombia<sup>6</sup>” is a joint project of the IOC and non- governmental organisation War Child. The project reaches out to over 11,000 children and young people in 39 schools in indigenous and Afro-Colombian communities in the rural zones of Corinto, Northern Colombia. Multi-sport activities and sport tournaments, delivered via a “methodology that combines the development of life skills with the promotion of peaceful coexistence, were introduced to enhance social cohesion and to prevent violence among children and the community<sup>6</sup>”.

The above examples of sport and peace programmes/initiatives demonstrate that there is no lack of such programmes around the world, all trying to build a more peaceful world. Based on publically available reports, some of these programmes focused solely on providing sporting activities under the belief that peaceful co-existence/reliance and respect for others will intrinsically be internalised by the participants. It would be very impactful if **all** these programmes have *intentionally designed educational* elements within the programmes to link activities with appropriately crafted character development strategies or packages that facilitate the personal internalisation of the values the programmes seek to achieve.

## **Peace education as part of Olympic education: possibilities and examples**

There are many available opportunities for National Olympic academies to lead and participate in designing peace education curriculum and packages as part of OE programmes. Promoting sports and peace in conflict zones as part of Olympic education is highly recommended. Beyond this, for NOAs who are not in conflict zones, I would also like to propose that OE programmes can also be designed to achieve various important peace education outcomes, e.g. promoting respect and support of diversity, gender, cultural and religious differences and inclusion of all in the community.

Peace education can be introduced, promoted and executed at many different levels (school based, national and international). Instead of merely articulating what peace education can and should look like within Olympic education, I would like to highlight/share, for discussion and deliberation, two examples of peace education programmes carried out within Olympic Values Education Programme (OVEP) based events/programme that are innovative and breaking the traditional Olympic education-type activities/programmes.

Example 1: Promoting inclusion and respect for diversity through a “Play Inclusive” immersion experience and programme.

Individuals with special needs are a marginalised group in many communities. They are often excluded from mainstream OE activities and sports. Not many Olympic education programmes have yet to consider including individuals with disabilities in Olympic education initiatives/activities. It has been assumed that it is the responsibilities of the IPC, Para or disability sport movements in our nations that should be teaching Olympic values to those with disabilities. I believe we should include individuals with special needs in the promotion of peace education through the Olympic Values Education Programme (OVEP). Doing so would truly reflect the ethos of the OE vision of creating a more peaceful and inclusive world for everyone, including those that are abled differently.

In Singapore, students with special needs are generally taught in special schools, especially for those with higher learning and support needs. In such an educational environment, mainstream students rarely mix or interact with special needs students and have very little appreciation or empathy for individuals with special needs.

“Play Inclusive”, a signature inclusive and unified project was created and

piloted in 2018. The aim was to bring together individuals with and without disabilities to teach the fundamental principle that the “playing field belongs to everyone and embraces everyone, including those who are abled differently”. The project was crafted and supported by three key partners, namely, Special Olympics Singapore, the Ministry of Education and the Sport Singapore (the agency responsible for all sports in Singapore). The project facilitated the partnership of about 145 mainstream student athletes with 360 athletes with intellectual disabilities (IDs) to create inclusive teams that train and play together in four sports.

While planning the Play Inclusive immersion and training programme at a specific location, Ms Marie Koh, a Singapore Olympic Academy Fellow and a special education teacher, was encouraged to pilot an experimental camp using the OVEP programme as the camp curriculum. The camp brought together athletes with and without disabilities with the aim of educating everyone about playing together harmoniously as one team. The Inclusive camp was designed to promote mutual understanding, teamwork, and respectful interactions amongst very differently abled campers. Most importantly, it was to support participation that promotes peace and harmony within and between teams while yet competing to win in different OE activities during the camp experience. This was Olympic values education in action.

The experimental camp experience was attended by athletes with intellectual disabilities and/or autism and mainstream athlete-partners. Activities required teams to work together cooperatively to solve challenges that promote the educational themes of OVEP. The guiding principle that every member is valued and expected to be treated with dignity and respect enabled a very supportive and peaceful atmosphere to be created. Mutual understanding and support for each other as equal team members throughout the camp surpassed expectations. After the camp, the athletes went on to train together for ten more sessions before participating in the finale “Play Inclusive” competitions. Respecting and embracing diversity is an important tenet of peace education and the inclusive camp showed that it was possible to teach the OE values to very diverse participants through purposely designed authentic experiences.

The “Play Inclusive” Competitions will now be an annual event in the Singapore national sporting calendar. Two more unified sports involving individuals with visual impairment (Goalball) and individuals with cerebral palsy (Boccia) will be included in the 2019 edition to be held in August. The opportunities to

conduct and support Play Inclusive camps using OVEP as the main camp curriculum will be promoted and supported by the Singapore Olympic Academy henceforth.

Example 2: Promoting peace through Olympic education and sports: healing vulnerable youths torn apart by conflict.

IOC Youth Change Maker (YCM) Juan Sanchez<sup>7</sup> of Colombia was inspired to use the power of sport to heal the divisions and internal conflicts that have divided youths who lived through Colombia's recent turbulent and painful history. In his role as a YCM, he saw the "challenges faced by young athletes who had grown up against the backdrop of nationwide unrest and while there was a peace process in Colombia, he was concerned that his country was so polarised<sup>7</sup>". Sanchez believed it is possible to create a long-lasting peace in Colombia by reaching out to children and youths through sports. His project "The Olympic Workshop, Creating Peace" was designed specifically for "... building social inclusion and bringing people together". The Olympic Workshop provided children and young adults with the "opportunity to sample sports such as handball, badminton, hockey and jiu jitsu for the first time, while also providing a different, more positive perspective on their lives". Sanchez subtitled the initiative 'Creating Peace' because he believed "that through sport we can create a better country for everyone, building social inclusion and bringing people together".

## Conclusion

It is very heartening to see young people like Juan Sanchez recognise that they can make a difference in bringing peace and healing to their own communities. There are also other YCMs<sup>8</sup> around the world who are initiating peace education projects. It is encouraging that young people around the world are leading the charge towards creating a more peaceful world through Olympic education. NOAs have a responsibility to support, encourage and walk alongside these youths and change makers who envisage a more peaceful world through direct participation, action and leadership.

There are many opportunities and possibilities for NOAs to embrace peace education as part of Olympic education. NOAs do need to be proactive and where necessary, collaborate and work with partners to design and implement

OE projects that promote peace education and include everyone in the community that they serve. The challenge for NOAs is this: do we believe we have a role to play in promoting peace education, and do we believe NOAs can play our part to heal the world and make it a better place through the small acts that we take within each of our NOA to support peace education?

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



## THE IDEA OF TRUCE

**Dr Constantinos FILIS (GRE)**

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*Research Director, Institute of International Relations*



**Olympic Truce: A bridge from ancient to modern times.**

**How effective has it been through the years?**

Let me introduce you to the Olympic Truce by making a brief reference to ancient times. Back then, around 776 BC, according to the myth, Iphitos, the king of one of Greece's city-states, which were in constant conflict, went to the Delphic Oracle to ask how he could end these conflicts. The Oracle urged him to revive the Olympic Games as a means to achieving temporary peace. As the messengers travelled to various cities and states announcing the Games, participants began their preparations, which essentially meant that armed conflicts gradually took a back seat, as citizens who were also soldiers took part in the Games, where a victory took on great value –not just symbolic– and this resulted in a reduction in the amount of time willingly devoted to bearing arms. So, every four years a ceasefire was agreed to for athletes, spectators and artists to travel to and from the Games in Olympia. The Truce was observed, though not always in full, for some 1,200 years, making it the most durable peace accord in history.

In 1993, the UN General Assembly approved a Resolution that further solidified IOC-UN cooperation with the decision to revive the Olympic Truce by adopting a Resolution entitled “Building a peaceful and better world through sport and the Olympic ideal”, which calls upon Member States, before every

edition of the Games, to observe the Olympic Truce and to use sport as a tool to promote peace, dialogue and reconciliation in areas of conflict during and beyond the period of the Olympic and Paralympic Games. And as such, in Lillehammer, in 1994 the Olympic family and the United Nations took the lead. They proved that in coordination with each other, they could actively contribute to securing even for a short time the cessation of hostilities. Thus, during the opening ceremony of the Lillehammer Winter Games and for 24 hours a ceasefire was achieved in the whole of ex-Yugoslavia. Even in a small corner of the earth; and yet, it was a precious beginning. Six years later, then Greece's Minister of Foreign Affairs, George Papandreou, in cooperation with the International Olympic Committee, decided to revive the idea of the Olympic Truce by creating an agency –the International Olympic Truce Foundation/Centre– to promote the necessity of honoring the Truce; that is, a ceasefire lasting through the 16 days of the Games themselves in an effort to adapt the practice of the ancient Truce to the demands of modern times. Subsequently, the process of UN Resolutions began. Every fall before given Games, a resolution is put before the General Assembly for adoption, regarding the need to implement the Truce.

You can of course understand the vast importance a ceasefire can have in war zones, if only for a month, as it provides an opportunity for a number of actions: from the provision of humanitarian aid, through the opening of requisite corridors, to time for seeking a compromise formula. The main reasoning behind the Olympic Truce is that, through a temporary ceasefire, we provide the time for the involved parties not just to sit at the negotiating table, but also to see the benefits of non-conflict and to consider whether, in the end, it is worth their while to continue hostilities rather than live in peace; not necessarily in harmony, but in peace!

At the same time, we are pragmatic enough to realise that the UN resolutions are limited in their reach and are in no way binding. In 2008, on the opening day of the Beijing Games, we had the outbreak of hostilities between Russia and Georgia. In 2012, during the London Games, the Syrian conflict was raging. Note that all three of these countries had signed the corresponding resolutions. However, if there are no repercussions –whether in the form of political countermeasures or economic sanctions– the only recourse remaining is negative exposure for the signatories who failed to comply. That is, a moral issue that politics and politicians have learned to bypass with relative ease. When there are, as we speak, some 20+ ongoing conflicts throughout

the world, most of which many of us have a limited awareness of, you can see how difficult universal implementation of the Olympic Truce actually is. In fact, for some time now we have been working in the direction of adapting to the current reality, in the sense of identifying/specifying one or two conflicts on which we can work methodically and systematically, with the assistance of the IOC and the UN, in order to get results. We can then utilise this experience, the momentum and example, to work the next time on a new case. Some sort of award or recognition [for compliant parties] should not be ruled out.

### **The breakthrough of the PyeongChang Winter Olympic Games**

We often underestimate the power of sport to bridge differences, if not to resolve them altogether. In the case of an issue as complex and difficult as that of the Korean Peninsula, which involves regional and international interests, competition between great powers, and the risk of nuclear war, the Winter Olympics provided an opportunity for South Korea and North Korea to come to the table for talks after an uneasy hiatus of about two years. The Games enabled the two sides to come closer together, de-escalated the tensions between them –at least for a short time– and bore witness to the beneficial consequences of peace, as opposed to the risks involved in sustaining (any) potential for conflict. The ‘opportunity’ of the Olympic Games served as a springboard for talks on thornier issues, given that the two sides showed the requisite political will. Regardless of the result (up until now we are witnessing only encouraging news as Mr. Trump met with Kim Jong-Un and the latter promised that he will de-nuclearize his country’s arsenal), we should reflect on the fact that if it were not for the milestone of the PyeongChang Winter Olympics in February 2018, the South Korean-U.S. joint military exercises would not have been postponed, and nor would there have been occasion for the dialogue between Seoul and Pyongyang.

### **Why does Olympic Truce matter?**

In Olympic sport, all people are equal, regardless of their race, gender, social status, cultural background, faith or belief. This fundamental principle of non-discrimination allows sport to promote peace and understanding among all

people. The Olympic values (excellence, friendship, respect) are the prerequisite not only for moving our societies forward, but also for restraining or defusing conflicts or disputes which, in addition to their other tragic consequences, destabilise entire countries or regions. Conflicts that are waged for years. And because of them, we are running the danger of losing generations of young men and women who are imbued with hatred and intolerance; young men and women who learn the art of war and fight in war zones from their early years; young men and women who learn to handle a weapon better than they use a ball, and they believe that the things that divide people are greater than the things that unite them.

Due to the complexity of the modern world, we identify two types of societies so that we adapt our rationale accordingly.

In post-conflict societies, we should put emphasis on healing the wounds of war by offering an alternative way of dealing with opposing interest. We must use sport as an example of a situation in which different personalities compete, but also respect the same rules – and most of all, to respect their opponents. We have to teach them that collaborative effort can add up to much better results – and they will need this skill to reconstruct their community. We shall learn with them how much power sport can have if they become a central activity for a community.

Societies that are not at war may face different challenges: social, economic or cultural challenges. That is why we put more emphasis on education through sport. We use sport in educational programmes to make those programmes more attractive and easier for young children to learn from. We use technology to approach them more effectively. We want them to make sport and the ideals of peace a part of their everyday life. And if this seems simpler in post-conflict societies, because we refer to a more fundamental level of peace, it is far more complex in an evolving society where peace is considered as given, but any number of diverse challenges are present. These challenges may vary from racism or class conflicts to exclusion and economic wars.

Dear audience,

We do not aim to supersede local, regional or international organisations that are responsible for finding solutions to political issues. As we said in the beginning, we aim to lay the necessary groundwork for such initiatives to flourish. We



*Dr Constantinos Filis, Director of the International Olympic Truce Centre, analysed the idea of Truce.*

cooperate with such institutions (UN, municipalities), but we do not intervene in political issues.

We are not an organisation that offers humanitarian aid like food, medicine and clothing, and we do not have the means to do so. We are the branch of the largest sport organisation in the world, and we aspire to familiarise post-conflict societies with peace ideals. We do not heal the wounded. We help people overcome the traumas of war; we educate people in the ideals of peace and Olympism so that they can live the rest of their lives in peaceful societies.

For this reason, we invest in humans. We concentrate our efforts not on procedures but on education. Through our educational programmes, we aim at helping people forget the tragedies of war by teaching the benefits of collaboration.



*In the margins of the Session, a meeting of the European Olympic Academies was held.*

### **Olympic Truce Ambassadors**

To achieve our goals, we have developed synergies with organisations that share our values. We are therefore working closely with various organisations in this direction. And it is an honour and a responsibility that today I am sharing my ideas with directors of NOAs from all over the world.

In this respect, the International Olympic Truce Centre is looking forward to your active participation in its activities. Based on your experience and expertise, your contribution would be to participate in a global network through which we will exchange ideas, experiences and know-how with the aim of developing new projects that will promote respect for human rights and the Olympic ideals.

I would like to close my intervention by reminding you of the old African saying that “this world is not ours; we have borrowed it from our children”. So we owe to them to give it back in the best possible condition.

## SPORTS DIPLOMACY AND NATIONALITY IN THE MEDIA

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### Introduction

Sports are played according to rules. Conditioning to the respect of rules is an obligation, failing which their violation often leads to sanctions imposed by recognised bodies or criticism by some guardians of ethics. We do not think we are in a position to judge, let alone penalise, anyone through our works. However, we wish to present scientific tools and provide analyses which make it possible to say, based on specific academic criteria, that a given statement is not respectful towards a person or to demonstrate that a (given) form promotes the spreading of a negative ideology (contrary to the Olympic ideal). This contribution is a synthesis of Ph.D. thesis in Language Sciences (defended in 2009) and the continuation of university research combined with an involvement in the university and academic Olympic sport milieu.

The Olympic Games framework offers a unique, resounding space for international relations and diplomacy. Firstly, we will set the framework of our remarks with references to and framings of the diplomacy of sport and Olympism. We will then propose methodological considerations based on discourse analysis with a view to presenting some discursive considerations on media

coverage of sports. Finally, we will examine some media representations of sport and nationality in order to give some examples showing the entanglement of several identity dynamics from the individual to the collective within the framework.

## **1. Diplomacy of sports and of Olympism**

We will start by proposing a synthetic definition of the notion of diplomacy with some examples. We will then observe the case of sports diplomacy and we will end this section on the diplomacy of Olympism.

### *1.1. Diplomacy*

There are several definitions of diplomacy. In order to facilitate the discursive perspective to be developed later on, we will take as theoretical basis the works of Constanze Villar (2008). According to the author, the diplomatic discourse can be summarised in two formulations: “the instruments of international politics” or “inter-state instruments”. We can clearly see the instrumental dimension being preponderant which underlines the necessary operationality expressed at supra-national level.

The pragmatic dimension dominates. Nevertheless, two outlooks can be distinguished: bilateral and multilateral diplomacy. Conventionally, bilateral diplomacy has positive or negative modes of operation. Multilateral diplomacy is characterised by its constructive dimensions (prevention) or its reactions in a crisis situation (reaction).

To better understand these principles in detail, let us take a look at what they entail when applied to the world of sports.

### *1.2. Sports diplomacy*

We will thus take sport diplomacy (or sporting diplomacy according to some) as the implementation within the world of sports of some form of diplomacy. This can be understood as inter-state instruments in the fields of various sports.

The bilateral perspective may give rise to positive operational modalities (Villar 2008) with the opening of relations, delegation of special advisers, visits by heads of State, negotiations, intervention of mediators, official diplomatic channel.



*Dr Arnaud Richard from the University Paul-Valéry Montpellier 3 and President of the French NOA spoke on sport diplomacy and nationality in the media.*

Applied to the world of sport, all these undertakings find a more or less substantive implementation. National sports federations or National Olympic Committees sometimes discuss very formally in an official framework and call on delegations. Heads of State can attend a sport competition and the sport itself can be the vehicle or the occasion chosen to hold a meeting between two countries. We could mention some famous examples such as the “ping pong” diplomacy, in the case of the United States of America and the People’s Republic of China (with President Nixon, as early as 1971).

Negative operational modalities can be expressed through the recall of ambassadors, the suspension of relations, the severing of relations, protests, the breaking down of negotiations, the expulsion of foreign citizens...

In the field of sports, teams can find themselves mandated as state symbols and thus be also subject to the will of their head of state. Refusal to fight and disqualification against an opponent is not unheard of (in 2017 at the wrestling world championship when Karimi Machiani, an Iranian wrestler, let himself be beaten late in the game so as not to face an Israeli opponent in the next round).

In relation to the severing of relations or protest, one could go as far as to associate the decision to put an end to an international career taken by German football player Mesut Özil following the criticisms voiced after the publication of a photograph showing him together with the Turkish President Recep Tayyip Erdogan in 2018.

But sports at international level goes often beyond mere bilateral antagonism, which is why they reveal constructive elements in the sphere of prevention (Villar) with the organisation of conferences, mediation or arbitration by international organisation(s), resolution(s) in favour of a State, mediation, third-party investigation(s), summits. Major sport events are full of these satellite actions which ultimately partake of the event. We also find the role of various commissions belonging to international federations or organisations regulating and proposing actions in favour of the smooth running (of an event) or the promotion of values associated to it.

Regarding the potentially more negative side of multilateralism, we observe that a crisis situation gives rise to reactions (always in the sense of VILLAR) such as boycotting, resolutions against a State, support to exiled opponents... The examples are numerous and it would be difficult to find the most salient even if the transition to Olympism may bring to our mind the Moscow 1980 and the 1984 Los Angeles Olympic Games.

### *1.3. Diplomacy of Olympism*

#### The Olympic Truce

The most symbolic example is that of the Olympic Games. The truce, one of the pillars of the doctrine, must be respected: thus, some countries would be willing to compromise on their political positions so as not to be denied the opportunity to compete. Inherited from Antiquity, *Ekecheiria* was revived by the IOC President Juan Antonio Samaranch in 1992.

#### The Olympic framework

As wars often arise from different political views, the IOC refuses to promote political ideals and promotes universal values. Nevertheless, the relationship between the sports world and the political world is complex. These worlds can intersect or overlap. As we have just seen in the case of South Africa, the Apartheid policy enforced between 1955 and 1992 banned the country from all

international sporting events. Conversely, sports can also be used as a pretext for holding sporting events leading to diplomatic contacts. For example, the People's Republic of China and the United States of America re-established contacts thanks to a table tennis championship. These international exchanges, because of their importance and media broadcasting, give rise to feelings of identity allegiance.

It is interesting to examine the first major survey of the French sociologist Jean-Marie Brohm in its contextual and chronological framework. It focused on the 1936 Olympic Games. The ceremony in honour of Nazism was one of the first criticisms to the regime, but nothing was really done against it. Monique Berlioux, a prominent figure in the IOC, shows how World War II might have been prevented if a large number had boycotted the Olympics in Germany. If politics like to assert their power in sports, conversely, sports can wield political power thanks to the hold that their institutions may have on certain states (Richard).

## **2. Discursive Considerations on Sports Mediatization**

In this second part, we intend to further address the issues without the epistemological and methodological outlook. We will begin with a brief focus on media representations of sports then we will give some rhetorical details from the perspective of discourse analysis.

### *2.1. Media representation of sports*

Contextual considerations (socio-cultural, economic and political)

One of the great notions of international socio-political studies is that of globalization. Pascal Boniface, director of the Institute of International and Strategic Relations, has devoted several books to the correlation between sport (especially soccer) and this trend. Without necessarily looking for the causes of each phenomenon, it is certain that soccer is a global phenomenon as proven by the following examples, dating already to 15 years ago: "15,000 copies of the Manchester United magazine are distributed in Thailand alone. Turin's Juventus has 1,200 fan clubs worldwide. Madrid TV, the Real channel, broadcasts in 40 countries" (Boniface).

An older example shows us the extreme power of attraction of sport. As recalled by Jean-François Bourg, the first time a match was broadcasted live in France was in 1950. The match, highly symbolic at the time, opposed the French team to the German team. Back then, there were 1,500 television sets in France. In the days before the broadcast, 1,000 sets were sold every day.

It is interesting to see what distinctions can be made between global markets and (world) games. At the same time, the attainment of various objectives can be attempted through soccer which becomes the means to promote interests and convey messages. Even if teams play in a national championship, they participate in international championships and often have several nationalities among their players. We are witnessing a globalization of sport that goes hand in hand with the globalization of economic and media markets<sup>1</sup>.

#### War-like dimension

The language associated with sport practices is often reported and noted as being close to the language used in a military context (BONNET). Metaphors often take us from the military battlefield to the fields of sporting confrontations.

While it would be too long to enumerate all the military words and expressions borrowed by sports, it is necessary to retain this general consideration in order to understand later on its symbolic impact. Indeed, with such weighty words, the transposition may lean to accentuate certain aspects particularly in the field of rhetoric that will follow.

#### 2.2. Rhetorical clarifications

To observe and analyse deviations or even deviances, several important works exist in media studies, notably the *Critical Discourse Analysis*. From a rhetorical point of view, in an article on the racism of the elites, Teun Van Dijk states, in relation to racist speeches, that:

*On the whole, the representation of the Other emphasizes difference, deviance, and threat. Routine denial, or underestimation of racism, is part of the overall positive self-presentation strategy, especially among the elites. (Van Dijk, 2005, p. 49)*

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1. To be seen in more detail in part 3.2.

In an international context, it is therefore important to see in detail how this diplomacy is reflected in the media. T. A. Van Dijk proposes to observe phenomena at the “more local” level of (everyday) semantics. He talks about *disclaimers* or warnings (‘*avertisseurs*’ in French), i.e. “semantic moves” with a positive part about *Us* and a negative part about *Them*. Listed examples include:

- Apparent Denial: We have nothing against X, but...
- Apparent Concession: Some of them are smart, but in general...
- Apparent Empathy: Of course, X have had problems, but...
- Apparent Ignorance: I don’t know, but...
- Apparent Excuses: Sorry, but...
- Reversal: Not they, but we are the real victims...
- Transfer: I don’t mind, but my clients...

Two key elements stand out: *denial* and *but*. The power of negation is well known. Any negative sentence makes its affirmative “version” heard. In this case, it is a distancing from the racist discourse. However, the refusal expressed (in the sentence) is not resolved to fully negate the point. This is evident in the first three forms. The following ones focus less on logos and more on ethos and pathos. Ignorance or excuse is admitted in order to absolve oneself from any reproach, but what follows is nothing more than a racist statement.

Such formulations still exist in sports mediatization speeches. Unfortunately, while some still explode with a strong and vulgar discrimination, it is always possible to observe the subsistence of a devaluation of the *Other* often reflected in a representation of the diplomacy of sport. In order to see (things) more clearly and push the analysis further, we must theorise this dialectic by applying it to Olympism.

### **3. Media representations of sport and nationalities**

In this third and final part, we propose to continue the application towards an Olympic framework by using the dialectical concept of the *Same* and the *Other*. Finally, we will end with the illustration of media and Olympic nationalities often quite far from the administrative or official ones (Bruce). As if to raise the constructivist dimension of representations, we will conclude on the strength of semantic effects beyond the legal or formal foundations.

### 3.1. *The Olympic Self and the Olympic Other*

The dialectic of the *Self* and the *Other* must be understood as a dynamic process. Like every element that makes sense, the *Self* and the *Other* are products of this dynamic.

The *Self* distinguishes elements, persons or members that can be identified as part of the same set. This set is flexible and can fluctuate from one speech to another. Boundaries are always variable, insofar we always build our objects. The dialectic of the *Self* and the *Other*, in which social identities, linguistic conflicts and language images are built, is thus concurrently:

- Interpersonal: we (community) / they (externality to the community)
- Spatial: the *Self* anchored here, the *Others* rejected elsewhere
- Linguistic: adoption of “our own code” (language or local linguistic variety), or respect of “their own code” (dominant and more widely circulating language)
- Representational: the “systems of values”, beliefs, are also referred to particular spaces, with the same dialectic of integration/exclusion

If we place this function within a social dimension, it is easier to understand how dominance works. It consists of keeping the dominated group in its place to allow the dominant group to maintain its position. “Cultures, and especially national cultures, resonate with the voices of the powerful, and are filled with the silences of the powerless” (Kramsch, 1998, p. 9).

However, the Olympic framework does not aim at creating or maintaining a form of dominance, so according to these four criteria we could find:

- Interpersonal: we for the participants (Olympians)
- Spatial: anchoring *here* with the realisation of the Olympic Games (by extension the training, ceremonies and preparation beyond the competitions)
- Linguistic: respect of “their own code” that can be *our own code* with French, English and the language(s) of the organising committee (dominant and widely circulating languages together with the host language as a complement)
- Representational: the “systems of values”, beliefs, are also referred to particular spaces, with the Olympic values (excellence, friendship, respect) as vectors of integration (a form of exclusion could be found in the non-respect of its values and of the rules specific to each sport)

The intersection of socio-political and discursive elements shows the impor-

tance of detail to best reflect the strength that can be attributed to the Olympic values. Thus, in their most visible achievements, that is to say in international media settings, it is the duty of those who defend them, to think also of the way in which each representation can express the ideals loud and clear.

### *3.2. Media and Olympic nationalities*

Sports media nationalities can sometimes be different from those appearing on people's passports. The official and administrative nationality is not always fully harmonised with the nationality of the jersey. This can be seen in several instances. There is first the case of dual nationality: with two possible choices, only one will be realised and this can sometimes bear consequences because the alternation is often difficult (at least highly regulated in periods of shortage). There is also participation taking simply the form of membership in the national team, which some call national sports identity (without having the passport of the national team, the individual wears the jersey). In athletics for instance there are several cases of nationals of East African countries who, blocked by strong competition in their own country and sometimes potentially attracted by better material conditions, wear the colours of Asian countries at international championships. These decisions are hardly appreciated in the countries of origin or by third countries.

Outside the framework of the Olympic Games, we have seen in international professional league events the practice of television commentary using *contractual media categorization* (CMC, see Richard). Players are referred to according to the nationality of their club regardless of their own nationality. During the broadcasting of a UEFA Cup match, two players of the Zenith Saint-Petersburg team were called "two Russians" although one is South-Korean and the other Dutch. The collective sport framework favours collective categorization. From a diplomatic perspective, the natural instrument of language takes precedence over all others.

## **Conclusion**

Sport in its physical dimension of real or even symbolic confrontation of individuals, institutes a particular relationship to the human being and body. The physique and consequently appearance play a fundamental role in representa-

tions. Staged during sports events, appearance will give to other beliefs the opportunity to crystallize (Tervo). Particularly during international events and because selection modalities are not always inspired by meritocracy, athletes will play more than just a game. The discourses that will carry them and mark them, will be those who characterize individuals other than themselves.

We often witness a phenomenon of transposition of the general representations of societies to those of their athletes or national teams. Nationality is an option, frequent, neutralised by many elements like the logos on the jerseys, the hymns, the flags, etc. Yet, other identity dynamics come into play, in particular the ethnic or racial dimension.

*Sport is culturally and politically important from the point of view of the representation of individuals and groups. In relation to individuals, sport proposes a discourse on bodies, on their efficiency, their esthetics, while teams are a symbolic representation of local or national societies. (Ndiaye, 2008, p. 224)*

We have briefly seen here that sport within the Olympic Movement can have clearly diplomatic aims. However, beyond the instrumental function of sport, we have shown that there is also a restructuring of reality with representations that go through discourses showing States or symbolic groups in ways that differ from the simple official framework. With its universal values, Olympism gives us the keys to try to live in respect, but we must ensure the excellence of our words and actions to maintain the bonds of friendship between all.

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*In the amphitheatre during the works of the Session.*



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## HOW CAN NOCs TRANSLATE THE OLYMPIC VALUES INTO ACTION IN THE 21<sup>ST</sup> CENTURY

**Nils HOLMEGAARD (IOC)**

*Project Manager for the Programmes of promotion  
of Olympic values,  
IOC Olympic Solidarity*



### **Resumé**

The Olympic Movement is based on a shared belief in the philosophy of Olympism and on the Olympic values of Friendship, Excellence and Respect. As the Olympic Games and the Olympic Movement have grown in size and reach, so has the International Olympic Committee's ambition to use sport and the Olympic values as a tool to tackle various societal challenges, from climate change to gender equality, harassment and abuse and mental health. The International Olympic Committee leads this development in terms of fixing policies and launching programmes. Statistics from its NOC funding arm, Olympic Solidarity, reveal that the NOCs tend to follow suit but still have their main focus on the more traditional areas of Olympic education and sport for all.

Today I will show you the evolution and adaptation of the Olympic values and how the Olympic Movement proactively uses sport to tackle a growing number of societal challenges. I will give you a snapshot view of what the IOC is currently doing in Olympic values promotion, with special focus on diplomacy as this is the theme of this year's Session. Finally, I will discuss how the NOCs translate the Olympic values into action on the ground.

To understand the present, we must understand the past. The definition of Olympism has not changed much since the days of Pierre de Coubertin. There are many ways to describe the Olympic values, but at the IOC we continue to

promote the concept of Friendship, Excellence, Respect<sup>1</sup>. Olympism and the Olympic values are what makes us unique and they are a big part of the success of the Olympic Games and the Olympic Movement.

It is remarkable that these philosophies have withstood the test of time and remained so relevant. After all, we live in a world that is in constant evolution and where the society and the values change over time. Some of the greatest challenges that we face today (such as climate change) simply did not exist during the time of Pierre de Coubertin. And yet, we can use sport as a tool for tackling it.

The Olympic Games have also grown: from 2,407 athletes and 28 NOCs at the Stockholm Olympic Games in 1912<sup>2</sup> to over 11,238 athletes and 206 NOCs at the Olympic Games in Rio de Janeiro 2016<sup>3</sup>. We went from almost no revenues to revenues in the billions and the Olympic rings have become one of the world's most recognised brands. Today we also have an enormous reach thanks to our partners, such as the IFs, the NOCs, the NFs, the OCOGs, the athletes, the sponsors, the media, the UN and other stakeholders.

*Megala karavia, megales furtunes*. This is Greek for “the bigger the ship, the bigger the waves”. This can sound a bit ominous, but it can also be interpreted as a greater ship enables greater voyages. With all these new resources at our disposal, we in the Olympic Movement might be expected to take on greater challenges in terms of creating a better world through sport.

Pierre de Coubertin was focused on the philosophy of harmony between, body, mind and will; sport as an educational tool; sport for all and blending sport and culture. But the definition of Olympism as laid out in the Olympic Charter<sup>4</sup> makes the application of the philosophy and the values evolutive and adaptable. Hence we can effectively continue to use sport as a tool toward creating a better world.

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1. Olympism and the Olympic Movement, © IOC, The Olympic Museum, Lausanne, 3rd edition, 2013, The Olympic Museum Educational and Cultural Services. Retrieved 10 May 2019 from <https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Document-Set-Teachers-The-Main-Olympic-Topics/Olympism-and-the-Olympic-Movement.pdf>
  2. Olympic Games Highlights Stockholm 1912, International Olympic Committee. Retrieved 10 May 2019 from <https://www.olympic.org/stockholm-1912>
  3. Olympic Games Highlights Rio 2016, International Olympic Committee. Retrieved 10 May 2019 from <https://www.olympic.org/rio-2016>
  4. Olympic Charter, International Olympic Committee. Retrieved 10 May 2019 from [https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/General/EN-Olympic-Charter.pdf#\\_ga=2.89277467.1603318679.1569831797-1075699359.1569416747](https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/General/EN-Olympic-Charter.pdf#_ga=2.89277467.1603318679.1569831797-1075699359.1569416747)



*Mr Nils Holmegaard, Project Manager on the programmes of promotion of Olympic Values from IOC Olympic Solidarity, highlighted during his lecture the ways NOCs can translate the Olympic values into action.*

Indeed, at the 2018 Olympism in Action conference last year, it was concluded that sport must be proactive in tackling societal challenges<sup>5</sup>. We are increasingly aligning ourselves with the UN's Sustainable Development Goals. We no longer use sport as a starting point for analysing how we can tackle societal challenges: instead we look at the main societal challenges and examine how sport can contribute.

Practically and concretely speaking, what is the IOC doing today to promote the Olympic values? The IOC has not only developed the general framework of the values-based Agenda 2020<sup>6</sup> and the New Norm<sup>7</sup>, but also programmes,

5. Olympism in Action Forum, Trends and Perspectives, International Olympic Committee. Retrieved 10 May 2019 from [https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/News/2018/10/Olympism-in-Action-Trends-and-Perspectives.pdf#\\_ga=2.81873302.1603318679.1569831797-1075699359.1569416747](https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/News/2018/10/Olympism-in-Action-Trends-and-Perspectives.pdf#_ga=2.81873302.1603318679.1569831797-1075699359.1569416747)
6. Agenda 2020, International Olympic Committee. Retrieved 10 May 2019 from <https://www.olympic.org/olympic-agenda-2020>
7. New Norm, International Olympic Committee. Retrieved 10 May 2019 from <https://www.olympic.org/news/the-new-norm-it-s-a-games-changer>

policies and strategies in Olympic values areas such as education, culture, legacy, sustainability, ethics, anti-doping, gender equality, safeguarding, sport for protection, sport for all, etc<sup>8</sup>. This is a non-exhaustive list of areas where the IOC is active. We develop these tools partially to empower and inspire others –including NOCs and IFs– to take action.

In terms of diplomacy and conflict resolution, which is the theme of this Session, all countries marching together at the Opening Ceremony of the Olympic Games must be considered the greatest diplomatic achievement of the Olympic Movement. This is unity in diversity and it is a unique celebration. Most of you will know about the two Koreas marching and even competing together at the 2018 PyeongChang Games – an important achievement. Furthermore, as you all know, we do not tolerate any form of discrimination in sport – whether at the Olympic Games or in other competitions involving Olympic sports.

Olympic Diplomacy can be a tool for peace-building, but it can also help in post-conflict settings. In recent years, the IOC has made significant efforts to draw attention to the plight of the around 70 million people that have been displaced from their homes, using sport as a tool to instil hope and improve mental and physical health.

This is why the IOC launched the Refugee Olympic Team at the 2016 Rio Olympic Games (to be continued in Tokyo 2020)<sup>9</sup>, and it is why, in 2017, the IOC launched the Olympic Refugee Foundation<sup>10</sup> together with the UNHCR, to create safe spaces for displaced people to practice sport and to organise sporting activities there.

What are the NOCs doing to promote the Olympic values? Olympic Solidarity manages the NOCs' share of the IOC's broadcast revenues. The idea is to level the playing field and provide extra support where it is needed, to ensure that the Games continue to be truly universal. This in itself is an act of diplomacy.

Our flagship programmes are those going to athlete scholarships, whether Olympic scholarships, to young athletes, for competition at regional level or to

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8. Promotion of Olympism, International Olympic Committee. Retrieved 10 May 2019 from <https://www.olympic.org/the-ioc/promote-olympism>

9. IOC Creates Refugee Team for Tokyo 2020, International Olympic Committee. Retrieved 10 May 2019 from <https://www.olympic.org/news/ioc-creates-refugee-olympic-team-tokyo-2020>

10. Olympic Refugee Foundation, International Olympic Committee. Retrieved 10 May 2019 from <https://www.olympic.org/olympic-refuge-foundation>

refugee athletes or athletes' transition or entrepreneurship programmes. We expect to award more than 20,000 athlete scholarships in the 2017-2020 plan. Olympic Solidarity also trains a large number of coaches and administrators.

Finally, we have five programmes dedicated exclusively to the promotion of the Olympic values. So far in 2017-2019, we have approved around 400 NOC projects, seminars and strategy development activities, awarded around 200 educational scholarships, supported the participation at IOA Sessions for around 250 people and covered well over 200 Olympic Day celebrations<sup>11</sup>.

Olympic Education, Culture and Legacy remains the most important of our programmes and accounts for around 40% of all approved activities. NOCs use this programme to organise Olympic values education in schools or clubs, toward Olympic Museum exhibitions, libraries, Olympic Studies Centres, legacy books or videos, etc.

Sport for Social Development is the second largest programme and includes sport for all in addition to projects using sports as a tool for social development, e.g. providing sporting opportunities to vulnerable parts of the population or educating young people on topics such as life skills or NCD / HIV prevention. The programme also includes Olympic Day celebrations. Most NOCs use the programme toward sport for all activities, but there is a growing number of projects in social development through sport.

Sports Medicine and Protection of Clean Athletes is another popular programme aimed primarily at upskilling physicians and physiotherapists and raising awareness on the latest advances in sports medicine. The programme is also used for anti-doping education and for projects aimed at preventing harassment and abuse in sport. The IOC's strategy and educational material on harassment and abuse in sport has helped to create a growing number of NOC activities in this area.

The Gender Equality and Diversity programme has as its main goal to promote more women leadership in sport, through seminars but also mentoring programmes and educational opportunities for women. The programme is also open for awareness campaigns related to any other form of discrimination in sport. The NOCs are recommended to follow the IOC's strategy and objectives

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11. Olympic Solidarity Annual Report 2017, International Olympic Committee. Retrieved 10 May 2019 from <https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/IOC/Who-We-Are/Commissions/Olympic-Solidarity/2017-OS-Annual-Report.pdf>

in gender equality and are increasingly involving men in gender equality activities, taking a more inclusive approach.

Olympic Solidarity's Sustainability in Sport programme is closely linked to the IOC's 3-pillar strategy in sustainability, namely to promote economic, environmental and social sustainability in sport<sup>12</sup>. The NOCs are increasingly picking this strategy up and work together with the local UN office in several parts of the world. The IOC has an important role coordinating the efforts of different stakeholders.

To summarise this presentation, the Olympic Movement – inspired by Olympism – continues to take a proactive approach toward societal challenges. We can expect this trend to continue, following the conclusions of last year's Olympism in Action forum in Buenos Aires. Agenda 2020 has led to new or revamped IOC strategies in sustainability, safeguarding, gender equality and “safe spaces” for refugees and the NOCs are increasingly launching activities in these areas. Globally speaking, however, most NOCs remain focused on more “traditional” areas such as Olympic education, culture and legacy projects or sport for all.

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12. IOC Sustainability Strategy, International Olympic Committee. Retrieved 10 May 2019 from <https://www.olympic.org/~ /media/Document%20Library/OlympicOrg/Factsheets -Reference-Documents/Sustainability/IOC-Sustainability-Strategy-Long-version-v12.pdf?la=en>





# SHORT PRESENTATIONS BY THE PARTICIPANTS





## NATIONAL OLYMPIC ACADEMY OF LITHUANIA IN 2018

**Enriketa PRUNSKIENE<sup>1</sup>** (LTU)

*Member, NOA of Lithuania*

**Jurate VAINILAITIENE**

*Director, NOA of Lithuania*



The Lithuanian Olympic Academy (LOA) will celebrate its 30th anniversary this year. The LOA conducts a variety of Olympic education programmes that engage pre-school children to retired seniors. Over these 30 years, the field of our activities has seen changes. Our main focus currently is on students and coaches.

The annual LOA-organised 4-day camp “Olympic Values in Student Life” attracts active youths from Lithuanian higher education institutions who are interested in sports and Olympic values. At the camp they explore the history of the Olympic Games, the Special Olympics, disabled sports and the challenges involved in them, doping use problems, sports volunteering. Camp participants tried playing showdown at the Lithuanian Education Center for the Blind and Visually Impaired, put their aim to the test at a biathlon shooting range and participated in mini-competitions, and also learned the elements of basic fencing. Alpine skiing lessons made use of the most modern revolving slope simulators which allow one to learn skiing without any snow. Head coaches of Lithuanian artistic gymnastics introduced the characteristics, requirements and rules of the sport. Camp participants exercised along with participants of the Olympic Games and the Youth Olympic Games, tested their abilities on some of the apparatus, and discussed the relationship between sports and profession.

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1. Ms Enriketa Prunskiene made the presentation.

In the annual LOA Sessions for students and the youth we frequently cooperate with the Lithuanian Anti-Doping Agency, Lithuanian Olympic athletes, and participants of the International Olympic Academy Youth Sessions.

In Lithuania seniors can choose to attend a University of the Third Age, where in 2018 the LOA started holding sessions of physical activity and discussions about Olympic ideas.

The LOA assumed a new direction of work in 2018; sports coaches. There was great interest in the seminar “Olympic Education in Informal Education”: coaches shared their best practices, and with the help of a sports psychologist we analysed the influence of the relationship between an athlete and a coach on the athlete’s personal development and values. Coaches get involved in our educational programmes – together with the athletes they train; they make video clips that present their sport, aiming at increasing children’s interest in trying it. We send these videos to all the kindergartens, primary schools, and pre-gymnasiums in the country.

Like every year, we actively participated in the events of the Olympic Day held by LNOC. We prepared assignments and tests related to Olympic and sports themes. Children drew coloured lines to connect sports inventory with their respective sports. Adults had to answer some challenging questions, remember famous Lithuanian and international athletes.

LOA provides a lot of resources that teachers, lecturers and coaches use in their activities, thus passing on the essence of Olympic values to their communities. We will continue to work with resolution, aiming to include representatives of all ages in our programmes and projects.

## U.S. OLYMPIC COMMITTEE

### **Teri HEDGPETH (USA)**

*Archivist and Historic Steward, U.S. Olympic Committee*



The United States Olympic Committee (USOC) embraces its responsibility to serve as stewards and educators of the Olympic Movement and Olympic ideals in the United States. The USOC operates numerous programs aimed to empower Team USA athletes to be ambassadors of the Movement and the Olympic values, educate the public about the Olympic Movement, and provide opportunities for citizens to celebrate and engage with the Olympics in the United States. Please find below a description of the programs that the USOC runs with the above objectives.

### **Olympic Day**

Olympic Day in the United States represents the pinnacle event to educate youth on the values of Olympism and provide an accessible way for fans to celebrate the Olympic Movement. The USOC has designed a turnkey program to assist communities across the nation in celebrating Olympic Day. With support from the USOC including access to virtual and physical materials, Olympic/Paralympic stakeholders deliver programming for thousands of participants around Olympic Day. At events, athletes have led discussions with youth about the Olympic values of excellence, friendship and respect, as well as the Olympic Day pillars of move, learn and discover. Sport demonstrations, fun runs and festivals have helped introduce young people to Olympic and Paralympic sport. In 2018, there were 389 events hosted across 41 states with close to 40,000

participants, including 50 Olympic and Paralympic alumni, and 2019 is shaping up to be even bigger.

### **Finding Leaders Among Minorities Everywhere Program**

Celebrating its 26th anniversary in 2019, the U.S. Olympic Committee's Finding Leaders Among Minorities Everywhere (FLAME) program provides diverse college and graduate-level students with a unique look into the world of elite sport. This eight-day program at the U.S. Olympic Training Center offers an exciting and rigorous curriculum designed to increase knowledge of the U.S. Olympic and Paralympic Movements. Accepted students participate in personal and professional development workshops, networking with USOC executives as well as lectures from elite athletes in preparation for a career in sports.

### **USOC Archives & U.S. Olympic Museum**

The USOC uses historical artifacts housed in the Crawford Family U.S. Olympic Archives to preserve knowledge of the Olympic past, serve as a resource for historians and researchers, while also inspiring and educating Olympic and Paralympic fans.

Located on the second floor of the USOC Headquarters, the Archives hold nearly 11,000 Olympic and Paralympic artifacts, including uniforms, images, documents, pins, medals and more. In 2018, Gordon ("Gordy") Crawford, chairman of the U.S. Olympic and Paralympic Foundation, graciously donated his distinguished private collection to the organization, which includes a complete set of Olympic torches dating back to the 1936 Olympic Games in Berlin and full set of prize medals dating back to the 1896 Games in Athens. The USOC utilizes the archives to create exhibits and educational displays for museums, hospitals and universities across the country, sharing the history of the Games with thousands of Americans every year.

The U.S. Olympic Museum, slated to open in 2020, honors the ideals of the Olympic and Paralympic Movements in the United States, celebrates the achievements of its athletes, and educates the public about the history of the Movement. The building, being constructed in Colorado Springs, Colorado known as "Olympic City USA", will include an interactive exhibit space, a state-of-the-art theater, and a broadcast studio.

The U.S. Olympic Museum will also house the recently-revived U.S. Olympic Hall of Fame, which in 2019 will induct its first class since 2012. The Hall of Fame provides a platform to celebrate Olympic and Paralympic athletes, legends, teams, coaches and special contributors and provide inspiration to all Americans.

### **Team USA Ambassador Program**

The Team USA Ambassador Program (TUAP), created before the Olympic Games Beijing 2008 and executed prior to every Games, is an educational course that every Team USA Olympian and Paralympian completes prior to competing at the Olympic or Paralympic Games. The program exposes athletes to the expectations, roles and responsibilities of representing the United States and the entire Olympic Movement at the Olympic or Paralympic Games. This extensive program educates athletes on being ambassadors for their sport and country, embracing and maximizing their position as a role model, and creating a lasting legacy.

The multi-phase program, delivered by inspirational speakers, includes an online course and an in-person presentation. The 2018 TUAP was presented by athletes who exemplify the Olympic and Paralympic values and serve as role models to their fellow athletes: Apolo Ohno, Michelle Kwan, Noelle Pikus-Pace, Derek Parra, and Sandy Dukat. Additionally, more than a dozen other Team USA athletes participated in the program by offering insight and personal anecdotes aimed to help athletes embrace their role as representatives to their country and the Olympic Movement.

### **Team USA for Tomorrow**

The USOC launched Team USA for Tomorrow in 2008 because U.S. Olympians and Paralympians have a deep interest in humanitarianism and are looking for ways to make a difference in the world. This program provides a vehicle through which U.S. athletes offer their assistance and support to those in need, demonstrating that the Olympic Movement is bigger than sport alone.

Team USA for Tomorrow Athlete Ambassadors, a select group of nominated athletes, have served in various ways, volunteering for service organizations and visiting children's hospitals, schools and youth sport organizations. At these events, athlete ambassadors share their stories of perseverance, commitment, and hard work with the next generation of Olympians and Paralympians.

The program also supports U.S. Olympians who want to help communities struck by natural disasters. Team USA for Tomorrow donated 1,000 relief tents to survivors of the 2008 earthquake in China's Sichuan Province and more than 25,000 items of athletic apparel and equipment to youth in Afghanistan, Guinea, Kenya, Uganda and Zambia. In December 2018, Team USA athletes visited schools in Southern California that had been devastated by wildfires and offered an uplifting assembly, as well as providing a donation of sports equipment to replace that which had been lost in the fire.

### **Goodwill Campaign**

In keeping with the values and ideals of the Olympic and Paralympic Movements, Team USA athletes partner with the USOC to build and strengthen relationships with the people of Games host cities through multifaceted goodwill campaigns in the lead-up to, during, and after the Games.

After the first edition prior to the Beijing 2008 Games, the USOC has successfully executed "Thank You Britain" in 2012, "#WeLoveRio" in 2016, and "Thank You, PyeongChang" in 2018 and looks forward to engaging the citizens of Japan in a similar program for Tokyo 2020. The goals of these programs are to demonstrate Team USA's support for the host country, promote Olympism, show gratitude towards the hosts, and contribute to the positive legacy of the Olympic and Paralympic Games. The program always features direct athlete outreach and usually includes lectures, sport clinics, donations, social campaigns, and transformative projects that leave a legacy and demonstrate the spirit of the Olympic Movement.

### **Athlete Career and Education Program**

The U.S. Olympic Committee's Athlete Career and Education (ACE) program provides current and retired Team USA athletes with career, education and life skills resources to support athletic performance goals, facilitate successful transition to post-competition careers and inspire long-term positive engagement with the Olympic and Paralympic Movements. In 2018, ACE served almost 600 Team USA athletes with job placements, educational programs, scholarship money, and workshops to help athletes achieve their goals and represent the Olympic and Paralympic Movements off the field of play.

## ROLE OF THE CENTRAL OLYMPIC ACADEMY OF RUSSIA IN THE DEVELOPMENT OF THE SPORTS DIPLOMACY EDUCATIONAL PROGRAMMES IN RUSSIA

**Prof. Dr Nataliya MELNIKOVA (RUS)**

*President, COA of Russia*

**Alexandra NIKIFOROVA<sup>1</sup> (RUS)**

*Executive Director, COA of Russia*



The term “sports diplomacy” gained popularity at the end of the 20th and the beginning of the 21st century. This informal definition, invented by journalists, gradually came into use when describing international sports relations and events. Currently, the term “sports diplomacy” is found in official documents of international and national sports organisations, and in legal systems of states. Sports diplomacy plays a noticeable ever-growing role in international activities.

It is precisely as a result of the internationalisation of modern sports that the phenomenon called “sports diplomacy” has recently become increasingly popular. It arose from the depths of traditional diplomacy, the main purpose of which is to implement the goals and objectives of the foreign policy of states, to protect the interests of the state abroad.

The aforementioned circumstances motivated the Central Olympic Academy of Russia to undertake research and begin development of educational programmes concerning sports diplomacy, its connection to the Olympic Movement and its educational potential. Since the Russian COA is based at the Russian State University of Physical Education, Sport and Tourism, the Academy

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1. Ms Alexandra Nikiforova made the presentation.

worked closely with the University on the development of a specialised masters programme.

The results were two masters programmes called “Sports Diplomacy” developed with the assistance from the COA. The first one is a joint programme between the Russian State University of Physical Education, Sport and Tourism and the Moscow State Institute of International Relations which is the leading institution in the field of diplomacy. This programme is focused more on the aspect of international relations. The other one is carried out solely by the Russian State University of Physical Education, Sport and Tourism and is focused more on the aspects of the international sport and the Olympic Movement.

The acquired knowledge, skills and abilities allow graduates of the masters programmes to work in government institutions of the Russian Federation related to both foreign policy making and sports and also in non-governmental organisations (sports federations, NOC etc.).

The curriculum of the “Sport Diplomacy” programmes is tailored specifically to provide an opportunity for acquiring both academic and practical knowledge. The studies focus on the following:

- Study of the political potential of sports in international relations and in foreign policy as a tool for ensuring international peace and security
- The role of sport in the development of international humanitarian cooperation
- The main prerequisites for the development of sports diplomacy as an integral part of public diplomacy, the content of its international legal foundations
- The role of sports diplomacy in the activities of international sports non-governmental organisations, including in the international Olympic Movement
- The main directions of modern sports diplomacy in international organisations – the UN, the Council of Europe and the International Olympic Committee
- The goals of the national foreign policy in the development of international sports relations and the promotion of the country’s image abroad

The resources and staff of the COA are actively engaged in teaching these masters programmes and providing additional seminars and lectures on such subjects as anti-doping policy, history and contemporary issues of the modern Olympic and Paralympic Movements, Olympic education and others.

The programmes launched in 2017 and 2018 and thus we have to wait for the first graduates but even now we can assess the productivity of the students' work and the wide range of topics they choose to write their theses on: from the legal framework of the sport diplomacy to the practical application of the sports diplomacy in various countries, to the integration of the Olympic values into the diplomatic relations. So far both programmes show high promise and we hope to continue our work in the field of sports diplomacy in the years to come.

## APOLOGY OF ART, LUXURY AND SYMBOLISM IN THE OLYMPIC WORLD

**Pr. Dr Ivan COSTE MANIERE<sup>1</sup> (AFAO)**

*SKEMA Business School, Vice-President, Francophone Association of Olympic Academies (AFAO)*

**Marc Arthur GAULITHY**

*Commissioner General of the Jeux de La Francophonie Abidjan 2016*



**Jean VINTZEL (AFAO)**

*Secretary General, Francophone Association of Olympic Academies (AFAO)*

Mankind has always strived to balance in a healthy manner emotions and rational understanding. The name *Homo sapiens* used in 1758 by the father of the modern biological classification, Carl Linnaeus, made it possible to better understand the distinctive forms of our species sometimes even listed as “*sapiens sapiens*”, and to see the rise of the evolutionary theories dear to Darwin.

In the same vein, this creation of new typologies will lead to ever finer analyzes, ranging from psychology to psychoanalysis, from physiology to neuroscience, thus allowing a fine mechanistic understanding of communication. Today, research has made it possible to better define the field of intersection between central (logical) and peripheral (emotional) communication whose applications range from advertising to marketing, from propaganda to culture.

With such an extensive field of exploration, it was rather obvious to see that very quickly the essential human messages loaded with meaning were taking over art and culture, to add to their aesthetic dimension, a strong semantic and

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1. Dr Ivan Coste-Maniere made the presentation.

rhetorical content, a dynamic symbolism. Art in particular, which conveys so many emotions, was thus able to mix very early a divine with a simple aesthetic dimension.

The fundamental advantage of this use lies in the capacity the person who contemplates (the receiver) has to preserve, in an endogenous way, part of his ability to interpret the delivered artistic message, to better adopt a message delivered by the artist (transmitter), without pressure or submission, acting on his free will, in total freedom.

What our Greek, Roman, Persian or Etruscan fathers had managed gradually gives way to an imposed artistic dimension (artists' orders) for high-grade religious or political themes.

Olympism and sport, given their roots in history and in the strongest symbols, could not throw off such an important communication tool.

Baron de Coubertin, a convinced Hellenist, was able to set the tone of such an approach which, in first reading, can be followed through the evolution of the artistic posters which announced each edition of the Olympic Games during the last century.

In a less global way, and without reaching the ultimate simplified expression of logos, the societal evolution and its aesthetic counterpart allow to synchronise in a precise way aesthetic contents with the tastes of the moment, to play with the kitsch aspect of some creations, to become better imbued with the culture of a particular segment of "receivers"; even to amplify a political message (or to evade it), or even finally to treat some diseases such as schizophrenia.

From the beautiful to the good, the power of art is now demonstrated not only emotionally, but also by many analytical tools, from the simple electroencephalogram recorder, to the tachistoscope, the diaphanometer or even the eye movement recorder.

In this presentation we demonstrate both in a historical approach and in a scientific and marketing approach, the use by the Olympic Movement, the Francophone Association of Olympic Academies, of particular art disciplines as a vector inescapable in its effectiveness.

Artists like my friend the late Jean Claude Novaro, Moné Bou or Christophe Dadié, Eric Massholder and Giacomo de Pass, Sacha Sosno or Arman, Kristian and Jean Jacques Beltramo, shared with us over the years this intuitive certainty. Whether at World Championships, Jeux de La Francophonie or smaller

events, they all have succeeded in conveying a powerful message of affinity to passionate and receptive audiences.

Beyond a tribute to the Francophone Association of Olympic Academies on its 10th anniversary, here in Olympia, and within the International Olympic Association, this presentation wants to be a vibrant plea as well as an expression of deep gratitude to all those artists who know better than anyone how to convey the very essence and the “initium” of the Olympic Movement.

## NOA OF BANGLADESH

### **Fakhruddin HAIDER (BAN)**

*Member, NOA of Bangladesh*

*Director, NOC of Bangladesh*



I am delighted to have this opportunity to speak in front of such an august gathering.

Ladies and Gentlemen,

Let me tell you about the NOA, NOCBAN which started its official function on 23 June 2012. The Executive Committee of BOA was kind enough to approve the NOA Constitution and Logo. Recently the NOA has been given the additional responsibility to look after the Library, Archive and Museum (LAM). We have undertaken a project to set NOA, along with LAM on the 4th and 5th floor of the BOA Building.

The NOC of Bangladesh is committed to implementing the road map of the Olympic Agenda 2020 by keeping involved its important instrument of the NOA. Of late the NOC of Bangladesh has formed an Athlete Commission in line with Recommendation 18 of the Agenda “Strengthen support to athletes”.

### **Activities of the NOA**

To start with we have decided to distribute 11,992 copies of the Brochure, Bulletin and official Results book to 244 Sports-related organisations to let them know about the official function of the NOA. The Organisation includes the Public University Library, Library of Colleges and schools in Dhaka city,

National Federations, Bangladesh Krira Shikkha Protishtan (National Sports Institute of Bangladesh), 64 District Sports Authority and Physical Colleges of the country and others.

**The BOA has approved the proposals of the following forthcoming activities of the NOA**

Considering the importance of the outcomes of the first ever “Olympism in Action Forum” held on 5-6 October 2018 in Buenos Aires, a programme on women empowerment, gender equalization and prevention of possible sexual harassment and abuse of women in sport is to be organised.

The NOC of Bangladesh is supportive of implementing the recommendations of the Olympic Agenda 2020, the “Strategic roadmap for the future of the Olympic Movement”. As part of this support a seminar is proposed to be held under Recommendation 5 of the Agenda “Include sustainability within the Olympic Movement’s daily operations”.

The BOA will be observing International Day of Sport for Development and Peace on 6 April 2019 along with the Ministry of Youth and Sports of Bangladesh and the respective UN Agency. One of the most important side-event of the 3rd Summer Youth Olympic Games, 2018 held in Buenos Aires is the adoption of the “Athlete’s Rights and Responsibilities Declaration”. It was adopted at the 133rd IOC Session in Buenos Aires on 9 October 2018. This declaration is highly important for athletes. To sensitize athletes of Bangladesh on this declaration a suitable programme will be organised.

I am sure with the support of the IOA the NOA of NOC BAN will be able to accomplish its mission.

## THE CURRENT CONTEXT OF THE EDUCATION AND PROMOTION OF THE OLYMPIC MOVEMENT IN ROMANIA

**Prof. Dr Titel IORDACHE<sup>1</sup> (ROU)**

*Director, ROA Ilfov County Branch*

**Prof. Elena MORUZOV (ROU)**

*Director, ROA Tulcea County Branch*



“What culture is for humanity, Olympism is for sports”  
*(Pierre de Coubertin)*

Olympism is a life philosophy developed in 1894, emphasising the role of sports in the global education, the principle of tolerance, the moral and social education, but also the free access to equal opportunities. Here we are debating on themes regarding the voluntary activities and its role in society, solidarity, excellence and Olympism with its values.

Romania, as a European country, demonstrates its interest and respect for the values and principles of Olympism, at a central level, in particular through the Romanian Olympic and Sports Committee and the Romanian Olympic Academy, but also at a local level, through the county branches of the Romanian Olympic Academy. The Romanian Olympic and Sports Committee has assumed the role of spreading the fundamental principles of Olympism at a national level as well as of supporting the setting up of institutions in charge of Olympic education. Moreover, the Romanian Olympic Academy does its share in providing the scientific dimension of the Olympic spirit, materialised in the Olympic and research studies, within the educational programmes.

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1. Prof. Dr Titel Iordache made the presentation.

Romania, through its organisations “The Romanian National Olympic Committee” (RNOC) and the “The Romanian Olympic Committee” (ROC), developed the concept of Olympism, which has continually been developed, up to nowadays, through the Romanian Olympic Academy (ROA), a national organisation founded on 21 March 1991.

The Romanian Olympic Academy, through its social, educational-cultural-sports, humanitarian, non-profit, apolitical and non-confessional character, has managed to bring together thousands of teachers, sports figures, sports specialists in performance sports and in other fields of activity that play their part in promoting the science of sports, of Olympic diplomacy and peace, as well as “Peace and Education” as parts of Olympic education.

The Romanian Olympic Movement has been asserting itself on a national, European and world scale, constantly promoting through all its 48 branches of the Romanian Olympic Academy the authentic values of Olympism: promoting the values of Olympism, studying the historical, cultural, ethical and social aspects of the Olympic Games, the national and global Olympic Movement, fair-play dissemination with the aim of eliminating all forms of discrimination and violence in sports as well as against the use of substances and procedures prohibited by the World Anti-Doping Code; promoting Olympism through education and training programmes, contributing to educating, in the spirit of the Olympic ideals, specialists in physical education and sports, peace and education as part of Olympic education.

As in the case of the other 46 branches of the ROA in Romania, the ROA Ilfov and Tulcea county branches annually organise a series of 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: the History of the Olympic Games, Fundamental Principles of Olympism

- Presentation of the “*Olympic Guide*”, one of the most complete national documents concerning the Olympic phenomenon
- Participation in National Olympic education through Sport within the 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 to all the direct and indirect beneficiaries, contributing to the development of the Olympic Movement in Romania, disseminating Olympic values and helping the improvement of the image of the ROSC and ROA at national level.

The activities carried out, the theme unfolded attempted to impart to the participants the desire to demonstrate in everything they do, courage, dignity, fair play, responsibility, team spirit, strength of character, honesty and fairness.

The target of these events pointed out the interferences between the new, theoretical and practical, socio-educational approaches taking into account the necessity of an ethical resizing of the social action.

### **An urge, instead of conclusions**

The Olympic spirit should be spreading across the world so that we all become better, with fair-play, better to realise what true performance means, so that every time a competition is won, we have taken another step towards self-sufficiency. Everyone has to say to themselves: If he can do it, I can too; I just need to want to.

## IOA EVOLUTION THROUGH THE DECADES

**Evi SALEPI (GRE)**

*PhD Candidate, University of Peloponnese*



In two years the IOA will have completed its sixth decade of operation within the Olympic Movement. This presentation attempts a very brief review of the IOA's evolution during this period. The presentation has been split into six sections, one for each decade, with a title corresponding to the key events of that decade. The data and information are derived from a) a study of the IOA's archives related to the meetings of the Ephoria of the IOA b) a study of the IOC's official archives related to the meetings of the IOC Committee where the IOA belongs and c) from the very early research that has been conducted about the IOA by authors such as is Mueller, Pappas, Georgiadis and Koulouri.

### **FIRST DECADE (1961-1971)**

#### **Determination of the role and physical characteristics of the IOA**

Within the first decade the baseline was introduced, the role and structure were determined, the objectives and the regulations of the newly established "Olympic Academy" as it was originally named, were set. In 1962, the "IOC Committee for the IOA" was set up in Lausanne, in order to connect the IOA with the IOC, Olympic Solidarity and the Olympic Movement. The IOA was funded exclusively by the Greek state and the funds made available through the Hellenic Olympic Committee. During the first decade of operation the IOA's momentum was to use its link with the IOC as the main means of achieving in-

ternational visibility and credibility, but it did not find a response from the IOC. The second Provisional Regulation was amended in September 1966, with the sole purpose of including the IOC subcommittee on the IOA, which had just been set up. It was thus beginning to show an attempt to officially include the IOA within the central governing body of the Olympic Movement, which is the IOC. Germany and Austria were considered as the most enthusiastic supporters of the IOA's work during the "early childhood" of the IOA (Pappas, 1977). Koulouri (2011) refers extensively to the 1968-1971 crisis which overshadowed the relations between the IOC and the IOA and describes it as an "internal conflict". Koulouri sets it in the framework of the "Greekness" or "Internationalism" of the IOA, something that is much talked about in the meetings of the IOC's committee for the IOA. Pappas (1977) describes the situation as a "lack of enthusiasm" and "lack of trust" by the IOC.

## **SECOND DECADE (1971-1981)**

### **Administrative set-up, determination of the policy to be followed**

The administrative operation of the newly established organisation was determined and the policy to be followed was specified. An excessive zeal for the work of the IOA can be observed. In 1971, the first official regulation on the functioning of the IOA was adopted and approved by the IOC Committee. The post of "Dean" was introduced in 1979 and a new IOA emblem was designed, while the number of the IOC members who visited the IOA meetings increased. The establishment in 1976 of the US National Olympic Academy and shortly afterwards of Egypt, Korea and Taiwan are indicative of the sharply growing and pragmatic acceptance of the work of the IOA. The organisation of the permanent library which, according to Pappas, had been established since 1969 is an indication of the IOA's educational positioning.

## **THIRD DECADE (1981-1991)**

### **Identity configuration and international recognition**

In this decade international recognition of the work of the IOA was achieved. The recognition came from the IOC in 1981 when it was decided to honour

the IOA with the Olympic Cup. The third decade of existence and operation of the IOA saw Juan Antonio Samaranch at the IOC's helm. Samaranch, as it is recorded in the minutes of the IOC committee meetings, was present at committee meetings fairly often, demonstrating his full support not only for the functioning of the IOA, but also towards the direction of strengthening the work of the IOA. He was constantly encouraging the creation of more NOAs. The interests of the IOA focused on the empowerment of the NOAs and it is reflected in the meetings of the Committee. The efforts of the members of the Committee to reinforce in any way they could the work of the existing NOAs and to promote the creation of new ones in countries where there were no NOAs can clearly be seen in this period. Establishment of National Olympic Academies increased almost tenfold, whilst emphasis was placed upon how the relationship between NOA, the IOA and the IOC would work. At the end of the third decade of its operation, 30 years after its establishment the IOA was officially recognised in the IOC Olympic Charter (Statute), which entered into force in December 1991 (p. 9, Chapter 1, par 2, Article 11). Finally, questionnaires for the evaluation of the work of the IOA were completed by the participants of the International Sessions of the IOA for the first time in 1989 and 1990.

#### **FOURTH DECADE (1991-2001)**

##### **Research-oriented projects, dissemination actions of the IOA's work around the world**

An upward course of the IOA was achieved during its fourth decade of operation. The number of NOAs increased significantly as a result of the split of the former Union of Soviet Socialist Republics (USSR) and the former Yugoslavia. In 1992, Filaretos, the then President of the IOA, in his report at the IOC Commission underlined that, from that date, the work of the IOA would increasingly focus on research. From then on up to today, the results show the effort being made to introduce and integrate the IOA into the academic world has ultimately been achieved and will be discussed further shortly. In 1993 the "Postgraduate Seminar on Olympic Studies" commenced. In 1998, began a progressive online recording of the important IOA publications since 1961 in English and French so that they are available to everyone in the world. In 1994 the name of the Commission changed to "Commission for the IOA and Olympic Education"

that was seen as a significant extension of its role and that implied the need to upgrade it. Another innovative action took place in 1999. The collaboration of the IOA with Theo Breuers, Dutch Digital Broadcast Gmbh, for the live streaming over the internet of the main IOA sessions was launched. In this way the IOA training programme was made accessible to everyone around the world. During the live relay all those who are connected online can ask questions, in one of the three official languages of the IOA (English, French, Greek) and receive a direct answer from the speaker. Throughout the whole fourth decade, during the meetings of the IOC commission for the IOA an analytical approach regarding the issues of the NOAs took place. That period the focus was on the care to be taken for the work of the NOAs, their needs and the problems they faced.

#### **FIFTH DECADE (2001-2011)**

##### **Autonomous (self-governing) organisation endorsing unity and synergy between NOAs and NOCs**

The IOA had contributed to the creation of 109 NOAs including 35 new ones in the first decade of the new millennium. In 2000 the name of the IOC Commission where the IOA belongs, changed for a second time to “Commission for Culture and Olympic Education”. In 2001 the IOC Commission warmly welcomed (especially the members of the Committee that were coming from the academic world) the posting on the Internet of the published work of the IOA since 1961 (Greek, English, French) to be accessible to all around the world. In October 2003, the regime in the IOA was transformed into a legal entity governed by private law under the supervision of the Hellenic Ministry of Culture and Sports whilst remaining under the auspices of the IOC. Within a decade three different presidents held the presidency of the IOA. Regarding the NOAs there was still a non-harmonious relationship between NOCs and NOAs; the trend within the IOC Commission being to promote unity and synergy between NOCs and NOAs. In 2010 was the first time that the IOA had a presence in the form of a stand at the Youth Olympic Games in Singapore which has continued at every YOG since. This is perhaps the last decade in which NOA issues were discussed extensively at the Committee’s meetings.

## **SIXTH DECADE (2011-TODAY)**

### **Greek economic crisis and official entrance of the IOA in the academic world**

The unbearable financial crisis in Greece with the IMF's involvement in the country has greatly affected the existing support provided by the government to the IOA. The IOA has worked towards greater financial autonomy based upon a policy that has focused upon turning towards the private sector. The IOC has undoubtedly been a great ally for the IOA mainly due to its financial support. The official introduction of the IOA to the academic area with the introduction of the Master's degree programme that is provided in collaboration with the University of Peloponnese took place in this decade. In 2015 the IOC decided the splitting of the Committee where the IOA belongs. The committees created are: the "Committee for Culture and Olympic Heritage" and the "Committee for Olympic Education". The enlarged committee to which the IOA belongs after the last change in 2015 leaves little room for discussion regarding NOA issues within the Committee. The Presidency of Kouvelos in addition to the experience of Professor and Honorary Dean of the IOA Konstantinos Georgiadis, helped to greatly expand and develop its programmes. In comparison to previous decades the IOA today operates more than seven months per year at its premises in Ancient Olympia.

To conclude, a) the number of NOAs is now fifteen times higher than it was in the 1960s b) the IOA activity has now entered tertiary or higher education and has officially joined the academic environment through the University of the Peloponnese c) the operation of the IOA in Ancient Olympia over the past ten years now exceeds seven months a year d) the IOC's effort to promote the educational dimension of the Olympics and the Olympic Games in recent years (e.g. OVEP, Agenda 2020) requires the support with brave initiatives of an educational organisation such as the IOA in order to achieve success. It is important to take the above arguments into account from the IOA leadership in order to attempt an opening to the IOC to re-establish the committee exclusively for the IOA.

## PROMOTING OLYMPISM THROUGH EDUCATION – THE ACTIVITIES OF CHINESE TAIPEI NOA AND NOC IN 2018

**Lih-Chyun SUN (TPE)**

*Deputy Director, Chinese Taipei Olympic Academy*



### **Chinese Taipei NOC/NOA**

The Chinese Taipei Olympic Committee is the National Olympic Committee (NOC) representing Taiwan. The Chinese Taipei National Olympic Academy is the fourth NOA established in 1978 by the late Prof. Ming-Hsin Tang, former Secretary General of the Chinese Taipei Olympic Committee and Chairman of the Education Commission.

### **2018 International Sports Affairs Training Course**

The Chinese Taipei Olympic Committee organised the 2018 International Sports Affairs Training Course in Taipei on 21, 22, 23 and 24 June. The course brought together four participants from East and South Asian NOCs and more than 168 staff members working for the Chinese Taipei NOC, city governments, national sports organisations and the Organising Committee of the 2019 East Asian Youth Games.

The guests of honour were Ms Nur Laily, Vice Director, International Relations and Protocol of the Indonesia Asian Games Organising Committee, Mr Kok Chi Sieh, Honorary Member of the Olympic Council of Malaysia, Mr Masahiro Kaneko, Assistant Director of the Secretariat of the Headquarters for

the Tokyo 2020 Olympic and Paralympic Games, Dr Matthew J. Robinson, Area Head of the Sport Management Programme in the Lerner College of Business and Economics of the University of Delaware and Mr Manh Van Tran, Secretary General of the Vietnam Olympic Committee.

The themes included: Olympic marketing, sport management, and bidding, preparation, and management for international multisports games.

The course was concluded with a group project presentation. The presentation subject was to simulate bidding for the International Promotion Project or Games Legacy Project for the Organising Committee of the Taichung East Asian Youth Games 2019. The trainees were divided into five groups and completed their presentation in one of those two topics within 15 minutes.

This course aims at providing an overview of international sports affairs, encouraging exchange among NOC staff and promoting the Olympic values.

### **Olympic Education Outreach Programme**

Since 2015 the Chinese Taipei Olympic Committee has launched its Olympic Education Outreach Programme to deliver Olympic education and promote Olympic values to high school students with limited access to the Olympic world in remote areas and offshore islands of Taiwan. The Programme reached 23 senior high schools, seven Junior high and two elementary schools in 2018. In each 2-hour session, national Olympians and elite athletes were invited to share their personal experiences in sports with targeted students and inspire them to pursue Olympic values.

### **41st National Olympic Academy Session**

Inaugurating the first edition in 1978, the Chinese Taipei Olympic Committee celebrated its 41st Session of the Olympic Academy during the period of 26-29 October 2019 at the Dahan Institute of Technology in Hualien city. In line with IOA's 58th International Session for Young Participants, the Session was conducted under the theme of "The Athlete as a Role Model".

A total number of 42 people including four international participants from Hong Kong and Malaysia gathered at this year's session. They had learned Olympism and Olympic values through a variety of lectures and activities.

As part of the Session, Chinese Taipei athlete Chen-Po Wu, 2018 Jakarta-Palembang Asian Games gold medallist in traditional boat, enlightened young participants by sharing his own experiences and expertise as well as demonstrated the positive impact sport can have on one's life.

The Session of the Chinese Taipei Olympic Academy, Olympic Outreach Programme and International Sports Affairs Training Course will continue in 2019.

## COLOMBIAN OLYMPIC ACADEMY REPORT 2018–2019

**Guillermo GONZÁLEZ LÓPEZ (COL)**

*President, NOA of Colombia*



The Colombian Olympic Academy (AOC) during the period 2018–2019, performed the following activities:

### **A. Olympic fellowships**

This programme allows the opportunity to open dialogue about topics related to Olympic issues. People as college and university students, teachers, sport administrators, coaches and athletes, sport journalists, etc., gather to express their point of view on items of common interest. Hundreds of these meetings have been organised by the Colombian Olympic Academy (AOC) for more than twenty years, and thousands and thousands of sport stakeholders have gathered around Olympism.

During 2018, these Olympic fellowship gatherings were organised:

1. Olympic Fellowship: Central American and Caribbean Games, History and Impact (previous moment to the Games in Barranquilla).  
Date: 13 July 2018  
Time: 10:00 am  
Place: Auditorium Sala de Competencias. Universidad de la Costa  
Topic: Central American and Caribbean Games, History and Impact  
Leaders: Guillermo González López, Fernando Lersundy, Members of the AOC

More than 200 participants attended this meeting. Most of them were technical volunteers for the Central American Games, presidents of the Atlántico sport associations, members of the Organising Committee, coaches from different sports and managers from the Atlántico Governmental Sport Organisation.

2. AGENDA 2020

Date: 20 September 2018

Time: 8:45 am

Place: University Escuela Nacional del Deporte

Topic: Agenda 2020

Leaders: Alberto Ferrer Vargas, Member of the AOC

Seventy attendants, mainly teachers and students from the University Escuela Nacional del Deporte, discussed about the Agenda 2020.

3. Baron Pierre de Coubertin: The humanist

Date: 6 April 2018

Time: 8:45 am

Place: Auditorium Juan XXII, Universidad Pontificia Bolivariana

Topic: Baron Pierre de Coubertin, the Humanist

Leaders: Baltazar Medina and Néstor Ordoñez

The meeting was conducted by the President of the Colombian Olympic Committee, Baltazar Medina and Néstor Ordoñez Saavedra, Member of the Colombian Olympic Academy. Professor Tomás Bolaños from the Universidad de Antioquia attended the gathering.

A group of 70 people, students, coaches and teachers belonging to the Universidad Pontificia Bolivariana, Universidad de Antioquia, Universidad Cooperativa de Colombia and Politecnico Isaza Cadavid, attended the gathering.

## **B. Olympism for kids**

During the 2018 year, the Colombian Olympic Academy, AOC, started the publication of the six booklets series, named “Olympism for kids”. These booklets, designed to be coloured by the kids, dealt with six main topics:

1. History of the Olympic Games
2. Education on Olympic values
3. Olympic heroes
4. Colombian Olympic heroes

## 5. History of the Olympic Movement in Colombia

### 6. Olympic memorabilia

The information for the first five booklets were collected, the texts were properly redacted and the first booklet was edited and published, in cooperation with the Universidad de Cundinamarca.

#### *Olympism for kids, Cundinamarca*

On Friday 22 June at the Bogota's neighbor municipality of Soacha, 250 kids from local schools were the pioneers of the "Olympism for Kids" programme, presented by the Colombian Olympic Committee, through the Olympic Academy, at the Auditorium of the Universidad de Cundinamarca. This presentation took place as one of the activities organised to celebrate the Olympic Day.

#### *Olympism for kids, Barranquilla*

At the Casa Colombia in Barranquilla, 31 July, on the occasion of the Central American and Caribbean Games, the Colombian Olympic Committee presented the Olympic Academy programme "Olympism for Kids".

The ceremony was attended by 150 kids from the Jesús Maestro School, located at Barranquilla, who received the booklet to be coloured, "*History of the Olympic Games*", which recreates the birth and developing of the world's biggest sport event.

## C. Olympic Academic Courses

The Olympic Academic Courses continued at the different Universities which have signed the respective agreements with the Olympic Academy. Students from different educational programmes, mainly related to Sport and Physical Education, take the programme during one academic semester, based on curriculum designed by the Colombian Olympic Academy. These are the Universities performing the Olympic Courses:

UDCA, Bogotá
Universidad Santo Tomas, Bogotá
Escuela Nacional del deporte, Cali
Universidad Libre, Bogotá

Fundación del Área Andina, Bogotá
Universidad Pedagógica Nacional, Bogotá
Pontificia Universidad Bolivariana, Medellín
Universidad Libre, Pereira
Universidad Escuela Militar, Bogotá
Universidad del Tolima, Ibagué
Universidad de Cundinamarca, Soacha
Universidad Distrital, Bogotá
Universidad Luis Amigó, Bogotá
Universidad de la Guajira, Riohacha
Universidad de Córdoba, Montería
Politécnico Jaime Isaza Cadavid, Medellín
Universidad Manuela Beltrán, Bogotá
Universidad tecnológica del Choco, Quibdó
Universidad San Buenaventura, Bogotá
Universidad de Pamplona, Pamplona
Universidad de Antioquia, Medellín
Corporación Universitaria del Caribe, Barranquilla
Universidad Sergio Arboleda, Bogotá
Universidad de La Costa, Barranquilla
Fundación Universitaria Juan D Castellanos, Bogotá

The Olympic Academic Courses, allowed to send the Olympic Movement news, its values and goals to a number of about 1,200 college students, during the two academic periods of 2018.

#### **D. Olympic Academy Sessions**

As established in the Colombian Olympic Academy by-laws, the Plenum is a body that must have periodical meetings. During 2018, seven meetings were held to deal with administrative and academic topics concerning the Mission and Goals of the AOC. Up to 28 February, the Plenum has met twice, during 2019.

### *New members of the AOC*

During the session held on 19 September, Felipe Contecha, Physical Education Teacher was confirmed as new member of the AOC. The new member disserted about the topic *“History of the Colombian Olympic Academy”*.

### *Three new female members at the AOC*

Three distinguished professionals, linked for many years to the sport activity, were appointed as new members of the AOC, as approved on the session of Wednesday 28 November, at the main hall of the Colombian Olympic Committee.

Myriam Leonor Suarez and Clemencia Anaya, Physical Education Teachers, and Rocio Gámez, Nutritionist, were appointed as members of the Colombian Olympic Academy, after a selection process which concluded with a dissertation of each one of them, in front of the AOC Plenum.

Firstly, Myriam Leonor Suarez, with 30 years of experience in sport management at all levels, the most recent as member of the National Olympic Committee Executive Board, disserted on the topic *“Reflecting on the volunteerism on Sport management”*.

The next turn was for Rocio Gámez with the topic of *“Literacy of the physical education activity toward the high performance, a whole life trip”*.

Finally, and last but not least, Clemencia Anaya, Mg Sport Management, made a biographical note of Alice Milleat, pioneer of the female participation in the Olympic Programme competitions.

## **E. Strategic plan**

On 26 November the Colombian Olympic Academic planning workshop took place with the participation of the Academic Members Alberto Ferrer Vargas, Santiago Albornoz, Felipe Contecha, Guillermo González López, Fernando Lerzundy, Alberto Galvis, David Cañón Cortés and Carlos Villegas. As a result of this workshop, the document *“Strategic Plan of the Colombian Olympic Academy”* was presented and later approved by the Plenum of the AOC during the ordinary session held on 28 November of 2018.

This a summary of the Plan:

*Mission*

The Colombian Olympic Academy has as its mission the promotion and dissemination of Olympism and its values, especially among the sport and educational sector of the country.

*Vision*

In the year 2022 the Colombian Olympic Academy will be recognised as the main and most effective instrument of the national and international Olympic Structure for the dissemination of its principles, values and philosophy in the Colombian territory.

PERSPECTIVE	CONTENT	RESPONSIBLE
Financial	International financial support Programme of Marketing management	Guillermo González L Myriam Leonor Suarez
Stakeholders	To generate value and satisfaction to the AOC stakeholders	Carlos Villegas David Cañón Cortés
Internal Processes	To operate the AOC programme:  Olympism for kids Olympic Gatherings Olympic Courses Annual Anniversary Session Reform of the AOC by-laws	Felipe Contecha, Nestor Ordoñez, (emphasis Courses) Alberto Galvis, Rocio Gámez (emphasis Booklets) Fernando Lersundy, Clemencia Anaya (emphasis Gatherings) Carlos Villegas Reform of by-laws: Alberto Ferrer Guillermo González L Santiago Albornoz
Learning and growing	Formation of Human Capital Infrastructure and Developing Academy Members and collaborators development To increase female participation at the AOC	Plenum = All the members

## **F. Visits to the Academia Olímpica Colombiana**

Various groups of students from different Universities visited the Colombian Academic Olympic headquarters. They referred to the Olympic Library and saw documents, photography and elements related to Olympism. Among them:

Universidad Pedagógica, group of 19 students and one teacher

Universidad Cundinamarca, group of 41 students and one teacher

Universidad del Área Andina, group of 37 students and two teachers

Fundación Universitaria del Área Andina, group of 28 students and one teacher

Universidad de Ciencias Aplicadas y Ambientales U.D.C.A., group of 25 students and one teacher.

## **G. New Executive Board**

During the first session of 2019, held on 30 January, a new Executive Board was elected for the period 2019 - 2021. The elected board consists of:

- President: Guillermo González L.
- Vice president: Clemencia Anaya M.
- Secretary General: Alberto Galvis R.

The new board initiated immediately the accomplishment of the duties established in the by-laws and those included in the Strategic Plan, the first being the approval of this report.

## REPORT ON RECENT NOA ACTIVITIES BY THE NORWEGIAN OLYMPIC AND PARALYMPIC COMMITTEE AND CONFEDERATION OF SPORT

**Linda Sletengen JACOBSEN (NOR)**

*Director, NOA of Norway*



The Norwegian Olympic and Paralympic Committee and Confederation of Sport (NIF) hosts the Norwegian National Olympic Academy for young participants every year in the Olympic city of Lillehammer. Last year, in 2018 NIF invited a more targeted group to a conference followed by the National Olympic Academy from 5 to 7 October in another Olympic city – in Oslo in Norway.

### **Conference for participants from various volunteer organisations**

The conference was organised by the NIF in cooperation with The Norwegian Children and Youth Council (LNU) and the Norwegian Lottery (Norsk Tipping). The one-day conference hosted on 5 October wanted to create opportunities for young people to gather and share experiences between volunteer organisations, backgrounds and roles, and to share stories about young people who have taken leadership positions in the organisations. One hundred and fifty young people between the ages of 14 to 29 years took part in the conference: 100 young leaders from the various organisations affiliated under LNU and 50 young leaders from NIF.

### **The National Olympic Academy (NOA)**

The Norwegian National Olympic Academy was organised from 6 to 7 October 2018 in Oslo, with 49 participants (25 women and 24 men) from the regional

confederations and the national federations/associations. The academy had a varied programme including lectures, group and panel discussions, physical activity and a long workshop on the future organisation of the NIF. The participants were very satisfied with the content in the programme when they gave their feedback after the NOA.

### **The recruitment process**

All the National Sport Federations (54) and Regional Sport Confederations (18 in 2018) were given the opportunity to recruit and send up to four participants each (preferably of different gender). One of the criteria was that the participant is holding a leadership/role in Norwegian sport (preferably at national or regional level). The NIF has never involved the National Sport Federations and the Regional Sport Confederations directly in the recruitment process before and this has both negative and positive side-effects. The positive side is that the participants were all at the same level and with similar backgrounds as leaders, which makes it easier to tailor-make a programme for the academy. On the other side, recruiting through the national federations and regional confederations exclude direct applications from other participants (e.g. young coaches/instructors/referees, young people at regional level in the federations etc.). The recruitment process was more difficult than expected, but after all the NIF is very happy about the fact that close to 50 young people have leadership positions/roles in Norwegian sport (at national or regional level).

### **Programme**

One of the most successful sessions during the NOA last year was the session where the participants could give their inputs and ideas to the future organisation of Norwegian sport. The NIF has carried out a great and long process with various levels in the organisation, including SWAT groups, surveys, group discussions and sessions where participants could discuss pros and cons regarding three different models. One of these sessions was held during the NOA and the participants felt that they were part of the major milestones for Norwegian sport. Should Norwegian sport continue to be organised the same way we have been organised for the last 70 years, or should we change? Some of the changes have

already been implemented and some might be decided during the General Assembly in May 2019.

### **Outcome and recommendations**

The Norwegian NOA is held to educate, inspire and raise awareness among young people in Norwegian sport regarding themes such as the Olympic values and ideals and current sport-specific topics. The NOA is also a great opportunity to motivate participants to apply for the International Olympic Academy (IOA). The NIF believes that we met the participants' expectations and our own objectives in 2018, especially because we gave young people the chance to discuss and influence the future of the Norwegian sports structure. This was a great success and is highly recommended for other NOCs going through similar processes.

Last year's edition of the NOA made it easy for the NIF to tailor-make a programme for the participants because they were all *young leaders*. However, when we have an open application process where anyone from Norwegian sport can apply –regardless of background and role– that is when we create magic and lifelong friendships between the participants attending the academy. The NIF therefore recommends other NOAs to open the application process for anyone to apply and to make criteria for the selection process known to everyone before the selection.

The NIF would like to thank Olympic Solidarity for its continued financial support. This gives us the opportunity to create a meeting place for young change-makers to exchange experiences and knowledge, something which is highly sought and appreciated among this age group. They are eager to learn more from others and quite open-minded for new ideas.

In 2019 we are planning to host the academy in Lillehammer in the beginning of August with 70 participants from various sports and roles in Norwegian sport. We have invited six people (three women and three men) to join the NIF in the preparation phase and we will have regular Skype meetings with the group to prepare and to organise the academy.

To the left: Participants during the Norwegian National Olympic Academy in October 2018.

## NEW ZEALAND OLYMPIC COMMITTEE: EDUCATION COMMISSION (OPERATES AS THE NOA)

**Bernice MENE (NZL)**

*NZOC Education Commission Board Member*



**Tracey PRESLAND (NZL)**

*NZOC Chief Financial Officer*



### **Olympic Values Education – Influence and Impact 2018**

- Olympic sports day for 300 refugee students
- New Physical Education games for primary schools
- 40 Ambassadors inspiring students to live the Olympic values, be resilient, try new sports, set goals (250+ schools)
- Cross-curricular OVE for secondary schools
- Four Olympic values videos for AIMS Games
- Youth Olympians in school assemblies

### **To Tokyo 2020 – Olympic Values Education (OVE)**

- More active students “Earning the Fern” - based on Olympic values
- Olympism / Olympic values spread widely through Ambassadors

- Digital interactive resources featuring NZ athletes
- OVE in Science, Maths, English
- OVE in Maori using Maori athletes
- Olympic Day sports with refugees/migrants
- Connecting Olympians with local schools

### **Video of Olympic Refugee day 2018 played**

Three hundred young refugees and students from a refugee background today learned new skills and sports alongside New Zealand Olympians. The Olympic Refugee Sport Day event saw refugees aged between 11 and 18 given the opportunity to have a go at ten different sports at Auckland's Trusts Arena. The New Zealand Olympic Committee Youth Olympic Games Chef de Mission Barbara Kendall says the event helped to aid the refugees' integration into New Zealand society. "Sport and recreation has a significant positive impact on refugees' well-being and development, so we organised today to help these young people have a bit of fun, try some new sports and make new friends".

The event was held to jointly mark World Refugee Day (20 June) and Olympic Day (23 June). Refugees came from schools across Auckland, while others who have recently arrived in the country came from the Mangere Refugee Resettlement Centre. Seventeen year old Younis Ahmat Adballah, who came to New Zealand from The Sudan, says the day exposed him to a range of people from a similar background. "I've enjoyed seeing all the different cultures and I've met some really great people. Basketball, soccer and golf were the best sports I tried today and hopefully I'll get to keep playing them".

The refugees were welcomed to the event with an opening ceremony run by refugee performance group Mixit. MP Golriz Ghahraman, who arrived to New Zealand as a refugee, then opened the proceedings before the youths, who received coaching from Olympians including Pippa Hayward (hockey) and Tim Slyfield (judo). Refugees As Survivors CEO Ann Hood says sports help refugees fit into a new community. "This is a great way to get these young people involved in sports which are an intrinsic part of New Zealand life. Unfortunately some of them come from families where sport is unaffordable so you can see on their faces how much fun they're having today".

The day was made possible with funding from the International Olympic Committee's Olympic Solidarity programme.

## AN ACADEMY IN THE DYNAMICS OF THE GAMES

**Valerie TERRIEN-CONQUES (FRA)**

*Secretary General, NOA of France*



**Marie Christine PLASSE (FRA)**

*Board Member, NOA of France*



The French National Olympic Academy (ANOF), just as several institutional players in France, is committed to the Paris 2024 Olympic project and needs to find its place there.

We will present ANOF's strategic choices which are part of a competitive Olympic context. They revolve around two axes:

1. Scientific research on Olympic and Paralympic issues
2. Expertise on these topics

### **1. ANOF, a key player in the promotion, development and enhancement of scientific research on Olympic and Paralympic issues**

Scientific research is a lever for our academy's involvement in the Olympic dynamics; this ambition is reflected in its Olympic Studies Centre and in particular its research grants programme.

The Olympic Academy and the CNOSF (French National Olympic and Sports Committee) jointly founded the French Olympic Studies Centre in 2010.

This learned society, recognised by the IOC, aims to promote studies and research related to Olympism and the Olympic Games in collaboration with the Olympic Studies Centre in Lausanne.

Today, we can distinguish three main activities:

First of all, the MEMOS programme which is geared towards the preservation of the memory of French sport.

Then, the Studies Centre since its inception has been organising scientific and public events. The goal is to:

- Bring together researchers and professionals
- Reach the general public by instilling an Olympic and Paralympic culture
- Create synergies between learned societies

Finally, the Olympic Studies Centre, through its programme of academic scholarships, aims to encourage the development and publication of new research related to Olympism and the Olympic Games in the broader sense.

Since its creation, the Olympic Studies Centre has financed and supported more than twenty laureates from different fields of science.

Priority research topics are defined each year with the French National Olympic Committee.

The idea of the programme is to bridge the gap between the academic world and the sports movement.

Over the years, the enthusiasm of the scientific community and the Olympic Movement for this programme has grown considerably.

In conclusion, the French Olympic Studies Centre strengthens the synergies between the Olympic world and the University.

By positioning itself as a major academic player for the Paris 2024 Olympics, it is contributing to building the JOP 2024 Legacy.

## **2. ANOF, a role of expertise at the service of educational structures**

We will introduce to you the Olympic and Paralympic Week the third edition of which was held from 4 to 9 February 2019.

This feature was first introduced in 2017, in the run up to the Olympic bid of Paris 2024 and has been permanently included in school programmes.

It was set up in collaboration with the Ministry of National Education and Youth, the Ministry of Higher Education, Research and Innovation, the Ministry of Sports and the sports movement.

One week per year is dedicated to the promotion of sport among youth and the mobilisation of the educational community around civic and sporting values.

It allows teachers to:

- Raise awareness among pupils and students on the values of Olympism and Paralympism
- Use sport as an educational tool
- Discover Olympic and Paralympic disciplines together with pupils and students
- Change young people's perspective on disability and bring young people to practice
- Stimulate young people's interest in voluntary involvement

Thus, it provides for

- Rallies around the Olympic and Paralympic sports
- Inspiring meetings between pupils, students and athletes
- Courses using sport as a resource for learning other disciplines
- Cultural discoveries around sports
- Awareness-building actions on disability

More than 1,300 projects have thus helped raise the awareness of 180,000 young people throughout France and in French schools abroad.

ANOF contributes to this feature as an expert on Olympic and Paralympic issues.

To illustrate the above, we will show you the "University Encounters", an event that brought together nearly 400 students to the École Polytechnique, one of the most prestigious schools in France.

This scientific and cultural event was organised by the French Federation of University Sports in partnership with the École Polytechnique, the rectorate of the Versailles Academy, the University Paris-Sud and the French National Olympic Academy (ANOF).

The project wanted to instil an Olympic and Paralympic culture in the students. It was characterised by an original format, alternating lectures and dance performances having as a common thread the following Olympic and Paralympic themes:

- The History of the Modern Olympic Games
- The symbols, values and heritage of the Paralympic Movement
- A project of the hydrodynamic laboratory of the École Polytechnique entitled “Sciences 2024”
- A presentation of the “Activities of the French Olympic Studies Centre”
- A round table on gender diversity in sport

During this event, ANOF contributed from design to animation through the contents of presentations, thus demonstrating its Olympic expertise.

### **3. In conclusion**

The purpose of this presentation was to present ANOF’s positioning in a competitive Olympic context where each stakeholder tries to find its place and to assert its positioning.

## OVEP IN PUERTO RICO: IT ALL STARTED IN OLYMPIA

**Pedro CÓRDOVA (PUR)**

*President, NOA of Puerto Rico*

**Dr Ramón Luis ÁLVAREZ FELICIANO<sup>1</sup> (PUR)**

*Director, NOA of Puerto Rico*

*Associate Director, Kinesiology Department  
of the University of Puerto Rico at Mayaguez*



The Puerto Rico Olympic Academy may be no different than most of the Academies in the world. An organisation that consists of volunteer's interest to spread Coubertin's message toward sports as an educational tool for society, but with the lack of resources and struggling to find enough funds to carry out an activity plan. That was our profile when we got to the 14th session of the International Olympic Academy for Directors and Presidents of National Olympic Academies last May 2017 at Olympia. Then, we met OVEP 2.0.

Thanks to the knowledge of Dr Sock Miang Teo-Koh (SGP) and Silvia Dalotto (ARG) we now understand the Olympic Values and Education Programme in the 2.0 Version from the International Olympic Committee. A programme based on the active learning theory that mixes values, Olympic education with joyful physical activities. For me, as a former NOC High Performance Director "Medal results driven" who was constantly 'preached' by our Academy President Don Pedro Córdova over the Olympic values, this experience was a breakthrough. How mystical was this moment. In the Olympia Sanctuary in Greece; the Mecca of Olympism and where the Olympic Movement founder Pierre de Coubertin's heart is, we started to conceive our own OVEP programme; a custom made

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1. Dr Ramón Luis Álvarez Feliciano made the presentation.

programme that eventually we named OVEPUR, Olympic Values Education Programme for Puerto Rico.

With the help and technical support of the Social and Development Department of the International Olympic Committee and our National Olympic Committee COPUR, we made a proposal to the Olympic Solidarity World Programme “Legacy, Culture and Sports”. The OVEP project in Puerto Rico at this moment has three major outcomes. First, with the leadership of Silvia Dalotto and Professor Eduardo Fernandez, an OVEP 2.0 workshop was held in Puerto Rico in March 2018. Fifty-two volunteers, most of them being Sports Coaches, NOC personnel, Physical Education Teachers and Academy members became OVEP 2.0 National Facilitators. Then, as a second outcome 192 volunteers were introduced to the OVEP project. National facilitators have offered activities in schools, low income residential projects, universities and juvenile detention centres. The third and final outcome was the creation of an OVEP manual for Puerto Rico; a document that connects the five OVEP values with the Ancient Olympics and Puerto Rico Olympic Movement success stories. All sessions framed in the classic ludic format that promotes physical activity integrated with academic examples.

The OVEP in Puerto Rico is an historical step for our Academy that will produce the first pro-social behaviour curriculum in Puerto Rico to spread the Coubertin idealism. It is a real step to fulfill the institution mission statement of the Puerto Rico Olympic Committee; *A sport promoter for a better quality of life*. Therefore, you can imagine how proud we are to state that this OVEP in Puerto Rico, It all started in Olympia.

## HELLENIC OLYMPIC ACADEMY

**Asst. Prof. Xenia ARGEITAKI (GRE)**

*Member, NOA of Greece*

*Member, NOC of Greece*



The main purpose of the Hellenic Olympic Academy (HOA) in cooperation with the Hellenic Olympic Committee, is the promotion of the core values of Olympism, excellence, respect and friendship in Greece as well as the fostering of pedagogical and social principles of the Olympic Movement. Their primary scope is to promote to the younger generations the principles of sportsmanship, the Olympic ideal and fair play and the balance between body, will and mind. The Academy with the HOC, also wants to contribute to the fight against doping and violence within the field of sport and promote the idea of sport as a fundamental human right.

The HOA with the Hellenic Olympic Committee, as part of their efforts to introduce the history of The Panathenaic Stadium and sports to the primary-school children, have designed and implemented in collaboration with the Ministry of Education, the Hellenic Association of Amateur Athletics Federation (SEGAS) and the International Olympic Truce Centre, with the valuable assistance of “Stavros Niarchos Foundation” and “Paul and Alexandra Canelopoulos Foundation” a ground-breaking project that has been widely acclaimed and has significant results to its credits. It is the innovative educational programme “I love Sports, Kids’ Athletics”, in which 200,000 pupils have already participated and which combines culture and sport.

The programme is still taking place every day at the unique Panathenaic Stadium, a symbol of our modern history and a world symbol of sports and is

supported actively by Greek Olympic medallists (V. Patoulidou, S. Bekatorou, V. Mitru, G. Tzelilis, P. Kagialis, G. Xatziathanasiadis, M. Giakoumatos, A. Lemanis, K. Tsigkaras, C. Kaltsa, R. Charitounian, V. Nastas, S. Simadiri, A. Charalampidou).

Pupils have the opportunity through an automated guided tour system to get to know the long history of the monument, while at the same time to try their hand at the track and field events, volleyball and basketball.

The HOA is very active and organises a series of other activities and educational programmes:

In cooperation with the Deutsche Sportjugend, the HOA has started a sport youth exchange programme in different sports which has already started very successfully.

In cooperation with the Hellenic Olympic Committee (HOC), the French Embassy and the French Institute, the HOA co-organises the programme “The generation 2004 in Greece on the way to the Olympic Games of Paris 2024”. A programme that aims to disseminate the Olympic spirit, the Olympic education and francophonie and intents, through annual Olympic seminars with Greek and French athletes that took part in the Olympic Games of Athens 2004, to create an active network of around 1,800 young people, of a bilingual generation, capable of propagating the values of Olympism.

Another important programme which started with the cooperation of Cyber Security International Institute and the non-profit organisation “OloiMaziMporoume”, concerns the enhancement of the Olympic idea and fair play, the promotion of volunteering, the fostering of environmental protection and the handling of issues of cyber security and proper use of the internet.

Alongside the above, the following projects have been organised: The educational programme “Olympic and cultural values”, in Thessaloniki which combines sport and environmental actions, a programme of Olympic education with sport and experiential activities in five different cities of Greece, the programme of “Olympic values” in Ancient Olympia and visits of Olympians to schools all over Greece so that the students get to know the Olympic sports and become familiar with the values of Olympism.

## ECUADOR OLYMPIC COMMITTEE – ECUADORIAN OLYMPIC ACADEMY ACTIVITIES 2018-2019

**Carlos MANZUR (ECU)**

*President, NOA of Ecuador*

**Liza PORTALANZA<sup>1</sup> (ECU)**

*Director, NOA of Ecuador*



The activities of the Olympic Academy of Ecuador aim to foster training and to help disseminate the Olympic values and philosophy. Focused on this, they have been oriented towards two areas: events, to promote and spread the Olympic philosophy and values, and educational or for training.

### **Events**

The Ecuadorian Olympic Committee, through its several commissions, works on different projects related to society; in each of them the AOE fosters and promotes the Olympic philosophy and values.

Drawing and painting contest: It is carried out as part of the Olympic Day activities every year. Teachers of different educational institutions are invited to participate in a talking session at the COE premises prior to the event. They participate in a discussion about the Olympic philosophy and values visit the museum and the Olympic Games posters exhibition. In addition, there is a relationship established with the University of the Arts as they will set up the jury for the contest. The winners receive prizes from the sponsors and their

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1. Ms Liza Portalanza made the presentation.

work is published in the COE magazine and social media. We have been able to gradually increase the number of participants in the contest.

**Soy Olímpico: (I am an Olympian):** It is a programme that visits schools with a talk on Olympism, values and the presentation of a sport. It allows the students to actually experience that sport and learn more about it. They spend a day combining the philosophical and recreational side of Olympism.

**Empower Woman:** It was an event organised for Women's Day whose main aim was to encourage women to become part of the leadership and management in sports. It was a meeting where four sport women talked about their experience inspiring others to join and contribute to sports leadership. The speakers were:

**Seledina Nieve:** Olympic weightlifting athlete, 8th place in London 2012.

**Marisol Castro:** President of the National Skating Federation.

**Ma Soledad Reyes:** Sports Journalist, author of the book 100 years of Ecuadorian women in sports.

**Andrea Sotomayor:** Secretary of Sports of Ecuador.

**READY:** It was a public event in which the COE commissions dedicated a day to encourage the practice of physical activities outdoors. The AOE presented the Olympic philosophy and values.

## **Educational and training programmes**

The AOE has focused on training sport leaders who work at a national level through different training programmes:

**Sports Management Courses:** Held in different organisations. These years we started to bring this training to the headquarters of the Provincial Federations, which are in charge of the development and detection of talents. Also, these courses are presented in the Physical Education faculties. There are four per year trying to reach most of the country.

**MOSO (Managing Olympic Sports Organisation):** Contributes to the training and development of the National Federations of each sport and other organisations related to the field so they are able to face the current challenges of the sports leadership nowadays. For our next edition it will also have the academic endorsement of the Santiago de Guayaquil Catholic University.

*Annual session of the Olympic Academy:* Addressed to professors and students of Physical Education Faculties inviting them to experience for a few days the Olympic philosophy and its values. In addition, they take part in talks with special guests and participate in working groups.

*Technical courses for federations:* Organised according to the Federations needs generally to educate new coaches or updating of methodologies.

*Talks and forums with special guests:* Presidents of the National Federations or athletes are invited to talk and interrelate with a special guest about a specific subject. This year presidents of the national federations were invited to learn more about Olympism with Dr Conrado Durántez.

*Library:* As a way to promote Olympic education the library of the Ecuadorian Olympic Committee will be reopened in June (for the Olympic Day). It will have a new and improved search system.

## NOA OF PORTUGAL

**José ESTEVES (POR)**

*Vice-President, NOA of Portugal*



The NOA of Portugal was created in December 1986 and is an integrated department of the NOC, with financial and strategic autonomy.

The NOA headquarters is located in Lisbon, in the NOC main building.

Among the most important NOA events in Portugal, we have our annual sessions, with more than 30 editions already held in different places of our country.

In 2018, the annual Session took place in Braga, European City of Sport. With approximately forty participants, we had the very special attendance of Mr Letsatsi Ntsibolane, the President of the NOA of Lesotho, as well as two representatives of the NOA of Angola. On this occasion, we have started to broadcast our annual sessions by livestream on our Youtube channel, in a decision that includes the coverage of other public events held by the NOA of Portugal.

Already in 2019, we have had our annual session in Madeira Island, with approximately thirty participants and two special guests: Mr Conrado Durántez, President of the NOA of Spain, and Mr Ramusel Graça, the President of the NOA from São Tomé e Príncipe.

Our NOA deliberately chooses a different region every year to host the annual sessions. Since 1988, these sessions have taken place in 33 different cities, involving the continental territory and the autonomous regions of Madeira and Açores, for thirty annual sessions, two regional sessions and two members' sessions.

We have successfully created an exhibition for all Winter and Summer Olympic mascots. The goal of this exhibition is to encourage school children to visit it and learn about the Games, the Olympic values and mission and the stories behind every specific mascot.

During 2018, around five thousand children visited our exhibition in six different cities (Vila do Conde, Faro, Coimbra, Barreiro, Braga and Lisbon). This initiative was so successful that it has been requested by dozens of other municipalities. Therefore, we had to postpone its closing date of circulation from the end of 2018 to 2019 or even later.

As we have reported last year, our NOA started in 2018 an identity mascot project. School children from six to ten years old took part in a contest that led to the choice of the design of a Portuguese water dog to become NOA Portugal's mascot. A final version of a human disguise has already been produced and is in use in our public activities. The mascot has been named "Oli", short for "Olympic", in a form that tries to avoid real Portuguese names like "Olímpio" or "Olim".

The Quelfes Games are an annual multi-sports, cultural and environmental event organised in the southern regions of Algarve (Portugal) and Huelva (Spain), under the auspices of the NOA, based on a partnership that includes the National Institute for Sports and Youth, municipalities, regional sports federations and schools.

The motto of its 9th edition was "Olympism is a philosophy for all". The event took place in the cities of Faro, Olhão, Loulé, São Brás de Alportel, Tavira (Portugal) and Ayamonte (Spain), gathering more than 2000 primary school students and teachers.

The Games included seven Olympic sports tournaments (handball, athletics, basketball, wrestling, football, swimming and rugby) and one Paralympic event (equestrian). During the closing event, besides the ceremony, the participants also had the possibility to try twelve other Olympic sports like volleyball, golf, judo, table tennis, etc.

The 2019 Edition (10th Quelfes Games) are taking place as we speak, with more than 2,500 participants on the entry list.

The NOA organises guided tours of its headquarters throughout the year, receiving the visit of mainly high school and college students, for an Olympic values-and-history-centered session.

In 2018, during the conference held in Ljubljana (Slovenia), the NOA of

Portugal became one of the founding members of the European Olympic Academies, the newly created association that gathers the National Olympic Academies of Europe.

As usual, the NOA of Portugal attended every IOA session in 2018: Directors, Young Participants and Olympic Athletes.

Last but not least, the NOA of Portugal attended the “Olympism in Action” forum, in Buenos Aires, and the Mediterranean Games held in Tarragona (Spain), the first edition with the participation of a Portuguese delegation.

## 2018-2019 ARGENTINE OLYMPIC ACADEMY REPORT

**Mario MOCCIA (ARG)**

*President, NOA of Argentina*

**Silvia DALOTTO DE MARCÓ<sup>1</sup> (ARG)**

*Director, NOA of Argentina*



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 2018, the session was held between 10 and 14 September and we had the chance to start the Session visiting the Olympic Village just 25 days before the 3rd Youth Olympic Games celebrated in Buenos Aires in October 2018.

The session was very fruitful: Mrs Yesica Cardozo and José Felix Domínguez were selected to attend the 59th session in Olympia for the Young Participants in 2019.

Additionally, since 2010, the Argentine Olympic Academy has organised a session every two years which targets adults over 35 years who have never

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1. Professor Silvia Dalotto made the presentation.

attended any other session of the Olympic Academy, and who are now working in education and sport and/ or health.

In 2018 we had it in the city of Termas de Rio Hondo where 40 people worked in Olympic values during the three-day session.

The National Olympic Academy also implemented a national programme in Olympic education through the sports initiation schools depending on the National Government.

One thousand nine hundred-three 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 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
- 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

The data base of this programme is the legacy of the YOG's for the National Olympic Committee and National Olympic Academy, and on 1 April 2019 we started a new programme to promote values through sport.

The target of this new programme is to manage the legacy of the YOG and focus in the Panamerican Games that will be held in Lima.

For the first time a programme on Olympic education will be base in the link of "Art, sport and education" at the Continental Games level.

Over 2,300 teachers are part of this programme through the educational platform of the NOC and a Symposium will be held after the end of the Games.

## OLYMPIC EDUCATION ACTIVITIES AROUND THE WORLD



AANOA



ARGENTINA



BANGLADESH



BARBADOS





COSTA RICA



CZECH REPUBLIC



EQUADOR



*EUROPEAN OLYMPIC ACADEMIES*



*FRANCE*



*GERMANY*



GREECE



HUNGARY



JAPAN



LEBANON



*LESOTHO*



*LITHUANIA*



*MAURITIUS*



*NEW ZEALAND*



*NORWAY*



PORTUGAL



ROMANIA



RUSSIA



SLOVAKIA



SPAIN

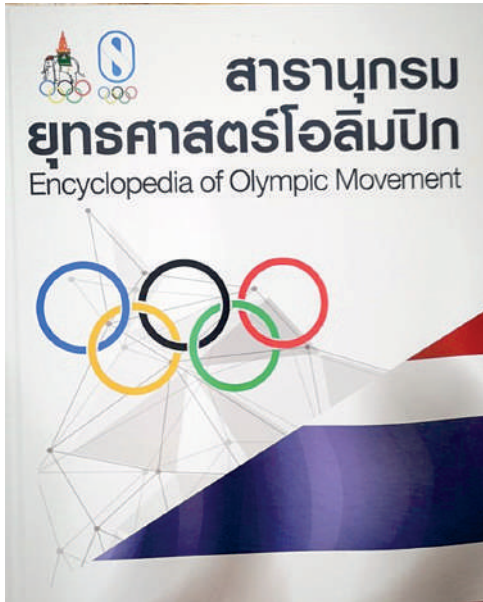


SRI LANKA





SUDAN



THAILAND



CHINESE TAIPEI



USA

## AANO: TEN YEARS OF EXISTENCE, FIVE YEARS OF ACTIVITY ACHIEVEMENTS, PROJECTS AND CHALLENGES

**Dr Ridha LAYOUNI (AANO)**

*President, Association of African National  
Olympic Academies (AANO)*



The Association of African National Olympic Academies (AANO) celebrates its tenth anniversary. The efforts of African NOCs and NOAs aimed at creating AANO started right here in Ancient Olympia, mainly as of the year 2000, with the support of the IOA. These efforts came to fruition in 2008 with the organisation of the Constitutive General Assembly of AANO held in Tunis on 12 and 13 December 2008 under the auspices and with the support of ANOCA and the backing of the IOC and the CNOT.

AANO's activities actually began in 2013 when it regularised its status and legal position as an NGO, settled in Tunis, had a functional seat placed at its disposal by the CNOT and obtained the first ANOCA grant.

### **Achievements**

For the last five years, the AANO has been able to realise the objectives it has set for itself:

- AANO is now a reliable partner and a full-fledged active player in the Olympic family.
- International Olympic bodies such as the IOC, ANOCA, IOA and the IOC Olympic Studies Centre are already our partners.

- Our young association has consolidated its positions as an African Olympic organisation by creating a dynamic that has earned the respect and trust of senior political, Olympic and sports leaders.
- Our organisation is distinguished by its seriousness and dynamism; the meetings of its Board and its General Assemblies are held regularly in accordance with its statutes.

Its activities are multiplying:

- The Sessions of African NOAs are already at their fifth edition.
- The number of NOAs affiliated with AANOA has more than doubled, from 16 Academies when it was formed to 36 academies currently out of the 42 existing academies in Africa.
- Participation of the AANOA in an active and regular way in the International Sessions of the IOA.

Major projects have already been launched:

- The AANOA Competition, which is in its second edition, serves the promotion and dissemination of Olympic ideals and values in Africa with a grant to the NOA that presents the best project. The AANOA plans to diversify the themes of the competition by focusing on the impact of sport on the environment, peace, health, preservation of heritage, social integration, the status of women etc.
- The African Olympic Studies Centre (CAEO), inaugurated on 15 March 2018, under the auspices of ANOCA and the presidency of its Secretary General and in the presence of the Dean of the IOA, with the support of CNOSC and Cameroonian authorities.
- During its first year of existence, the Centre's activities focused on:
  - The organisation of a scientific symposium on “the relevance of the interculturality of Olympism” (Yaounde, 16 March 2018).
  - The validation of two Masters in Olympic Studies at the University Yaounde II, Soa.
  - The establishment of the Pierre de Coubertin Chair in Olympic Sciences.
  - The setting up of the Pierre de Coubertin Documentary Space.
  - The launching of a research project on traditional Games and Sports in Africa (2018-2022).

## Projects

The AANOA has already started the realisation of other projects:

1. The Olympic Museum of Africa (MOA) the realisation of which was entrusted to the Algerian NOC and NOA.
2. The African Observatory of Olympism (OAO) which will be launched shortly in Mali.
3. The African Olympic Forum (FAO) for which the Senegalese NOA is a candidate.

Other continental structures are considered by the AANOA.

## Challenges

The AANOA proposes to take up the following challenges:

- Optimise and boost the operation of African Olympic structures already created or being created.
- Strengthen the impact of AANOA activities and structures on African youth, particularly in the dissemination of Olympic values.
- Implement continental sessions bringing together stakeholders in the Olympic and sports field including Olympic and sports medallists, sports instructors, sports journalists etc.
- Organise educational activities aimed at the dissemination of Olympic values on the sidelines of continental sporting events by encouraging ANOCA and the African confederations of various sports disciplines to associate AANOA to their activities and particularly to allow it to organise this kind of activities on the sidelines of major African Olympic and sports events.
- Re-launch our initiative aimed to convince the IOC to create a training system and courses designed jointly by the IOC Olympic Education Commission and Olympic Solidarity, targeting NOA's with a view to train OSOs stakeholders in Olympic education, along the lines of Sports Administration Courses (CAS) and Advanced Courses in Sport Management, knowing that the AANOA is willing to participate in the design of these courses in collaboration with the relevant Olympic structures.

- Consolidate AANOA's legal and institutional framework vis-à-vis ANOCA and the IOC.
- Provide AANOA with permanent and adequate financial resources for the implementation of its projects, particularly by reiterating our request to the IOC for granting a credit line to AANOA through ANOCA to strengthen its ability to promote Olympic values in Africa.
- Work with the IOC in order to study the possibility to allocate a budget for Africa's National Olympic Academies through their NOCs thus allowing them greater flexibility in their efforts to disseminate Olympic values and train human resources within their country's OSOs.
- Encourage the NOCs to provide their NOAs with legal bases in their statutes and to recommend to them that they provide the NOAs with the appropriate premises and administrative structures, in order to guarantee the best conditions for achieving their objectives and some continuity in their operation.
- Seek the help of ANOCA to encourage the rare NOCs that have not yet affiliated their NOAs to AANOA to do so and those not yet having a NOA to create it.

## Thanks

Our young association could not have been created or developed without the support of ANOCA and the determination of the African NOCs and NOAs who showed a great will, a deep conviction and a rare insight into the importance and utility of AANOA in the development of Olympism and Olympic values in Africa.

Our thanks go to the IOC, ANOCA, IOA and to the African NOCs, particularly those of Tunisia, Mali and Cameroon which house our structures and host our events.

## GERMAN OLYMPIC ACADEMY ACTIVITY REPORT 2018

**Prof. Dr Manfred LÄMMER (GER)**

*Deputy Chairman, NOA of Germany*



Since its foundation the German Olympic Academy has then dedicated itself to accompanying the Olympic Movement in a constructive and critical way. Through our various events, publications and other activities, we support the German Olympic Sports Confederation (DOSB) in mediating Olympic values in sport and society according to the Olympic Charter. The Olympic year 2018 was filled with many important activities that we would like to present here.

In February 2018 the German Olympic Academy and the German Sports Youth organised the German Olympic Youth Camp on the occasion of the Olympic Winter Games in PyeongChang/South Korea. During each Olympic Games this event takes 40 promising young athletes and young delegates from national sports federations to the respective host city to experience Olympic values and Olympic spirit first-hand. The teenagers not only went to see Olympic competitions, they also participated in a comprehensive seminar and cultural programme with a strong focus on exchanging with young Koreans. Among the programme highlights were a meeting with the German federal president and a visit to the border of North and South Korea. After the Youth Camp, many of the participants started or intensified voluntary work within their sports federations and clubs.

Another significant event followed in March, when the German Olympic Academy hosted the presentation of the “Fair Play Prize of German Sport”.

Austrian biathlete Lisa Theresa Hauser received the award for outstanding fair play as well as the rugby club USV Potsdam with its initiative for fair play and against right-wing extremism. The ceremony was embedded in the annual panel discussion event at Biebrich castle near Wiesbaden that the Academy organises in co-operation with the Hessian Ministry of the Interior and for Sport. Renowned German coaches and sports officials discussed this year's main topic "Coaches in sport – between responsibility and the pressure to succeed".

The Academy's biggest event in 2018 was again the Olympic Day in June. More than 3,000 children and teenagers came to the German Sports and Olympic Museum in Cologne to experience the motto "Move – Learn – Discover". Together with more than 50 partners the German Olympic Academy offered a variety of activities: volleyball and pétanque were featured as well as lacrosse and wheelchair basketball. The kids could also test their Olympic knowledge in a quiz or take a picture with an original Olympic torch. To inspire them further, the Academy had again invited Olympic and Paralympic athletes who talked about their career in competitive sports and presented their disciplines, equipment and medals.

The joint programme "Olympia is calling: Join in!" with the health prevention society "symbioun" has by now put kindergarten and school kids all over Germany in motion. More than 220,000 children nationwide have already participated in the programme that brings physical activity, Olympic values and information about a healthy lifestyle to schools and kindergartens. Based on the German Olympic Academy's teaching material of the same name, "Olympia is calling: Join in!" has by now more than 1,200 participating institutions. In addition many Olympic and Paralympic athletes have joined the Academy's team at sports festivals and in project weeks where they came to schools and kindergartens to answer kids' questions and take pictures.

Every four years, the German Olympic Sports Confederation organises a Reunion of German Olympic Medallists on the occasion of the 50th anniversary of the respective Olympic Games. In the fall of 2018 the successful competitors of Grenoble and Mexico City 1968 came together in Berlin to celebrate. As there had been two German states in 1968, former rivals now met as citizens of the same state and exchanged their experiences from the past. The German Olympic Academy was in charge of the accompanying programme and organised lectures as well as a talk session with former athletes from East and

West Germany. As a highlight the medallists went to the European Athletics Championships in Berlin's Olympic Stadium.

The German Olympic Academy also continued its close cooperation with the International Olympic Academy in 2018. Besides participating in the Session for Directors we selected and prepared German representatives for the Sessions for Young Participants, Olympic medallists and Postgraduates.

As every year we also conducted our own session on the premises of the IOA in September: Alternating with an Olympic seminar for students that will take place again this year, we organised a teacher training session in 2018. Fifty teachers from all over Germany took part in a comprehensive educational and sports programme that included lectures on Olympic education, workshops on Olympic values and doping prevention as well as trying out new disciplines and training forms for physical education lessons. The training combined this interdisciplinary programme with a trip through historic sites of Greece – starting from Athens and including Corinth, Epidauros, Nemea and Delphi.

Long-lasting efforts of many National Olympic Academies of Europe – with Germany amongst them – finally led to the foundation of the “European Olympic Academies” (EOA) in September in Ljubljana/Slovenia. Twenty-three National Olympic Academies joined forces under the umbrella of the new organisation to intensify their cooperation and promote the Olympic idea in Europe even stronger. After a conference the newly founded organisation held its first General Assembly and elected its first Executive Board – with Prof. Manfred Lämmer (Deputy Chairman of the German Olympic Academy) as its President. A first meeting of this Executive Board followed in Frankfurt/Germany in January 2019, where Lämmer and his colleagues discussed short-term activities as well as long-term opportunities for cooperation between the EOA member organisations. Further EOA conferences and General Assemblies will be held annually in the fall; the next ones will take place in Cyprus in November 2019.

## AWARENESS AND MEANING OF OLYMPISM IN THE NETHERLANDS

**Paul HOVER (NED)**

*The Netherlands Olympic Study Network  
& Mulier Institute*



**Fabienne VAN LEEUWEN (NED)**

*National Olympic Academy of The Netherlands*



### **Promoting Olympism in The Netherlands**

Promoting Olympism throughout the world is central in the missions of the International Olympic Committee (IOC), the International Olympic Academy (IOA) and the National Olympic Academies (NOA). The importance of the promotion of Olympism of these organisations contrasts with the empirical evidence about the awareness and meaning of Olympism (e.g. Chatziefstathiou and Henry, 2012), at least in The Netherlands. Additionally, some scholars even rang the alarm bell when pointing out that the Olympic values have almost been forgotten, resulting in a special aura of the Olympics under threat (e.g. Milton-Smith, 2002).

Since its foundation in 1989 the NOA of The Netherlands (as part of the National Olympic Committee) spreads the Olympic spirit across the country with varying intensity from year to year. In 2019 a new strategic policy as regards the promotion of Olympism will be put into action. This new policy

gives the promotion of Olympism a more central role in the activities of both the National Olympic Committee (NOC) and external stakeholders. Four pillars form the base of this new strategy, namely 1) NOC related activities, 2) social activities, 3) Olympic Charter agreements: education and sport heritage and 4) international: contribute to the global development of Olympism.

Since 2018 the NOA of The Netherlands has intensified collaboration and knowledge exchange with The Netherlands Olympic Study Network, which is one of the 43 Olympic Studies Centres in the world. This has led to fruitful results for both organisations.

### **Aim and methodology**

This paper describes a best practice of this informal partnership and is aimed at inspiring and encouraging other NOA's to explore (more) opportunities for cooperation with researchers in the field of Olympic and Paralympic studies. The study by The Netherlands Olympic Study Network is aimed at eliciting the level of aided awareness and meaning of Olympism among the Dutch population (15-80 years) in 2014 and in 2018. Moreover, we analysed to what extent the awareness is influenced by sociodemographic positions and by other sports related aspects. The results contributed to the knowledge base and was meaningful in the process of creating a new strategic policy of the NOA of The Netherlands.

In 2014 and 2018 data were collected among a random sample of the Dutch population (15-80 years). In both years an online questionnaire was used for the data collection. The respective number of questionnaires that were completed were 1,620 and 1,549. The aided awareness of Olympism was measured with the question: "Are you familiar with the Olympic idea, also called Olympism, even if it is only by name?". The meaning of Olympism was measured among those who were aware of the Olympic idea with the question "What words come to you spontaneously when you think of the Olympic idea (Olympism)?"

### **Results and implications**

Preliminary results show that more than half of the adult Dutch population –54 per cent– was familiar with Olympism in 2014. Men, participants in sports,

people with a higher educational level were overrepresented. In 2018, 51 per cent of the adult Dutch population was familiar with Olympism and we see similar differences among subgroups (Table 1).

*Table 1. Aided awareness with Olympism, Dutch population 15-80 years, 2014-2018, in percentages*

	2014 n=1,620	2018 n=1,549
Total	54	51
Men	62	62
Women	45	41
Education low	41	42
Education middle	52	51
Education high	64	64
Participant in sports	52	56
Not participant in sports	50	48

*Source: National Sports Survey 2014 & 2018 (Mulier Institute)*

The first analysis shows that in 2014 the key words “participate”, “together” and “sportsmanship” were top of mind among the part of the Dutch population which was familiar with Olympism (“participate”, “sporty” and “winning” in 2018). Critical aspects like “doping”, “nuisance” and “costs” were mentioned by smaller groups of people in 2014 (“corruption”, “wastage” and “fraud” in 2018). It is important to mention that associations with Olympism may be context specific and subject to change over time (Chatziefstathiou, 2005; Koenigstorfer and Preuss, 2018).

People who are familiar with Olympism have a significantly more positive attitude towards the Olympic Games and towards the IOC. Moreover, there is more support for organising the Olympic Games in The Netherlands among those who are familiar with the Olympic idea compared with those who do not have heard of it. This does not mean that it is certain that awareness causes positive attitudes, the reverse can also be true. During our presentation results of additional analysis will be presented. In addition, within 24 hours after our presentation we will offer access to a new online publication in English with more in-depth results of the study.

The findings give empirical evidence to the extent in which the Dutch

population is acquainted with and gives meaning to “Olympism”. In doing so, the study offers valuable input for the development of strategic plans of the NOA of The Netherlands. Moreover, by repeating the study a development can be monitored, resulting in new insights for the NOA. We hope that this paper inspires and encourages other NOA’s to explore (more) opportunities for cooperation with researchers in the field of Olympic and Paralympic studies. Lastly, the results of the study can also be of help to the IOC in their objective to promote Olympism as well as for (potential) host cities.

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## REPORT ON THE PROMOTION OF THE OLYMPIC MOVEMENT

**Naoki HAGIWARA (JPN)**

*Senior Manager, NOA of Japan*



### **About the Olympic Movement of Japan**

The Japanese Olympic Committee built the new building in June 2019 and also the Japanese Olympic Museum (JOM) on the 1st and 2nd floor. There are already two Olympic Museums in Sapporo (1972) and Nagano (1998). They are very important museums to inform the citizens on the history of each Winter Olympic Games. The JOM will be the 3rd in Japan and it will be an invaluable museum that the NOC manages as the foundation to inform us on the history of Japan's Olympic spirit and the activities of the Olympic Movement.

I was in charge of the Olympic Museum Dept. of the Japanese Olympic Committee (JOC) and I visited some Olympic Museums in Germany, Lillehammer, Barcelona, Greece, Israel and so on. The impression of my visit is that each country has different histories and experience. For example, the Olympic history of Lillehammer starts with the Winter Olympic Games and the Olympic history of Barcelona and Spain is the one of Catalonia history. I have learned the history of each country as I visited its Olympic museum.

### **NOA and JOC targets, priorities and progress**

#### *Mission*

The JOC's mission lies in urging all people to participate in sports, cultivating athletes with sound minds and bodies and strongly promoting the Olympic

Movement. Using the Olympic Games to allow humankind to flourish, to elevate culture, and to keep the flame of world peace alight forevermore is precisely the mission of the JOC.

### *Olympic Movement Programme*

The Olympic Movement is a peace movement that promotes the noble Olympic ideals (Olympism) to increase mutual understanding through friendship, solidarity, and the spirit of fair play based on the Olympic Charter. The JOC holds a variety of events and actively disseminates information throughout the year to promote and educate people about the Olympic Movement.

### **Hello Olympism Programmes**

“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. Olympians are required to understand their roles and stand at the forefront of Olympic Movement programmes. There are five main projects as follows:

#### *1. 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 has played a central role in holding the Olympic Day Run nationwide since 1987. This event now includes more than 60,000 participants and is open to everyone. The events are easy-to-complete 2-4 km courses that focus on jogging. The objective is to raise understanding of the joy of sports, the Olympic values and Olympism by encouraging people to participate in various programmes with Olympians.

#### *2. Olympic Classes*

Olympians serve as instructors for Olympic class programmes and discuss their various experiences up until competition in the Olympic Games or from actually competing in any Olympic event. The classes promote the Olympic values

of excellence, friendship and respect as well as the educational values of the Olympic spirit such as the joy of effort, fair play, respect for others, pursuit of excellence, and balance between mind and body. The classes are also intended to teach the 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. Workshops for Olympians*

The JOC's Athletes Commission plays a central role in holding Workshops for Olympians, which teach Olympians about Olympism and Olympic values, encourage them to participate actively in Olympic Movement programmes, and are intended to be useful to their future activities. Instructors are invited to participate and teach Olympians basic knowledge regarding the Olympics and Paralympics, and group discussions are held to encourage network building among Olympians.

### *4. Olympic Concerts*

Olympic Concerts are Olympic Movement programmes that integrate sports with culture by combining videos of Olympic competitions with orchestral performances. The concert intends to convey the values and wonder of the Olympics not only to sports fans, but also to music fans who are not familiar with sports or the Olympics.

### *5. Reconstruction and Support Projects*

Following the 11 March 2011 earthquake and tsunami, the JOC launched a reconstruction and support project called "Gambare! Nippon!". Under this project, various support activities were conducted including dispatching medical teams and sending supplies to disaster areas.

## CZECH OLYMPIC ACADEMY: THE GUARANTOR OF THE 120<sup>TH</sup> ANNIVERSARY OF THE CZECH OLYMPIC COMMITTEE

**Alexandr KLIMENT<sup>1</sup> (CZE)**

*President, NOA of the Czech Republic*

**Zdeněk ŠKODA (CZE)**

*Secretary and Vice-President, NOA of the Czech Republic*



The 120-years celebration of the founding of the Czech Olympic Committee, which is one of the oldest permanent Olympic committees in the world, will be held on 18 May 2019. One of the main reasons why we can celebrate this was Pierre de Coubertin's warm friendship with Jiří Stanislav Guth-Jarkovský and his huge enthusiasm for the idea of Olympism.

This anniversary is a big opportunity to promote the principles of Olympism among the general public and at the same time to show how Olympism and sport had and still have a great influence on shaping the society. The Czech Olympic Academy is the guarantor of all the events associated with this anniversary throughout this year.

We communicate systematically with different target groups. We will cooperate with respected institutions such as Charles University, National Museum, Military Historical Institute or public Czech TV and Czech Radio.

### **Publishing**

*120 years of Czech Olympism*: a publication mapping 120 years of the Czech Olympic Committee is coming out these days. It shows the connection between Olympism and the development of Czechoslovak and Czech statehood. The book demonstrates the fact that sport and other areas of public and private

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1. Mr Alexandr Kliment made the presentation.

life have always been closely related and influenced each other. The text is accompanied by photos from the Olympic Games and sports events, the unique images showing the context of the time and various facsimiles: the official correspondence or pictures of interesting sports artifacts. The book is intended not only for the sports environment and fans of our representatives, but also for the general public and those who are interested in modern Czech history.

Furthermore, this year will be published a comprehensive volume *Encyclopedia of all Czech and Czechoslovak Olympians* from Athens 1896 to Rio 2016.

And also the *Memorabilia of the Czech Olympic Committee* - annual book of commemorative medals, badges etc.

### **“Stories of our neighbors” Programme**

*Stories of our neighbors* is an educational project for pupils of the eighth and ninth grades of elementary schools and grammar schools. Pupils are asked to interview the witnesses, to record memories, to convert classic photographs into digital form, to explore archives and finally to create a radio, television or written report or documentary.

Young Olympians, participants in the Summer Olympics Days for Children and Youth in 2019, will describe the story of Czech sport legends. This will bring not only a set of unique audio, video and visual materials for a long-term communication in regional PR and social networking, but the young athletes will have a chance to meet the Olympic legends face to face. This project was supported by the EOC Continental Programme.

### **Outdoor exhibition**

On the occasion of the 30 years since the Velvet Revolution, the project called “Memory of the Nation” has prepared outdoor exhibitions in Prague. The Czech Olympic Academy plans to join forces with the Memory of the Nation and enrich the exhibition with photographs and facts from the history of the Czech Olympic Committee, which will put sports development into context with the development of the whole society.

### **Online activities**

We want to speak to the young generation with online activities too. Therefore, we use the platforms which the young generation use and create an interactive environment.

## OLYMPISM AS PHILOSOPHY FOR MANKIND

**Anoma Rathnayaka M.K.A. (SRI)**

*Provisional National Course Director, NOC of Sri Lanka*

*Senior Lecturer, Department of Sport Science*

*and Physical Education*

*University of Kelaniya Sri Lanka*



The Olympic Committee of Sri Lanka, as the responsible organisation, strongly considers sharing the practice of Olympic values and its philosophy with younger counterparts of our society as its main task. There is a clear vacuum which is felt by the citizens of this region and there lies the opportunity for a reputable action to lead the fight against these forces which prevent these nations to develop at a much faster rate. It can be argued that there is no better professional body than OCA itself to show leadership in this regard and not only to be a centre of excellence for the region but also for the whole world. In this context our responsibility is to enhance the awareness through regional forums by strengthening youth to take leadership through the Olympic Academy, through a regional setting.

The main objectives of this Academy are: a. Introduce a theme of regional approach by sustaining the South Asian Olympic Academy (SAOA) in promoting Olympism, b. Share the power and strength of Olympism as philosophy for mankind to eradicate differences through mixing of a diverse set of cultures in the South Asian Region.

One of the positive legacies of the National Olympic Academy (NOA) in Sri Lanka is one of the strongest ties that we have established during the past fifteen years with South Asian region National Olympic Committees (NOCs). The NOA of Sri Lanka is a place for youth from India, Pakistan, Maldives, Nepal, Bhutan and Bangladesh to exchange their views about the values of sport. The South

Asian Regional Olympic Academy (SAROA) is a broader concept to make this initiative stronger to bring youth in South Asia together under the auspices of the Olympic Council of Asia (OCA).

The establishment of the South Asian Regional Olympic Academy (SAROA) is expected to increase the level of activity and fulfill the work of the Educational Committee of OCA and allow the NOCs to compete more effectively with their peers, most of whom have stronger institutional footprints in their respective countries. The Olympic Academy network is also expected to increase the recognition of the educational efforts of the Olympic Movement.

Interpreting the place and role of the Olympic Academy (OA) is necessary and pertinent to Olympic Committees in driving Olympism and its ideals. The fact that Pierre de Coubertin identified the IOC establishment at Sorbonne University as the “temple of science” proves the above aspect. Therefore, the National Olympic Academy in Sri Lanka considers that meaningful educational initiatives are necessary and this pertinent issue in establishing close relationships between the youth in the region.

The Olympic Academy is not a traditional theoretical institute but a sharing of a philosophy of life with the principles of a culture of effort, eurhythmics, and a love of exercise, but also as a state of mind (c.f. Naul, 2009).

## OLYMPISM: A UNIVERSAL CULTURE OF BROTHERHOOD

### **André LECLERCQ (AFAO)**

*Chairman, French Committee Pierre de Coubertin  
Honorary President and Founder, Olympic  
Academies Francophone Association*



*“Celebrating the Olympic Games is reclaiming history. History is the best guarantee of peace. To ask peoples to love one another is childish. To ask them to respect each other is not utopian, but to respect each other, they must first know each another”*: for Pierre de Coubertin, the sporting event is at the service of peace because it allows people to no longer be barbaric to others.

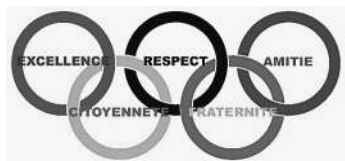
Here lies the very foundation of Olympism.

Sport is not war; it is a kind of negation thereof, an opposite. In war, we are set against each other because we do not agree; the result is destruction, chaos. In sport, we agree to be set against each other: the result is the meeting, the cosmos. From local to international, the sports institution offers a vast network of communication, it allows to overcome cleavages and secularism comes natural to it. Certainly, it is not enough to meet in order to love each another, but at least one is no longer a stranger. A sporting event is a place of brotherhood and Olympism is an educational approach bringing this value to society *“with a view to promoting the establishment of a peaceful society concerned with preserving human dignity”*.

### **Olympism is a vector of education**

The idea is to allow Olympic values which are social values (excellence, respect,

friendship) to add to societal values (education, fraternity, peace). For this reason, we go from five rings to five values.



The Olympic and Paralympic Games are at the service of Olympism, built around three core values: excellence, friendship and respect. For Olympism to bring its values to all, it is necessary to act on citizenship by mobilising all

driving forces. The objective is well-being for everyone, good living together for all: Olympism is a culture of brotherhood.

Moral education targets behaviours: the mission of action projects like “Five days for five values” is to bring together different local players and mobilise them so as to make these five core values known, to ensure that they spread throughout society, in all sectors, among populations of all ages, within a warmly fraternal week.

### *FRIENDSHIP*

The opponent is not the enemy, he is the indispensable partner; without him, we do not play. And, to play well against him, we play with him. The complicity between opponents forces everyone to put their trust in the mystery of the other.

### *RESPECT*

The true nature of sport, that is to say its authentic morality, lies in the common respect of the law, of others and of oneself.

### *CITIZENSHIP*

In order to meet, organisation is necessary: one voluntarily signs up in his school association, in his club. The undertaking of responsibility is a civic commitment. We realise that freedom is not on the side of disorganisation and that there are no fewer constraints than those we set for ourselves. Through the sociability of association, we understand the principle of democracy.

### *EXCELLENCE*

Sports activity is a physical activity with a performance objective. This desire for excellence cannot be exercised at any price. How far can we go? Until

the freedom of excess dear to Pierre de Coubertin for whom *“the important thing is not to have won but to have fought well”*. Surpassing oneself is not synonymous with exceeding one’s limits (it is only a matter of pushing them back), nor an artificial quest to overcome them. Victory is beautiful only if it is acquired in self-esteem and it will be remembered that it is the greatness of the loser that makes the glory of the winner. We also know that today’s loser may be tomorrow’s winner.

### *BROTHERHOOD*

Brotherhood means doing things together, showing that we are happy to do (things) together. In sport the universality of rules allows the sharing of the same humanity as shown by the athletes at the closing ceremony of the Olympic or Paralympic Games: they mingle in order to show that they belong to the same humanity.

### **Sports as media of culture**

*“Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles”*.

Blending culture with education is essential to master the evolution of our world. The question of meaning is indeed essential to overcome the fears that this evolution generates.

The fundamental mission of education is to contribute to the development of general culture. It is about increasing the ability to grasp the meaning of things, the ability to understand and create, the ability to judge and choose.

In school, sport is not an additional discipline. It touches on all disciplines, to which it brings the concrete support of the game taken seriously. The understanding of bodily mechanisms and athletic gestures touches on the universal laws of mechanics; their description involves elements of mathematics and physical science. These mechanics belong to a human being whose functioning obeys the rules of the sciences of life and health. Placed in an environment, this living being is subject to the rules of natural sciences. Sport is an adventure that is built in space and time; it offers its wide field to human and social sciences.

As a tool for spreading culture, sport has so far been used very little and yet

it has the advantage of involving the various places of education: formal education (family, school), non-formal (in various practices, particularly associative) and informal (media).

## **Conclusion**

Sport is an essential cultural phenomenon. It helps not to confuse patriotism with nationalism as well as to fight against the obscurantism of populist speeches advocating hatred of the other. This is the true legacy of the Games in order to build a more humane society.

## COSTA RICAN NATIONAL OLYMPIC COMMITTEE OLYMPIC ACADEMY REPORT 2019

**Prof. Henry NUÑEZ, MSc (CRC)**

*President, NOA of Costa Rica*

**Prof. Teresita ANCHIA<sup>1</sup>, MSc (CRC)**

*Director, NOA of Costa Rica*



### **“Constructivism and education in values is the way”**

The Costa Rican National Olympic Committee, founded on 21 November 1936, has historically represented the Olympic Games participant athletes in a process of evolution, growth and maturation in the path towards excellence. It was on 15 April 1989, when the Costa Rica Olympic Academy was founded and given the task of working hand in hand with the National Olympic Committee, establishing the following.

The Olympic Academy of Costa Rica works in conjunction with the National Olympic Committee and its commissions, provides and supports all educational and sports activities that are related to the strategic approach of the NOC.

### **Our mission**

*“To provide tools for athletes and general audiences through research, promotion and dissemination of the Olympic philosophy contributing to their integrity as human beings”*

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1. Prof. Teresita Anchia made the presentation.

## **General Objective**

To disseminate the principles and values of Olympism through educational processes directed toward teachers, students, athletes, sport managers, and multidisciplinary teams; using different teaching models oriented to integral enabling; in order to provide a holistic development in harmony with the body, spirit and mind.

## **Specific objectives**

- To educate with Olympic principles and values as context
- To promote the Olympic philosophy
- To educate and influence coach development – athletes and managers
- To raise awareness in our population about bullying in sports, fight against bullying, no to harassment and violence in sports
- To provide trainings in Olympic values to the Olympic Solidarity programmes – Sports Administration and Technical Courses and Women and Sports, with topics like governance and critical thinking
- To provide tools through trainings in conjunction with the Women and Sports Commission, topics such as equality, gender, and inclusion.

## **Educational programmes**

### METHODOLOGY

#### 1. PRESENTIAL

#### 2. BIMODAL

#### 3. VIRTUAL: Through our new educational virtual campus

- Technical courses: Academic training in conjunction with public and private universities. These technical level courses aim at working entrants, incorporating university level training and personal development along the lines of Olympic principles and values.
- Courses: Professional update on specific topics in Administration, Health, Sports Performance, etc. These courses incorporate a session of the Olympic Academy, History and present the appropriation of Olympic principles. Topics such as “Governance and its good practices”.

- Projects: Technification by Olympic Solidarity, projects of the NOC and request of educational institutions. These courses include an induction in the theme of “Olympism, Values and Institution”.
- Agreements with Universities: Include 30% of Olympism in the Physical Education Career Autonomous University of Central America of one of the topics of Sports Psychosociology.
- School and Olympism: Schools and high schools visit our facilities, where they receive “Olympic Education and No 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 Doping”.
- Women and Sport: The NOA provides support and training to all workshops and courses held by the Women and Sports commission with topics like equality and inclusion of women in sports.

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

*Activities*

- An Olympic education booklet has been written with support material for the formation of our population: Athletes, coaches, physical educators, sports leaders, and volunteers.
- Olympic education programme for coaches, athletes and Sport Managers.
- Olympic education programmes for schools and high schools.
- Talenticos Platform – Education 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, Sport for Development of Peace Day – For athletes, high school, and schools: Sport demonstrations, plays, and workshop about Olympism.
- National Infants Hospital programmes – Physical activities, 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 to 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 next project is on 1 and 2 June, an international seminar; “International Seminar in Sport Management, Governance and Olympism”.

Among the collaborative activities, the Academic Centre of the NOC is directed through the planning of its annual training programme, it elaborates educational programmes, workshops, congress courses, supports the training in Sports Management and Sports Administration, Sports Technical Training Race, Community Manager, Training in the area of Human Movement Sciences, Anti-Doping, Training for Women and Sport, all with transversal axes of Olympism and Governance.

The main pillars of the Costa Rica Olympic Academy are the following:

1. Schools – Olympic Caravan - NOC Museum.
2. Universities – 30% Incorporation in the Physical Education programme.
3. Federations, Cantonal Committees, Physical Educators, coaches, sports leaders, women.
4. Sports Day celebrations – Sports for Development and Peace Day, Olympic Day.

## ACTIVITIES AND OBJECTIVES OF THE IRAQI OLYMPIC ACADEMY

**Hanadi MOHAMMED (IRQ)**  
*NOA Relations Coordinator*



### **Objectives of the Academy**

The Iraqi Olympic Academy seeks to spread the Olympic culture and make sport an influential factor in disseminating the principles of civil peace, especially as the Iraqi society has been subjected to violent events because of terrorism, which embodied the ugliest in the practices of organising an advocate of terrorism.

### **Activities of 2018**

- The Iraqi Academy issued a number of publications on sports and social peace as well as Iraqi sports figures inspirational in the world of sports excellence and sports media.
- Cooperation with scientific institutions, especially universities in the field of sports research, especially with regard to the social and psychological aspects and the appropriate situation of Iraqi society.

### **Plan of 2019**

The 2019 plan includes devoting most of the programme to the Iraqi Olympic Academy for Women in Sports through a number of events, notably:

- Conducting quick training sessions for some of the most popular women's games.
- Holding seminars in Iraqi cities, especially those where women were subjected to violence and terrorism to clarify the role that sports can play in the reconstruction and psychological rehabilitation of women.
- Making an inspirational walk for the champions in different games.
- Participation of a delegation of women in the activity of the International Academy to confirm the importance of the role of Iraqi women in sports.
- Continuous development of the page of the Iraqi Olympic Academy on social networking sites.

## SPANISH OLYMPIC ACADEMY: OLYMPIC EDUCATION FOR PEACEFUL COEXISTENCE

**Prof. Dr Eugenia MARTÍNEZ-GORROÑO (ESP)**

*Member, NOA of Spain*

*Professor at the Universidad Autonoma de Madrid*



In 2018, the Spanish Olympic Academy celebrated the 50th anniversary of its establishment in November 1968. It was therefore the first National Olympic Academy to be created anywhere in the world. Furthermore, in 2017 the Casa Real awarded it the title of “*Real*” (Royal), in recognition of its long and fruitful journey. Now renamed the Spanish Royal Olympic Academy, it is the first to be awarded this distinction.

It was at the instigation of Conrado Durántez Corral that the project was born. He himself conceived it after attending the first session of the International Olympic Academy at Olympia in June 1961. Deeply affected by his discovery of the Olympic ideology and philosophy, he recognised the important educational potential that Pierre de Coubertin’s ideas still had and undertook to disseminate them in Spain. This was the beginning of a long and productive road for Spanish Olympism and international Olympism, a road delineated by Durántez and whose benefits we are now reaping.

With the support of José María Cagigal, Conrado Durántez created the Spanish Olympic Academy on 25 November 1968, within the National Institute of Physical Education (INEF) in Madrid, which became the world’s first National Olympic Academy. At that time, INEF was the only Spanish centre to offer university training in the field of Physical Activity and Sport Sciences. By creating this new academy in a university environment, the intention was

to offer students specialising in the field of sport an approach to Olympic philosophy. This enabled them, in theory and in practice, to conceive sport as an educational tool, in order to experience in sport the “joy of effort, the educational value of good example” always in a spirit of “friendship, solidarity and fair play”, so that they could experience during their university studies: “... sport (put at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity)” (Olympic Charter, 2015).

The first session initiating this work for the Olympic education of Spanish academics took place in 1969. Graphics from the archives show the participation, as keynote speakers, of Juan Antonio Samaranch, then President of the Spanish Olympic Committee, Avery Brundage, President of the International Olympic Committee and Otto Szymiszek, Dean of the IOA, among the Spanish and international Olympic figures. In the following years, the Spanish Olympic Academy and its president, Conrado Durántez, redoubled their efforts following the evolution of the Spanish education system. Thus, after two more National Institutes of Physical Education were created, in Barcelona and Granada, the SOA increased the number of annual sessions aimed at promoting Olympism among Spanish academics. Subsequently, seeking strategies to meet the SOA’s objectives for the dissemination of Olympism in our country, Durántez took another pioneering initiative, still in operation today: the creation of Olympic Study Centres (OSCs) within Spanish universities. The latter, like the OSA delegations, approach and disseminate Olympic ideology in their respective academic communities. With regard to the birth of this idea, Durántez said in an interview he gave to us in Madrid:

*University is the place where a human being, with the mentality of an academic, can understand the humanistic call of Olympism. Therefore I believe that it is the ideal place for the centres to become the diffusers of these principles on their territories. The ideal environment for the spread of Olympism is the university (Durántez, C., 2013).*

The first Olympic Studies Centre was created at the University of Barcelona on its Bellaterra Campus. Its inauguration took place in June 1989, with the signing of an agreement drafted by Conrado Durántez. There are now 32 OSCs in universities throughout Spain, and six which are dependent on local municipi-

palities. During last year's session, the Olympic Studies Centres of Chinchilla de Montaragón (Albacete) and of the European University of the Atlantic in Santander (Cantabria) were established.

Every year, the SOA organises a session for the dissemination of Olympic values, which takes place on the campus of a different university and is entitled the Spanish Olympic Academy Session. This year was the turn of the European University of the Atlantic in Santander (Cantabria). During the session, as always, SOA members and specialist university professors gave lectures on the history and specific aspects of Olympism. From among students participating in the session, scholarships were awarded to three academics representing Spain at the Annual Session for Young Participants organised in June by the International Olympic Academy at its premises in Olympia (Greece). Last year, the SOA participated in the 58th Annual Session of the International Olympic Academy with Claudia Portillo, Ignacio Torrecusa and Miriam Hebrero from the Polytechnic University of Madrid, students at the Faculty of Physical Activity and Sport Sciences where the 2018 SOA session was held.

All lectures given in the seminars of SOA sessions are published in a book of proceedings. Each year, this book enriches the bibliographic contribution of the SOA to the country's Olympic Study Centres.

Libraries at Spanish universities with OSCs make available to their academic communities the results of the 51 sessions already held. Furthermore, the large number of scholarship holders chosen to attend the International Session for Young Participants of the IOA over so many years has created an important body of individuals who will undertake the dissemination of Olympism and its values in their personal and professional careers. The growth in the number of OSCs has prompted the SOA to organise Olympic Study Centres' Congresses, twice each year since 2007, at which the directors report on the activities carried out and share initiatives, ideas and concerns for the progress of the centres. The last of these was held in La Nucia, in February 2018.

Since its inception, the SOA, on the initiative of its President, has been the driving force behind the creation of National Academies in many Latin American countries. Later, as a result of the impetus provided by the common language, the Asociación Panibérica de Academias Olímpicas (APAO) came into being and was recognised by the IOC in 1996. At present, this association brings together national academies from Latin America and the Iberian Peninsula as well as other academies from African countries sharing historical links with Spain.

APAO congresses are held every semester. The latest, the XVIII Congress of the Pan-American Spanish-speaking Association of Olympic Academies, was held in Madrid in May 2018. In order to build on efforts to promote Olympism in all Spanish-speaking countries, the current APAO webpage provides access to all of Dr Conrado Durántez's research findings, as from this year (<https://aopaniberica.org>). The idea is that researchers, students and other interested parties can easily and without charge learn about Olympism, its history and its values, as well as about the life and ideology of Pierre de Coubertin. Among the publications, we would like to mention the work "*El emperador Teodosio I el Grande y los Juegos de Olímpica*", the result of more than ten years' thorough research by its author. Here we discover the historical errors that the bibliographical tradition has made with reference to the imperial edict of 392. The author demonstrates, contrary to what had hitherto been disclosed, that the said edict made no mention of the festivals of Olympia and cannot therefore be held responsible for the end of these Olympic celebrations in antiquity.

The year 2018 marks the tenth anniversary of the publication of the journal *Citius, Altius, Fortius. Humanismo, sociedad deporte y deporte. Investigaciones y ensayos*. The initiative comes from Dr Conrado Durántez and the OSC director of the Autonomous University of Madrid, Dr María Eugenia Martínez Gorroño. Under their direction and twice a year, specialists from all over the world have published more than 150 works resulting from research on the Olympic theme. These are published in Spanish and translated into French and English. In 2013, the journal was digitized and is now available free of charge at the following two addresses: <http://cdeporte.rediris.es/revcaf/CitiusAltiusFortius.html> and <https://revistas.uam.es/caf>

Since the SOA is made up of 35 Olympic Study Centres, for reasons of space it is impossible to cite all the activities that were promoted last year. We shall therefore mention just a few. In January 2019, the OSC of the University of Las Palmas de Gran Canaria, led by Professor Covadonga Mateos, organised an exhibition of the work of environmental geographer and graphic designer Carlos David Illescas Vacas, entitled *The Olympic Games and major sporting events in their geographical areas*. For its part, the OSC of the University of Girona organised the 2nd Olympic Education Seminar: Sport, Gender and Education in November 2018 at the Banyoles City Hall. During the current academic year, the OSC of the Pablo University of Olavide (UPO), under the direction of Professor Manuel Porras, launched a series of lectures to disseminate Olympism

in the province of Seville, under the title: Open Room for Elders. The OSC of the Autonomous University of Madrid (UAM) organised the 3rd Conrado Durántez University Games in May. Sports competitions are without referee, and winners are determined by ratings given by the athletes at the end of the competitions. These ratings are: performance, fair play, sportsmanship, gender equality, respect, camaraderie, effort and collaboration. On 18 July, the OSC of the UAM presented awards for the “Olympic Values Conrado Durántez”. These are awarded to two students from the graduating class, based on the votes of their classmates. This is in recognition of the two students who have revealed great Olympic spirit during their time at the Autonomous University of Madrid, demonstrating “solidarity, fair play” and “a lifestyle based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles” (Olympic Charter). The prizes for 2018 were awarded to Lucía Ramírez Burguillos and Samuel Peral del Río.

The Spanish Royal Olympic Academy was represented by UAM student Jorge Martín Martín at the 25th International Seminar on Olympic Studies for Postgraduate Students, organised last September in Olympia (Greece) by the IOA. There he presented his research work: “*Liderazgo social en la vida de Javier Guerra Polo y su relación con los Valores Olímpicos*” (*Social Leadership in the life of Javier Guerra Polo and its inter-relationship with the Olympic Values*).

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## SUDAN OLYMPIC ACADEMY

**Safeelosl Mergani Mohamed HAMAD (SUD)**

*President, NOA of Sudan*



### **Objectives of the Sudan Olympic Academy**

According to its statutes, the objectives of the SOA are to.

- Promote and develop the sport in the country in a scientific way and in accordance with the Olympic principles and ideals.
- Train the sport leaders and those who deal with the technical and administrative issues in the field of sport in line with the Olympic principles in order to better realise the humanity through sport.
- Connect the Olympic family in Sudan with the Olympic Movement worldwide through the participation in the IOA activities and bilateral relations with counterpart NOAs.
- Encourage and support the scientific research in the field of sport.
- Perform the tasks of the SOC in disseminating the Olympic values especially among the young people and school children.
- Cooperate and partner with media organisations to promote the Olympic ideals in Sudan.

To serve the above objectives the Sudan Olympic Academy implemented the following activities:

- Courses
  1. Strategic planning
  2. English course

3. Olympic Youth sessions
4. Sport Marketing (presented in three states)
5. Sport Management
6. Management of Crisis
7. Advance Management of sport work
- Olympic education

The Sudan Olympic Academy presented many lectures in stadiums, universities, schools, states, outskirts and villages.

- History of the Olympic Games
- Olympic values
- Olympic Movement in Sudan
- Workshop

Olympic work and social responsibility

## ACTIVITIES OF TOGO'S NOA IN 2018

**Charles PANOU (TOG)**

*Director, NOA of Togo*



It is always a pleasure and an honour for me to take the floor here in Olympia, the cradle of Olympism, before distinguished speakers and representatives of National Olympic Academies from around the world in order to present what my country, Togo, is doing in terms of promotion of Olympic values.

Our Olympic Academy has no budget; it operates only with volunteers, yet, thanks to Olympic Solidarity grants, it has been running every year since 2010 three activities promoting Olympism.

The first activity, the Annual Session, consists in developing a theme related to Sport and Olympism for a specific target population. This year's theme is "Sport as a means of combating underemployment" and targets the students of the University of Lomé and of the Institute of Sports.

The second activity is the Youth Olympic Camp which consists in bringing together between 100 and 120 high school and college girls and boys, aged 10 to 14, from various regions, for a week of joint practice of sport, cultural and socio-educational activities; a sort of ethnic mix.

The third activity is the FESCOL Olympic School Festival. It is a day of sports and cultural competitions between primary schools on the one hand and secondary schools on the other. The objective of FESCOL is to demonstrate to young people that we can organise competitions without violence despite the fierce struggle for rewards.

All these activities are well covered by the media and make the National Olympic Academy known to the population.

## THAILAND OLYMPIC ACADEMY REPORT 2018

**Dr Pongsak SWATDIKIAT (THA)**

*Advisor, NOA of Thailand*



In 2018, the Thailand Olympic Academy (TOA) held the following activities:

1. Olympic Values Educational Programme for total eight times in Bangkok and in other cities covering all parts of Thailand. The main group is teachers in primary schools so that they can understand the Olympic values. Training classes for teachers in several schools so that they can further arrange activities in schools. In 2018, a total of 326 teachers from 233 schools from 46 cities in Thailand attended these training classes.

In 2019, the target is teachers in primary schools and also to expand to Sport Associations in different cities that are responsible through Provincial Sport Associations.

2. Organised Culture and Education Activities “Fresh Friend Fun Fair Fit” on Olympic Day: 24 June 2018 at the National Stadium. This activity provided knowledge and information about Olympic values to participants. After that, there was running activity on Olympic Day.

3. Organised the IOC – ACP workshop “Athlete Career Transition Outreach” for Olympic athletes. The objective of this workshop was to assist and support professions of Olympic athletes after retirement from being athletes.

4. Translated and composed the “IOC Athlete Career Programme” manual for its use at the IOC – ACP Workshop session.

5. Composed an encyclopedia of the Olympic Movement that started at the end of 2017 and will be completed in 2019.

6. Translated and composed the “Sport Administration Manual” 2014 edition as a manual in the training of the IOC and OS Sport Management Programme. Translation and composition of this manual was completed and it is under publication as a handbook. It is expected to be completed by June 2019.

7. Translated and composed the “Managing Olympic Sport Organisation” 2016 edition for Advanced Sport Management Course. Currently it is 75% complete, and is expected to be completed within 2019 for this course to provincial sport management teams.

8. Arranged the Research Project “A Proposed Good Governance Based Sport Administrative Model to Transform the Thai National Sport Federation to an Olympic Sport Organisation”. Currently it is waiting for the consideration of a research scholarship from OSC and/ or from the Sports Authority of Thailand.

9. Arranged the workshop with Directors of Sports Management “Quality Development of Graduate Students in Universities by Olympic Study”.

10. Publication of the Olympic ideology and strategies in the Daily News newspaper for the following three topics:

Sport good governance

Effect of the 2019 Olympics

Olympic ideology in real life

11. Publication of an article on “Olympic Strategies” in the column “Khor Kid Dua Kon” in the Daily News newspaper for ten stories and also published the works of the Thailand Olympic Academy in the IOA Journal twice.

## CANADA UPDATE – 2019

**Sandra SASSINE (CAN)**

*Manager, NOC Olympic Education*



### **Canadian Olympic School Program**

The Canadian Olympic School Program (COSP) offers over 100 free online education resources that are aimed at promoting safer and more inclusive sport environments, inspiring the application of the Olympic values, and engaging Canadians in adopting and maintaining healthy active lifestyles. The resources are pedagogically sound, include adaptable lesson plans and are written by teachers, for educators, athletes, coaches and community groups.

### **COSP overall in numbers**

- Our monthly newsletter is sent out to over 125 000 subscribers
- Subscribers come from all 13 Provinces and Territories
- The newsletter reaches educators in over 120 countries
- To join, please visit [Olympic.ca/education](http://Olympic.ca/education)

### **2019-2020 New school resources – Destination Tokyo**

The Destination Tokyo classroom pack includes three resources that have been adapted to three different reading levels, allowing students from elementary school and high school to join the Olympic Movement. The resources will give students the opportunity to join Team Canada athletes on a journey to Japan and embark on new Olympic adventures. These free bilingual resources

include an article, discussion questions and learning activities that can be done individually or as group-work.

The themes embraced throughout “Destination Tokyo” are Olympic Design, where students will design the look and feel of the Olympic Games, Live from the 2020 Tokyo Olympics, where students practice broadcasting various sporting events and interview athletes and The Greenest Olympic Games, where students will learn about the environmentally sustainable initiatives that will be in place at Tokyo 2020 and learn how certain initiatives can be applied at their school.

### **New sports added to the Activity Challenge (Karate & Basketball)**

These resources are designed to support in class teachers in delivering 60 minutes of daily physical activity. Students will be introduced to various sports included in the Olympic and PanAmerican Games programmes, learn about the history of the sport and develop an understanding of the Olympic values of Friendship, Excellence and Respect.

### **OneTeam – Creating safer and more inclusive school and sport environments**

In addition to our #OneTeam COSP resources, all NOC staff took an LGBTQ+ Awareness in Sport Introductory Online Course. We have also encouraged our National sport federation to do the same. The purpose of this course was to introduce Sport Inclusion with a focus on the LGBTQ+ landscape, help you to think about your own biases and provide an opportunity to learn more.

### **Olympic Day 2019**

Lead the growth of Olympic Day’s reach and participation with a registration tool, integration in provincial alignment, and communication outputs in all relevant channels.

The COC organised over 20 Olympic Day celebrations in communities across the country alongside our community partners.

### **Pride Celebrations 2019**

Since 2014 the COC has been attending Pride parades across the country. In 2019, the COC marched alongside partners You Can Play and Egale. Over 500+

athletes, coaches and volunteers joined us at these celebrations. TOP partner Toyota supported the effort by lending us Toyota vehicles for the parades.

### **Team Canada Champion Chats**

The COC partnered with Classroom Champion to host live chats from PyeongChang. Through the two chats (one English and one French) over 250,000 students were reached. Canadian athletes spoke about the importance of goal-setting, while sharing their Olympic experiences, to inspire the next generation through their examples of hard work, dedication, and perseverance.

As we lead up to the Tokyo 2020 Games the team will be hosting two more live chats to engage Canadian students in the Olympic Movement and connect them with Canadian athletes.

### **Olympic Experience**

Located in the Canadian Olympic House, an interactive, educational and immersive exhibition allows students to hear from Canadian athletes and see them up close while experiencing various Olympic sports first-hand – all in the heart of downtown Montreal.

This permanent exhibition is comprised of three complementary zones:

Zone 1 – My Profile, students will discover their athletic profile and then be put to the test. Bobsleigh, athletics, fencing and freestyle skiing await.

Zone 2 – The Journey, allows visitors to relive over a century of Olympic history while learning about the challenges and obstacles an athlete must overcome on their road to the Olympics through images, video and audio.

Zone 3 – Our Moment, the stadium opens itself to you. Through a video displayed on panoramic screens and with state-of-the-art technology, live the electric feeling when athletes and fans become one.

Our team has created a bilingual Olympic Handbook –catered to either elementary or high school students– which will become a keepsake from their visit.

## LESOTHO OLYMPIC ACADEMY 2018–2019 REPORT

**Letsatsi NTSIBOLANE (LES)**

*Director, NOA of Lesotho*



### **Background**

The reporting period herein is from June 2018 to April 2019. Since 2014 the Lesotho Olympic Academy (LOA) has seen a remarkable growth in its implementation of activities geared towards the promotion of the Olympic ideal. The IOA Directors and Young Participants Sessions have significantly acted as an impetus for our academy's growth. The wealth of experience from well-established National Olympic Academies, inter alia, the Portugal Olympic Academy and Bulgaria has unequivocally played a pivotal role in ensuring the LOA realises its vision; a leading Olympic Academy in Southern Africa in the promotion of the Olympic ideal and the principles of Olympism.

### **LOA Activities**

As part of the LOA empowerment programmes, following the training of the Director on the OVEP 2.0, two participants attended a Training of Trainers Seminar in July 2018 in Cape Town, South Africa. In addition to beefing up the team that facilitates the LOA programmes on OVEP, the two trainers have designed their own programmes to work with different schools. Following the seminar, one teacher and two students participated in the Pierre de Coubertin Young Ambassadors Seminar in September 2018 in Cape Town. Both semi-

nars were held at Robben Island. The seminar further strengthened the pool of experts in the Olympic Values Education Programme in the Mountain Kingdom.

Pursuant to the 2017-2014 Lesotho NOC Strategic Plan, the LOA implemented its strategy to learn from experienced National Olympic Academies in the world. Subsequently, the LOA Director attended the Portugal Olympic Academy (POA) Session in Braga in October 2018. Apart from ensuring a strong partnership and cooperation between the two NOAs, the Lesotho Olympic Academy learned a great deal from the POA. In addition to learning from the giants, the LOA implemented the fourth (4th) Young Participants Session in Maseru in December 2018. Fifty (50) participants, mainly athletes, were drawn from National Sports Federations in Lesotho. The programme saw various presentations by lecturers and invited guests on a range of topics on the Olympic Movement and its mandate as well as the Olympic values. The one-week session groomed the athletes into ambassadorship of the Olympic values in their different Federations and the Mountain Kingdom at large.

One of the LOA projects is the inclusion of Physical Education and OVEP in the national school curriculum. Processes leading up to the implementation of this noble goal have indeed set off. These processes include the discussions and signing of a Memorandum of Understanding with the Ministry of Education and Training (MOET) and the Ministry of Gender and Youth, Sports and Recreation (MGSR). Through a strong partnership between the Government of Lesotho through the MGSR and the Government of Cuba, experts to design a Degree course on Physical Education and ensure the training of teachers are already in Lesotho for the said purpose. With the training of teachers on PE, the project will inevitably become a reality. As part of its strategic goal to include PE and OVEP in the national curriculum, the LOA hosted a seminar for teachers on OVEP 2.0 from 28 March to 1 April 2019 in Maseru. This awareness programme was held for thirty (30) primary school teachers from three districts that are earmarked for the pilot of the project. The seminar further added expertise to our pool.

The Lesotho Olympic Academy is indeed indebted to the Olympic Solidarity (OS), the International Olympic Academy (IOA), the Association of National Olympic Academies of Africa (AANO), the Lesotho National Olympic Committee (LNOC) and all National Olympic Academies (NOAs) partners for the unwavering support in ensuring the realisation of the LOA vision. We are indeed humbled by the indelible marks the LOA has left in so short a period of time since its resuscitation.

## NATIONAL OLYMPIC ACADEMY OF CAPE VERDE

**Orlando José MASCARENHAS (CPV)**

*President, NOA of Cape Verde*



In June 1894, Baron Pierre de Coubertin established the modern Olympic Games and launched an international movement that combined sport, youth, volunteering and education.

In the 1900 and 1904 Olympic Games in Paris and Saint Louis, Coubertin realised that they were following false paths and after the Berlin Olympic Games in March 1937, he asked the German government to include his documents and projects concerning the revival of Olympism in an institution to be created for this purpose.

Coubertin's request would lead to the creation of a Centre for Olympic Studies, and through the work of his collaborators Carl Diem and Ioannis Ketseas, from 1938 to 1944, and following numerous meetings, the first International Olympic Academy was established in June 1961 in Athens.

Seven years later, in 1968, the first National Olympic Academy was established in Spain, still run by Conrado Duránte, who was responsible for the creation of many other academies in different countries. Duránte was present in Olympia on the occasion of the establishment of the International Olympic Academy.

Today, there are more than one hundred Olympic Academies around the world.

The Olympic Academy of Cape Verde, with its own organic structure and autonomy in the pursuit of its activities, is integrated into the Cape Verdean

Olympic Committee. The Academy was created in April 2015 and elected new leaders in June 2018.

The objective of the Cape Verdean Olympic Academy is to study and explore Olympic events and their multiple causes and effects in the modern era, from the educational, philosophical, sporting, social and political perspectives. The Olympic Academy promotes and encourages studies and activities that raise awareness, train and disseminate Olympic ideas to young people.

It aims to establish closer links between the Olympic Movement and school authorities with a view to integrating the study of Olympism into school curricula.

Furthermore, the Olympic Academy organises symposia, seminars and training courses on Olympism.

In addition, the National Olympic Committees' research and studies concerning the solidarity, creation, evolution and functioning of the International Olympic Committee and the structure and principles of the Olympic Charter, the Olympic Academy selects scholarship recipients and proposes candidates to the Executive Committee of the Cape Verdean Olympic Committee.

The Cape Verdean Olympic Academy has participated in the sessions of the International Olympic Academy in Greece for Presidents or Directors of NOAs, as well as in the sessions of the Portuguese Olympic Academy and the Pan-Iberian Association of Olympic Academies.

Considering the need to develop Olympism, Olympic values and Olympic education among children and teenagers, the Cape Verdean Olympic Academy has put in place a general plan of activities for 2019 that includes:

- An Olympic values education programme –a mobile school– for children aged 10 to 14 in schools and communities across the country, integrating Olympism, Olympic values, a citizenship school and environmental protection, with the Kretcheu Turtle as mascot.
- Lectures and workshops on Olympism and Olympic values to be developed in all the country's municipalities.
- Seminars for the dissemination of Olympism and Olympic values in schools and universities.
- Participation in the international sessions for Young Participants of the International Olympic Academy in Greece.
- Participation in the session of the International Olympic Academy for Presidents or Directors in Greece.

- Participation in the annual sessions of the Portuguese Olympic Academy and the Association of Iberian Academies, with the objective of strengthening cooperation and enriching knowledge of Olympic values and Olympism.

It also established contacts with the African Olympic Academies on the occasion of the African Beach Games held on Salsland, with the aim of raising awareness of Olympism through the strengthening of relations between the African Olympic Academies.

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.

Thus, the objective of the Cape Verdean Olympic Academy is to promote Olympism, social values, sports education and training; and through the heightened awareness of teachers and educators, to promote the sports education of children and young people with a view to promoting Olympic values and ideas.

We hope that Olympism and Olympic values will continue to be developed and promoted on a permanent basis within the framework of sport.

A grayscale photograph of a meeting in progress. Several individuals are seated around a large table, looking at documents and talking. A large potted plant is positioned behind the group. The room features large windows with a view of a wooded area. The text 'CONCLUSIONS OF THE DISCUSSION GROUPS' is overlaid in the upper center of the image.

CONCLUSIONS OF  
THE DISCUSSION GROUPS

SAINT LUCA



## FRENCH-SPEAKING DISCUSSION GROUP 1

### **Peace education as part of Olympic education**

Peace is an ideal that humanity has sought to achieve since time immemorial. Deadly conflicts have not spared any country or state, regardless of its geographical location or economic standing. The socio-cultural and civic evolution of all the world's populations, as well as the relative organisation of international relations through universal institutions, has produced an awareness of the need to establish peace in the world. This quest for peace has also been reflected in sport and the Olympic values generated since the time of Pierre De Coubertin. The challenge of achieving this ideal of peace necessarily requires effective tools, and education appears to be one of the most appropriate. But what sort of education should it be? It should of course be the teaching of Olympic values, which requires that we answer three principal questions:

- What is the reality of this education in different states?
- Many leaders have had no Olympic education, hence, how can they be expected to convey these values to young people?
- How can Olympism be introduced into the education system?

#### *1. Olympic values education by States*

Conflicts are not only international. Some have an internal character, where "living together" is complicated and the source of sometimes extremely violent conflicts for political, ethnic, religious or economic reasons. The starting assumption is based on the failure of States to contain these conflicts; however, further analysis leads us to recognise the efforts made to try to enshrine Olympic values. In this respect, we should highlight several examples of States adopting Olympic values education. They demonstrate the diversity of the approaches and techniques used.

In Haiti, the State, surmounting political dangers and tensions, is at the side of educators who convey Olympic ideals. This impulse to defy danger is illustrated by the Haitian Boxing Federation, which is establishing itself in troubled cities and setting up programmes to educate young people and keep them away from the dangers of the street, thereby channelling their aggression. Similarly, the National Olympic Committee organises training within schools, having first provided trainers and educators who undergo a two-day training course.

In Central Africa, the month of February is devoted to the organisation of cultural and sporting events. During the Day for Development and Peace, two areas of different faiths were brought together around the themes of Olympism. In Central Africa or Haiti, all initiatives relating to peace are encouraged at the state's highest level.

In Burundi, with the Arusha agreements finally ratified, sports competitions have led to the creation of mixed teams made up of regular soldiers and rebels. The results were clear, with perceptible changes in behaviour. Here again, messages conveyed from children to parents allow for faster changes than actions undertaken by older participants. The role of Scouts deserves to be highlighted with the clear effectiveness of the messages they transmit. In Paraguay, where football has become a real source of corruption, and "inter-country" migration and foreign investment have unbalanced indigenous economies, resentments have been generated that only education can overcome. Children under twelve years of age are the preferred population to optimise the results of teaching essential inter-generational values.

However, is this training really being delivered properly? And are those who transmit these values themselves sufficiently trained to do so?

## *2. The involvement of leaders and trainers in the transmission of Olympic values*

Many leaders have had no Olympic education. How can they be expected to transmit values to young people? The situation is not uncommon: it is to be found, for example, in countries like Haiti, Morocco, the Central African Republic, Benin and Mali... where however, NOAs have made long-term funding available.

The intervention of National Olympic Committees is vital for the provision

of documentary resources and to ensure scientific, educational and logistical assistance. These training courses for leaders and educators can be extended to parents in order to pinpoint certain values and sometimes even give an “Olympic” name to them. These two categories of people constitute a real mirror for children, a model for the dissemination of knowledge and know-how. Such training courses, subsidised by Olympic Solidarity, MEMOS or CAMS could have a double “IOC and NOC” or “IOC and NOA” label to meet the specific needs of the countries concerned. Attention is focused on the Community, particularly since the publication of training booklets in French. For almost all NOAs, documentation is very poor with subsidies coming exclusively from the IOC. Under such conditions, what should be the exact role of the IOA? A recommended adaptation must be tailored to local, cultural and even religious needs. Olympic values exist in the majority of French-speaking countries, in accordance with tradition taught in the majority of these countries, both at the family level and at the level of formal education. This is particularly true in Africa where the Ivory Coast has avoided programme “overloads” caused by the addition of a new Olympic module and has set up a pilot project to train teachers in areas where agricultural and rural succession creates conflict. The main problem is the continuity of teaching. A pilot course from CP1 to CM2 has been set up. The best ways to instil the values of Olympism in children must be sought in the global education system. The question is how to proceed?

### *3. Techniques for the introduction of Olympism in the education system*

The establishment of Olympism in a country’s education system must be an initiative from within as a measure of national sovereignty, each country being free to design and implement its own educational programmes. The Olympic Movement must encourage IOC Member States to introduce Olympic values into education for future generations; for example, from simple support to concrete actions for peacebuilding. The IOC’s support must be through digital teaching media available in a number of languages: Chinese, Spanish, German, Arabic, French and English. The integration of the values of Olympism into the education system will be achieved in several ways, through awareness-raising and teaching.

Every year, Morocco organises the Peace Day when all young athletes

between eight and fourteen years of age visit the Olympic Museum and learn about the history of the Olympic Movement.

Other States have introduced the teaching of Olympism into school curricula. In Paraguay, one hour of teaching has been scheduled every 15 days for training, including training also for journalists. Similarly, in Haiti and Central Africa, one hour is dedicated to the teaching of Olympism. Burundi emphasises the relevance of messages through institutional civic education books, endorsing “life-long learning”. Other countries organise half-days (Mali) to allow participation by multi-purpose NGOs and the implementation of the EE (Environmental Education) programme. In Burundi, physical education teachers are also involved in civic education, the two being inseparable from Olympism. Finally, the countries entrusted with the organisation of the Olympic and Paralympic Games must make a special and long-term effort during the period between the awarding and the staging of the Games. This will be the case in France in 2024, where Olympic camps will be organised for classes of eight to ten-year olds led by teachers helping to raise awareness of the values and virtues of Olympism among young people and teachers. The integration of the Olympic values of peace and fraternity into the educational system is certainly not a sufficient guarantee of a peaceful world. Meeting a challenge of this magnitude requires a multifaceted approach and a number of complementary techniques. In addition to educators, parents and leaders, civil society must play a leading role in the regular organisation of children’s events to disseminate these values. This message of peace must be conveyed by the media and social networks managed and animated by trained professionals responsible for disseminating the values of Olympism. The initiative must have a universal dimension and be taken up by the Olympic Movement itself, within the framework of genuine diplomacy by and for sport, and the result of close cooperation with States to develop programmes and messages adapted to the reality of young people. Only a broad, vigorous action involving the main actors (the Olympic Movement, States, educators, parents and civil society) and the most powerful contemporary means will be able to make our ideas of peace and fraternity prevail.

## FRENCH-SPEAKING DISCUSSION GROUP 2

### General introduction

The members of the French-speaking Group 2 identified two main questions around which their reflections were articulated.

### **Question 1: How can sport contribute to the establishment of social peace between generations?**

We have addressed this question in two parts:

- Observations
- Prospects

#### *1 - Observations*

Our reflection started from the following two observations:

- On the one hand, sport is a projection of what is happening in society; it reflects existing societal problems at the economic, social or other levels. In fact, the violence in society has entered the stadiums.
- On the other hand, the mixed results of previous initiatives on the concrete implementation of Olympic values lead us to question how the Olympic Movement could translate these same values into concrete actions aimed at transforming society, particularly in favour of peace.

We then identified the main elements that influence young people's behaviour:

- In terms of the actors: family, sports managers and coaches.
- In terms of the youth environment: communication, sport, school, etc.

Based on these observations, we have therefore tried to identify factors that can contribute, through sport, to social peace between generations.

## 2 - Prospects

We present the following five proposals:

- At the level of education, it seems to us important to rely on educational programmes that encourage the participation of young people but also adults in the family in common training sessions.

For example, the Tunisian NOA, in partnership with the Ministry of Education, Youth and Sport, has implemented a project entitled “Olympic Classes”. This initiative consists in asking parents to attend daily 30-minute, Olympic training sessions given to children.

- Working in collaboration with the various actors should be favoured; creating links between the various stakeholders seems to us to be essential for the success of projects. In Senegal, for example, the NOA has joined the Sustainable Development Goals programme by associating the theme of sport with those of gender equality, education and health.
- At the national level, it seems to us essential to rely on official ministerial documents that define political orientations, particularly in terms of sport and education, in order to stimulate, promote and guide concrete achievements.

In this context, it would be interesting to consider how the various components could be linked by, for example, appointing a coordinator. From this perspective, the NOCs and NOAs could have a role to play in ensuring such an interface.

- At the international level, many international bodies such as the United Nations, the OIF, UNICEF, UNESCO and of course the IOC, have a major role to play. They could finance Olympic education programmes, as the IOC is currently doing, or promote concrete actions, such as the International Day of Sport for Development and Peace on 6 April. The idea would be for the NOCs/NOAs to exploit this opportunity and celebrate this day to convey messages of peace and propose concrete actions for peace.
- Finally, we live in the digital age in which communication plays a major role and increases interest among young people. We therefore believe it is important to use new technologies to capture the attention of young people and inspire them with values.

### *Conclusion*

In conclusion, we are convinced that sport is a means to contribute to social peace between generations. What is more, we consider this to be a great opportunity for conveying messages to young people.

### **Question 2: What are the challenges of sports diplomacy?**

We will address this question in two parts:

- Identifying the challenges of sports diplomacy.
- Recommendations.

#### *1 - Identifying the challenges of sports diplomacy*

Sport by its very nature includes sports diplomacy, which fully embodies Olympic values.

In our opinion, sports diplomacy is facing many challenges:

- Political: because sport and the organisation of major international sporting events promote a country's international profile
- Economic: thanks to revenues directly linked to the organisation of major international sporting events
- Social: by reducing sporting tensions and calming reactions
- Educational: through the development of know-how and interpersonal skills among the various stakeholders

#### *2 - Recommendations*

At the end of our work, we made the following recommendations for the establishment of sports diplomacy:

- 1) Have an ethics and good governance agreement.
- 2) Maintain good relations between the various stakeholders (NOC and government / NOA and NOC).
- 3) Institutionalise the French example by designating a sports ambassador in each country.
- 4) Introduce teaching modules on sports diplomacy in university curricula and professional training.



- 5) Generalise a code of conduct for the Olympian and the sports participant.
- 6) Replicate and adapt the Youth Olympic Games model based on the establishment of mixed teams.

### **General conclusion**

Concerning question 1, reflection led the participants to the conclusion that sport is indeed a means for contributing to social peace between generations.

The second question, however, was dealt with on a more practical level. Our study consisted, on the one hand, in identifying different issues in sports diplomacy and, on the other hand, in making recommendations that contributed to its development.

## ENGLISH-SPEAKING DISCUSSION GROUP 1

As members related to the Olympic Movement we, as a group, discussed three questions concerning peace. They were: First, what is peace and peace education? Second, why do we need peace education? And finally; how Olympic education promotes peace education? In the next section we will try to give an overview of our great and extensive group discussion.

### **What is peace and peace education?**

When we searched in this digital era for a quick and short answer we found that: Peace is a concept of societal friendship and harmony based on the absence of hostility and violence. Commonly means “lack of conflict” or the freedom from fear of violence. But for us, as part of the Olympic Movement “The idea of sport for peace goes back to the 9th century BC in ancient Greece with the establishment of the Olympic truce, which intended to temporarily stop Peloponnesian city-states” especially for most disadvantaged communities in the world<sup>1</sup>. Therefore as Dr Teo-Koh pointed out in her lecture: “peace is a state of mind” that we can have individually and share with others.

### **Why do we need peace education?**

Now that we have defined peace, we must establish why we need peace education. As UNICEF stated in 1999 “The skills and values learned through sports and peace are the same that can be used to resolve and prevent conflict and create solutions beneficial to peace (UNICEF, 1999). So, sports is an effec-

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1. United Nations. Sports and Peace: Social inclusion, conflict prevention and peace building. [https://www.un.org/sport/...sport/.../Chapter6\\_SportandPeace.pdf](https://www.un.org/sport/...sport/.../Chapter6_SportandPeace.pdf)

tive tool to society “...to contribute to build a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play”. As Orwell (1945) stated “war minus the shooting” others see sports as a broad concept which consisted in sustainable social development<sup>2</sup>.

### **How Olympic education promotes peace education?**

At this point, after we defined peace, peace education and why we need it for, we were wondering if Olympic education can promote peace education. We concluded that there are types of Olympic education activities based on the Olympic values, which are good practices to achieve better understanding within the community. Olympic education is an excellent tool to provide those experiences. Therefore, we based our position on John Dewey’s pedagogy philosophy “learning by doing” or as the proverb says “Tell me, I forget. Show me, I will learn”. Finally, we can state that Olympic education can promote high quality experiences to impact behaviour change for peace.

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2. Galagama, I. (2017), *Harnessing the sports for peace and Development*.

## ENGLISH-SPEAKING DISCUSSION GROUP 2

### Question 1: To what extent should IOC be involved in diplomacy?

#### A. *Why does this become a question?*

Since the cold war, IOC has been an important player in world diplomacy, achieving some relevant results in difficult cases like the improvement of the political and social relations between Republic of Korea NOC and People's Republic of Korea NOC.

The importance of the question relies on the discussion whether the IOC should be an active player or a neutral player in solving complex international disputes. This could be a major threat for keeping IOC focused on their primary role in sports development, as well as it could be risky in terms of image and reputation due to being exposed to potentially biased political disputes.

#### B. *Some background information*

In the Olympic Charter, Chapter 1, The Olympic Movement, it is written "2. Mission and role of the IOC: the Mission of the IOC is to promote Olympism throughout the world and to lead the Olympic Movement. The IOC's role is: to cooperate with the competent public or private organisations and authorities in the endeavour to place sport at the service of humanity and thereby to promote peace; and to take action to strengthen the unity of the Olympic Movement, to protect its independence and to preserve the autonomy of sport".

#### C. *Examples*

A positive example: The improvement of relations between the 2 Korean NOCs during the context of the 2018 PyeongChang Winter Olympics, where the 2 NOCs started to talk about a joint bid for 2032 Summer Olympics, setting a potential path for their future cooperation.

A negative example: During a recent doping crisis, relating to state-sponsored doping programmes, the perception was that IOC did not take a clear cut position in public; instead, it took a stance that seems to be politically correct. Based on the public information, the IOC relied on the World Anti-Doping Agency (WADA) for informing the sanctions on the Russian Olympic sport system, aiming to keep in the best possible status their institutional relation with the Russian sporting system and with the state of Russia. This position generated a lot of public criticism of the IOC for not imposing a strong precedent against state-sponsored doping.

#### *D. Suggestions*

We propose that the IOC should have a permanent and independent International Relations Commission that will work along with the existing IOC Ethics Commission to define and review the role and action of the IOC in international relations disputes and in sports problems such as state-sponsored doping and corruption.

### **Question 2: Should the Opening and Closing ceremonies of the Olympic Games present more Olympic values for peace?**

The current situation allows for two very distinct and different ceremonies; the Opening being quite formal and the Closing ceremony being more informal.

We consider that the IOC/OC should take the advantage to maximise global attention of Opening and Closing ceremonies to communicate Olympic values that will foster peace and the ideals of Pierre de Coubertin.

Should the Parade of Nations at the Opening Ceremony in fact be a parade of athletes with no NOC affiliation? Not dissimilar to the current refugee team of multi-nations competing under the Olympic flag. This initiative appears to reduce national competition and highlight the athletes who are there to compete, although this initiative would remove the equity of representation currently enjoyed by NOCs during the Parade of Nations.

A further suggestion in a similar vein could enable athletes to compete as individuals rather than NOCs. This may be an idealistic suggestion particularly when considering team sports.

Is there currently conflict between the current representation given during

Opening and Closing ceremonies and the commercial interests of the Host Nation? While we cannot answer our own question we believe that the symbolism of the flag, torch, anthem and hymn should always be presented and the IOC has the difficult challenge of balancing the integrity of the ceremonies with political and commercial interests.

*Bonus: Suggestions to the IOA*

1. We suggest that the IOA should play a more active role as the platform for NOAs' information sharing. At the same time, to cooperate with the more experienced NOAs to assist the new comers.
2. Change the format of the "short presentations by the NOAs" to a "posters session" like that in many academic conferences.

## ENGLISH-SPEAKING DISCUSSION GROUP 3 (TEAM EIPHNH)

**What is the role of sport in promoting Olympism and peace education, and what roles can key stakeholders play?**

### **Importance of sport in promoting peace and diplomacy**

Sport and Olympism have played a key role in promoting co-existence, peace and diplomacy in our society today. The most recent example relates to the PyeongChang 2018 Winter Olympics, where the IOC President's involvement brought together North Korea and South Korea, which are at loggerheads but who managed to march together including fielding a joint team in hockey.

The five Olympic educational values are:

1. Joy of Effort
2. Fair Play
3. Respect for Others
4. Pursuit of Excellence
5. Balance between Body, Will and Mind

### **Identification of main stakeholders**

1. Government, NGOs, Sponsors – provide funding support
2. NOC/NOA – provide leadership for OVEP as a key driver
3. NFs – partner with NOC/NOA in disseminating OVEP
4. Athletes/Sports ambassadors and officials – athletes rely on elite athletes as ambassadors and role models to bring awareness
5. Teachers and parents – rely on them for teaching OVEP



### **Motivation and commitment by stakeholders**

The main stakeholders must be motivated and committed to promote Olympic values (OV), teach the values to build on peace education through sport and peace education (PE) through the various stakeholders.

There is some level of funding available be it from the central government, sponsors or grassroots level that support the initiatives, programmes and activities for the programmes to succeed. In some countries, the NOC/NOA has the authority to garner support from the federations to effect change and to pressure the government to effect change.

### **Country examples on implementation of OVEP and PE**

1. Albania – From the 5th to 12th grade, children are taught OVEP in schools for 10-20 theoretical hours by teachers who are trained in the programme. Practical hours are dedicated to extra-curricular activities.
2. Bangladesh – All primary, secondary and high schools participated (Girls and Boys) in inter-school football competitions organised by the Sports Ministry and it will be a regular annual programme. Government has supported the programme which has involved up to 160,000

- student participants. The best three male footballers are awarded scholarships for two years in a club in Brazil.
3. Barbados – Will be launching OVEP in 2019 and crafting the curriculum and organising workshops to train the PE Teachers in OVEP. The Olympic Day Run has led to a week of Olympic Week of activities in Barbados, International Day of Peace – Week of Activities for the last five years. This has involved community leaders and conducting a workshop and conference to support the marginalised groups and using youth sports to engage them. The workshop includes elements of conflict resolution, peer pressure and anti-doping.
  4. Czech Republic – Czech Olympic Academy is a guarantee this particular year of the 120th anniversary of the Czech Olympic Committee.
  5. Lithuania – LOA has invited famous Athletes as role models to the camps for students, seminar for teachers and coaches, camps for students talk about OV, helping students to understand the Paralympic and Special Olympics.
  6. Slovakia – Olympic values and peace education is disseminated during organisation of activities like Olympic Day for all age categories, International Youth camps, literature and art contests, knowledge competitions with active participation of Slovak Olympians. There is also Olympic education as a part of curriculum of future physical education teachers at Faculties of Sports.
  7. Slovenia – NOA of Slovenia is a body inside the NOC and is responsible for promotion of Olympism, Olympic values, legacy, for the development of human resources in sport on national level and for protecting the status rights of athletes. We coordinate and implement the activities and programme of Slovenian Olympians Association and National Athletes Commission.
  8. Singapore – NOA conducts workshops and sessions for teachers to inculcate the OVEP in the primary, secondary and junior colleges. The NOA also organises annual international sessions involving participants from South East Asia and Asia.
  9. Uganda – NOC/NOA have organised debates in school and there is OV Campaign that is promoted and participants are given motivational prizes. Elite Athletes are also role models to bring the OVs and create

awareness of peace education and this has increased the active sport participation in schools.

10. Vietnam – There is education for coaches, athletes, and secondary school students. There is also wide usage of media and the NOC website. Every year the Vietnam NOC holds three technical courses where they teach OV and introduction to the Olympic Movement. During the Asian Games and South East Asian Games, student volunteers at the Games are also educated about OV.

### **Proposed initiatives to increase the spread of OV**

1. Use of Technology and Social Media  
As the current generation of children is very technology savvy, we can use social media and leverage on apps to promote OV. It is further proposed to have e-Sports that can have character building elements that will support OV. The competition can support and promote OV and PE.
2. Greater involvement of Federations  
NOCs are comprised of NFs that participate in the different Olympic sports. Federations should not only look at results but also promote OV as this will encourage athletes to inculcate the values at this level. Federations can look into a tool-kit that promotes OV and PE. It will be good for Federations to engage the companies and organisations that may be willing to compromise and not just look at the profit margin.
3. Athletes' Commissions  
Athletes' Commissions can play a greater role in promoting OV and PE. The Commissions being comprised of athletes, means that fellow athletes can engage their own peers and this should have a serious impact.

## ENGLISH-SPEAKING DISCUSSION GROUP 4

### The Practice of Promoting Peace

#### The practical application of promoting peace in the context or framework of the Olympic values

##### Introduction

After a collective brainstorming of ideas around peace and Olympic diplomacy it was agreed that diplomacy is directly related to peace and peace education in Olympic values. Olympic education is a service in many countries but peace education is not often singularly taught.

What is peace education in relation to Olympic education?

Dr Sock Miang Teo-Koh's definition of peace education accurately reflects our group's view:

*Peace education is "about uniting people, embracing diversities and differences, and at its core it is about loving and caring about each other without prejudice. Fundamentally, the purpose of peace education within Olympic education is to help contribute towards the development of a better, safer, united and peaceful world for today's, and future, generations of children and youth".*

The definition of Olympic education was debated and whether "education" is directly and always interlinked to schools and children or whether the term can be used within a broader approach to encompass wider groups within our communities and constituencies.

Our collective sentiment was that education is the act of providing tools for learning and growth.

Our understanding of peace is a concept of societal friendship and harmony in the absence of hostility and violence. This means a lack of conflict and freedom from fear of violence between individuals and groups.



### **Peace education strategies: Sport, schools and beyond**

The public perception of Olympic values is often traditionally and narrowly focused on elite sport. How can we make a difference in and beyond sport and ensure we have a wider cultural impact but remain within the framework of Olympism and the Olympic values?

#### 1) Engage Key Players or Stakeholders

##### (a) Examples of Existing Government Agencies:

- Minister of Peace (Costa Rica).
- International University of Peace (Costa Rica).
- National Committee for Sport, Arbitration and Peace – resolving conflicts (Chile).
- Vietnam National Commission for UNESCO.

Action: In coordination with NOAs and NOCs to gain support from Government or formalised Government mandate i.e. presentations of strategy to Government to put programmes in schools or funding support for programmes.

##### (b) Examples of Existing and Potential Partner Organisations

- NOCs
- Formal education i.e. schools, universities
- Refugee Organisations
- Red Cross

- Peace Foundation in Schools
- Anti-bullying Campaigns
- World Children's day
- The National Museum Week
- World Mental Health Day
- Women in Sport Leadership (inclusion, gender equality, empowering women).

Action: To partner with partner organisations to gain wider reach and collaborate on funding applications or resources to deliver events or programmes to a wider audience.

Awareness Make them aware of potential collaboration around Olympism.

Interested Provide information so they know what it means.

Desire Acknowledge that partnership can achieve improved outcomes for both parties.

Action Putting it into practice.

2) Utilise a wide range of Methodologies or Tools:

- Print media, social media, marketing campaigns on Peace and Olympic values.
- Face to face – Olympians into schools to discuss Olympic values and sharing personal stories beyond sport i.e. overcoming difficult situations.
- Online Olympic values education resources – cross curricular for teachers and students.
- Develop people with more professional development on Olympic values.
- Events or festivals to invite Ministry and others to present Olympic learnings.

3) Engage in Cross Community Events:

- Annual forum in Guatemala: Sport for Development and Peace. Held in high regards by peace and sport foundation. Topics i.e. Sport as a Catalyst for Peace and Development.
- Vietnam – up to ten million people run day celebrating Olympic Spirit and Leisure Sports.
- International conferences – Olympic Scientific Conference before the first European Games.

## **Barriers to Implementation**

There are a number of obstacles to implementing Peace education programmes:

- Public perception as Olympics viewed as exclusive to elite sport.
- Lack of marketing or mixed messaging.
- Institutions operating in silos.
- Government mandates.
- Low priority due to full curriculum in schools.
- Culture of sport in communities where it is “win at all cost”.

## **Actions to overcome Barriers**

- Marketing campaigns and media to promote wider public perception and make enthusiasts of people outside of sport.
- Partner with other organisations to deliver Olympic values to schools, parents, teachers and community groups.
- Relationship building with government agencies.
- Include all sports not just Olympic sports and engage with International Sports Federations or National Sports Organisations.
- Making people aware of the value of collaboration.

## **Conclusion**

In conclusion we recognise that there are various barriers to delivering peace education to a wider audience outside of sport. It is our recommendation that in order to overcome these obstacles, and broaden the reach, that NOAs and NOCs partner with other organisations and engage a variety of methodologies and tools. There are many proven effective collaborations such as the New Zealand Olympic Committee working with the Red Cross and Refugee Council of New Zealand to deliver a successful Olympic Refugee Day in 2018. The overall outcome of collaboration and partnership to deliver peace education is improved education, health and well-being and a greater social cohesion for a more peaceful and better world.

## ENGLISH-SPEAKING DISCUSSION GROUP 5

### **1. How can sport affect positively the mindset of the youngsters regarding often-preset differences from their societies such as war/conflict, religion, language, social status etc?**

It is important to implement the educational aspects of Olympism to the youngest age possible, when the individuals are still developing their critical thought. A few examples of this: In Latvia the children aged four to six compete in School Olympics, with mock opening ceremonies, medals for all, competitions in various sports etc. Olympic values teaching is mandatory in the school programmes in Qatar and Albania. In Albania and Cyprus, star athletes of Olympic level also visit schools to meet and inspire the kids. In Canada, the NOA offers via its programmes the opportunity to schools and other organisations to download free bilingual Olympic themed material to organise their own Olympic Day. In Cyprus, the NOA together with the Ministry of Education organise children visits to the Olympic House and Olympic Museum to spread the word of Olympism. In Mauritius, the battle against social differences is given amongst other by offering the chance to kids from poorer backgrounds to train in sports, which usually is too expensive, such as fencing, equestrian etc.

A crucial tool in battling these differences, following the group discussion, is to bring kids with these differences together to play. Kids who play with each other have a better chance to respect each other and coexist peacefully.

The discussion also produced the need to train ambassadors of Olympism, whether they are teachers, or other agents such as former athletes. The power of teaching is crucial. Educational tools need to be available to the teachers, to help them battle the various differences. To make this happen, it is necessary to create partnerships with governments, other decision makers and expertise on

various fields, as well as utilising the reach the IOA can offer. Example: NOA Canada has partnered with Egale Canada, expert Diversity and Inclusion in schools to create their #OneTeam resource kit to support teachers in creating a safer and more inclusive environment for LGBTQ+ students.

## **2. How did the Ancient Greeks achieve Olympic Truce (*Ekecheiria*) and why it cannot be achieved today during the Modern Games? What can be done to achieve a state of approaching as much as possible an Olympic Truce?**

During the ancient period, the *Ekecheiria* was achieved mainly due to religious factors. At the Olympics, only Hellenes competed; with the barbarians and slaves not allowed to compete. This resulted in people of the same religion and language competing in the Olympics. Together with the fact that breaking the *Ekecheiria* would constitute Hybris to the gods and that the Games served as a religious festival mainly and then as a sporting event, made the *Ekecheiria* –which secured the free passage to the Games- much easier implemented and effective.

Today, society is completely different. People who compete in the Olympics follow different values, worship various gods, speak many languages, come from different origins and carry various social levels. Along with economic factors being the top reason of tension worldwide, make an *Ekecheiria* nearly impossible to achieve. Even many one-nation countries still have differences in their society today, such as the example in Colombia where the guerilla struggles make a Truce hard to achieve.

Reaching a worldwide *Ekecheiria* may be nearly impossible. Perhaps a more viable measure that can be taken is to create small “Truces” around the world, focused on the various situations which can be witnessed in the different regions. An example is Colombia, when during the National Games this coming November, efforts are being made for an *Ekecheiria* between the government forces and the guerillas. It is a move that will send a clear message that sport can ease tensions and will give the chance to the sides to witness how a conflict-free environment feels.

### **3. Mostly unknown examples of sports diplomacy from around the world and how did they assist the local communities and individuals? How can these stories inspire people of other regions and countries to achieve similar results?**

Everyone knows the ping-pong diplomacy, or the joint Korean presence in the 2018 Winter Olympic Games; at the same time, around the world, many smaller and less known initiatives of sport diplomacy take place, which aim to solve local, regional or even national differences.

Such is the example of Mali, where local communities in a mostly secluded region of the country, argued for a long period on the economic matter of building a bridge over a river, which would benefit the local economy. Finally, an idea was implemented of organising a friendly football match with the participation of women only, from the villages, with all revenue utilised to build the bridge. Word eventually went out to the President of the country, who also contributed an important sum of money helping the goal to be achieved.

In Colombia, the project named “Golombiao” –which is a mix of the words “Gol” (Goal) and “Colombia”– aims to help people from regions with conflicts who normally are unable to travel between regions, to meet and travel, with the purpose of playing football in friendly matches, but in games with special rules. Such as, no referees with the purpose the youngsters to resolve their pitch differences, or that girls need to be on both teams and a girl needs to score the first goal of the match. Also, the rules state that behaviour during the game will play an important role in determining the final winner and not only the goals scored.

In Canada, Francophone and Anglophone communities have differences, which often can create division. The Olympic education programme is engaged in all thirteen provinces and territories with educational activities offered in both English and French. Moreover, via sport, and by sharing the stories of Olympian teammates with different language backgrounds, youth are exposed to the message of togetherness.

These stories are able to inspire people from around the globe. To make this happen, it is necessary to utilise various platforms to share these stories, such as small documentaries or even animations. Instead of creating stereotype stories about Olympism, real life examples are the stories which can inspire people and trigger their attention. We should put stories behind our product, which are the Olympic values.

## ENGLISH-SPEAKING DISCUSSION GROUP 6

Education is a planned teaching and learning the agreed values with predefined educational goals. The specific values of Olympic education are respect, friendship and excellence. The main goal of this education is shaping the attitude and personality in such a way that the Olympic education values are performed within and outside sport.

Peace is considered as solving problems and conflicts in a non-violent way, communication without aggression and violence.

### **1. What is the relationship between peace education and Olympic education?**

There is a strong and direct link between peace education and Olympic education, based on the Olympic values of respect and friendship. Respect and friendship are crucial for peace and conflict solving on an individual, group, national and international level.

### **2. How to enhance peace education in Olympic education (possibly: within school PE and non-PE context, formal and informal education, youth sport and within the young athletes' families)?**

- Involving as many stakeholders as possible (including commercial entities).
- Focus on education within the broader social context and including the family linking formal school and out of school education capacity.
- Establishing a reference platform (at IOC or IOA) to provide toolkits to be used in sharing good practices with specific context.

- Platform equipped with very concrete tools to be widely used.
- Reinforcing and indicating positive behaviour in the game (like white card for fair play behaviour) not only penalise but also reward.
- Create an atmosphere for people to make practical solutions in Olympic related peace education.

### **3. What could be done by the various stakeholders to promote values of peace education within the Olympic Movement.**

The key stakeholders would be

- IOC
- NOC
- IOA
- National and international sport associations
- Journalists associations
- Political officials and policy makers
- Community leaders
- Educational practitioners at all levels

We recognise the IOC, NOC and IOA as leaders in the field of peace education therefore we believe the other stakeholders should strive to achieve similar goals.

- Policy makers: should make additional financial resources available for the purpose of peace education and Olympic education; the task is to get them on board by allocating money and establishing policies to facilitate Olympic education as an umbrella for tolerance respect and antidiscrimination actions.
- Sport associations (international and national): should include peace education and Olympic education in every possible activity that they are associated with; for example, coach excellence courses, referee excellence courses, youth training programmes: value-oriented approach.
- Community leaders: should be exposed to Olympic education and peace education programmes so they can convey these ideas to their communities and to provide patronage to the programme.
- Journalists: there is the lack of communication between journalists and

IOC. More training and instruction on Olympism and Olympic education is needed not only prior to the Olympics but on a more permanent basis.

- IOC and NOCs should implement continuous education programmes for journalists.
- IOC should have the Olympic Broadcasting Services to encourage journalists applying for accreditations to Games to be familiar with the aims and values of the Olympic Movement.

## ENGLISH-SPEAKING DISCUSSION GROUP 7

### **How can the NOA/NOC implement peace education through national sports communities?**

After discussing the topic our group examined multiple ideas, concluding that there were three approaches that peace education can be implemented by the NOA/NOC through national sports communities: through training, increasing awareness and action.

#### *Training:*

- Olympic Values Education Programme (OVEP II). The NOA/NOC can be the intermediary between IOC education programmes, such as OVEP II, and the national sports communities since peace is an integral part of Olympic education and Olympic values.
- Publications to share. The NOA/NOC can create as well as collect specific publications on peace education that can be shared with everyone in the national sports community. These publications can be printed or online.
- Guide for Journalists. The NOA/NOC can develop a Style Guide to provide terminology in reporting sports competition. We often see antagonistic language used by journalists in reporting sports events, such as likening them to wars and conflicts between nations, using words like “destroy”, “massacre” etc. A Guide could provide alternative linguistics for journalists to report the competitions.

#### *Awareness:*

- Cultural/Ethnic Awareness. The NOA/NOC can create special programmes focused on cultural/ethnic communities to spread the ideals of Olympism

and help the national sports communities become more inclusive and integrated thus fostering tolerance and peace.

- Conflict awareness. The NOA/NOC in their peace education programmes can introduce the concept of conflict. One cannot appreciate the importance of peace without knowledge of the opposite (intolerance, wars, discrimination etc).
- Virtual platforms. By using virtual platforms, the NOA/NOC can reach more people; it is more cost-effective and allows for exchange of ideas and knowledge between different NOAs/NOCs.
- Life history awareness. Interaction between young and experienced Olympians promotes greater understanding and brings historical aspect to experience in practical ways, such as the “Memory of Nation” programme by the NOC of the Czech Republic.

*Action:*

- Train Athlete Ambassadors. The NOA/NOC can create a programme that teaches Olympic values, thus promoting peace education, or incorporate peace education into existing programmes for Athlete Ambassadors.
- Host a Peace Forum. The NOA/NOC can organise a Peace Forum similar to anti-doping and good-governance forums for athletes and administrators of national sports communities.
- Involve Sports Youth Camps. The NOA/NOC can incorporate peace education into youth training camps and their training practices.
- Present at a grassroots level. The NOA/NOC can provide training for the trainers in peace education because they work with children at a young age while they are still open to new ideas.
- Create Exchange Programmes. The NOA/NOC can organise athlete and trainer exchange programmes to share experiences and to promote better understanding of other cultures thereby fostering peace.
- Support other national organisations. The NOA/NOC can assist other national organisations on peace education through financial assistance, volunteers, and awareness programmes.

## **How can we present peace education for educators, students, coaches and parents?**

It was immediately apparent that the ideas the group proposed to answer the above question also conformed to the same three approaches: training, increasing awareness and action. Moreover, some of the same programmes could also be used.

### *Training:*

- Peace education in schools. Curricula can be created to require peace education at schools such as the Unification Programme in South Korea: mandatory one hour per year.
- Peace education in higher education. Peace education can be introduced as an integral part of sports diplomacy education and education for journalism students. A module can be created that focuses on the concept of peace in sports competitions for sports journalist education.

### *Awareness:*

- Create and share publications on topics of peace in sports provided for not only educators, but also parents and students.
- Introduce historical aspect of peace and conflict in different disciplines (literature, sociology, language studies etc) not just physical education classes. Using historical examples of peace in action within sports competitions and examples of conflicts prevailing and the negative consequences of it (boycotts, cancellation of Olympics) can help create better understanding of the topic.

### *Action:*

- Provide peace education to non-sports youth camps. Any youth camp can implement peace education in their activities, such as summer camps. In addition, peace education can be provided to refugee camps. Sports activities in refugee camps teach the concepts of peace.
- Organise cultural contests. Concepts of peace can be promoted through artistic, cinematic, musical, theatrical contests in conjunction with schools sports activities or Olympic day.

## ENGLISH-SPEAKING DISCUSSION GROUP 8

### Topic 1 – What is sport diplomacy?

Diplomacy is defined as the art of dealing with people in a sensitive and tactful way; as a means of solving a conflict or a dispute.

Sport diplomacy is a means of using international competitions for overall relations between nations, or on the other hand “soft diplomacy” in this case when it comes to sport, would be the use of sport as a means of solving conflicts or disputes between concerned parties.

Sport diplomacy does not necessarily have to be on an international stage but can also be on a national and regional and/or at an organisational level. Sport diplomacy on a global scale means sport influencing countries, for instance North and South Korea jointly participated in women’s ice-hockey competition during the Winter Olympic Games in PyeongChang in 2018, but it can also include national/regional diplomacy (internally in Korea).

On a national level, conflicts among athletes or among sports administrators are often referred to the ordinary courts instead of the Alternative Dispute Resolution (ADR) in Sport. For instance, sport organisations experience that athletes that are not selected to represent the nation in the Olympics take their case to the ordinary court immediately, instead of using a softer dispute resolution mechanism available. Sport diplomacy can empower sport organisations and their affiliates to avoid conflicts and disputes, through policies, educational material, workshops, programmes etc.

On a regional level, sports diplomacy can be a tool to unite conflicting parties, in terms of religion, race, tribe, gender etc. As an example, football and boxing are being used as a tool in four southern regions of Thailand, as a means of rehabilitating the conflicts and violence in the region.

On the organisational level, sport diplomacy can play a significant role in solving internal conflicts or disputes within the organisation itself. In cases of

selection within organisations sport diplomacy can be a means of bridging and understanding where there is lack of clarity in selection results (soft diplomacy).

In conclusion, sport diplomacy can be used as a tool that helps to build the mechanism of a softer approach, which in turn, facilitates the resolution of conflict, dispute and tension between parties.

## **Topic 2 – How do the current activities in your NOA teach peace education?**

The concept of peace has many interpretations, as external circumstances often dictate what can be considered peace.

In the discussions on the topic of peace the comparisons between Uganda's Refugee Integration System, the exchange programmes of the Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF) and the well-structured NOAs of Thailand and Slovakia, have offered different environments for the definition of peace.

The International Refugee Integration System in Uganda encourages in the settlements of refugees, participation in sport events and tournaments to offer an opportunity for new beginnings, away from the everyday realities of conflict, the opportunity to find peace. In circumstances where there are many different communities and languages, sport speaks a language that everyone can understand.

Many of our NOAs in their promotion of the Olympic values have created the learning environment for peace education. Additionally, a number of the NOAs have celebrated the International Day of Sport for Development and Peace (IDSDP) on 6 April. This celebration highlights the power of sport to drive social change, community development and to foster peace and understanding.

Including the promotion of Olympic values as part of the education system in the school curriculums is a major advantage to ensuring wide spread outreach.

- Other education programmes such as knowledge competitions, in the form of essays, a quiz and art competitions with peace education as a theme can be used to promote these important Olympic values.
- National programmes such as “Touch the Stars”, organises National Champions to visit schools and communities to motivate young people to adopt these important values as lessons for life.



*Presentation of the conclusions derived from the discussion groups.*

- Olympic Day celebrations that include exhibitions and activities which promote the Olympic values through slogans such as the 5 F's: Fresh air, Fun, Fair, Fit, Friend.
- Exchange programmes among nations help with mentoring and capacity building.

Each National Olympic Committee and National Olympic Academy should take every opportunity through all its activities to promote the Olympic values. The delivery of coaching courses, train the trainers programmes, sports administration courses and seminars and workshops within the operations of the NOC/NOA offer the opportunity to promote the Olympic values as a “Way of Life” thus creating an environment of harmony and camaraderie; the environment of peace.

We can then say that “The teaching of Olympic values is the teaching of peace education”.

### **Topic 3 – How to use sport for peace?**

In the current climate where conflict exists between nations, organisations and people, sport can be used as an instrument for peace.

But what is peace? Peace can be summed up as a state (both mental and physical) free from stress or conflict. How can sport transform a nation or an individual? What are the criteria required for the right environment for sport to be used as instrument of peace?

This SPORT acronym can be used as a guideline to promote peace.

- S sincerity and human spirit.
- P people with passion for sport.
- O organisation and structure used to implement these policies.
- R relationships that are needed.
- T timing is important in making the right decisions at the right time preventing the conflict in some cases.

There are a number of tools that can be used for sport for peace.

- The promotion of Olympic education using OVEP through the NOC/NOA.
- Sport as a language in diverse communities.
- Sport for the integration of refugees.
- Sport for the prevention of conflict.

The promotion of Olympic education using OVEP through the NOC/NOA Effectively using the Olympic agencies to promote the Olympic values programme through sport.

*Sport as a language in diverse communities*

In one diverse community in Norway made up of over 190 nations with many different languages the police and schools work with sport clubs in this area to help create an environment where friendships can be built, and people can have fun while at the same time respecting each other's culture.

*Sport for the integration of refugees*

The IOC through its Olympic Refugee Foundation has created a Sport for Protection Tool Kit aimed at integrating refugees with their host communities.

*Sport for the prevention of conflict*

Whether it is creating sports clubs in Tajikistan to help break stereotypes which helps women to be more involved in sport or for the integration of the FIFA sport for peace; sport should be one of the instruments used to help foster an environment that will promote peace. Sport teaches us how to win or lose, how to respect the rules and how to create good relationships.

*In our promotion of peace let sport be the guiding principle.*



# Closing Ceremony

ANCIENT OLYMPIA, 15 MAY 2019



*The lecturers and the NOAs' delegates receive their participation diplomas from the IOA Honorary Dean, Prof. Konstantinos Georgiadis.*



**CLOSING ADDRESS**  
on behalf of the Session's Participants  
by Prof. Clément Anicet GUIYAMA-MASSOGO (CAF)

The Honorary Dean of the IOA has chosen my modest person to deliver this address on behalf of the participants at this 15th Session. I feel honoured and real pleasure at having responded positively to this friendly request. In the IOA tradition, since the participants' message is intended to reflect their feelings at the end of the session, I will therefore try not to deviate from this tradition.

We were participants from all NOAs around the world and therefore from



*Prof. Clément Anicet Guiyama-Massogo, President of the NOA of the Central African Republic made the closing address on behalf of the participants.*

all continents. Among us, there were some who came for the umpteenth time but also others who came for the first time. Through the magic of the Olympic values that we all share, but also the mysteries of the magnificent IOA facilities in Olympia, we immediately felt united and formed a single family. As in previous sessions, if not more so, spontaneous synergy and conviviality was established between us. This synergy then became concentrated around the very interesting and inspiring ideas developed by the eminent speakers from the original subject of the session, but also from the NOAs' concrete experiences around the world reflected in their brief presentations. In short, the subject of peace education, in line with the recommendations of the Olympic Charter and the IOC's 2020 Agenda, has revealed the cardinal mission of NOAs throughout the world calling for action to reduce violence everywhere and bring about a lasting peace in all our countries.

It seemed to us that this context was particularly conducive to such an assumption of responsibility by the NOAs, since initiatives in favour of peace and education for peace are numerous, not only in the Olympic Movement but also within the United Nations system, which has proclaimed April 6 as the International Day of Sport for Development and Peace. This means that we now have examples of good practice in this field, such as those presented in Buenos Aires in 2018 at the 1st IOC Forum on "Olympism in Action". These could help us fulfil our commitment to work tirelessly for peace education within the Olympic Movement, and for an active sports diplomacy aimed at world peace – a concept that we have discovered mainly during this 2019 session.

We would also like to solemnly express our deep gratitude to the IOA, its President Isidoros Kouvelos, its Honorary Dean Professor Kostas Georgiadis and all the IOA staff who achieved such good conditions through their organisation of this session. We will have unforgettable memories of our stay in Olympia.

We also express our sincere gratitude to all the lecturers from various intellectual backgrounds, who have made every effort to live up to the trust that the IOA has placed in them and have given their best in their presentations. We particularly appreciated their willingness to modestly share with us their views, even after the session's conclusion.

A new turning point has been marked for those of us who represented our NOAs at this session, which this time also involved continental associations of NOAs, or associations of NOAs speaking the same language. Through all the ideas and experiences we have exchanged here, it is not extreme to believe that

there are points of convergence, if not common points, which could give rise to a global strategy for world peace in the future. In this regard, we welcomed with particular attention the announcement by the President of the IOA of the upcoming changes in the status and operation of this institution, which will benefit the NOAs.

Indeed, we have waited for decades for some of the recommendations made at successive IOA Sessions to be implemented. We can only hope that the changes announced in the President's opening speech at this session will take into account our recommendations, so that we can be sure that the intellectual efforts we make every year, or every two years, during the group discussions have not been in vain.

I hope that in this address I have accurately reflected the feelings of my colleagues and friends participating in this session, and I thank you for your kind attention.

**CLOSING ADDRESS**  
**on behalf of the Session's Lecturers**  
**by Asst. Prof. Dr Sasa CERAJ (CRO)**

First, let me extend my gratitude by saying that it is such a great honour and a special privilege to present the closing address on behalf of all lecturers and to thank the IOA for giving us another opportunity to come to Olympia and be inspired, or should I say breathe the very essence of our being in these magic surroundings, which is the driving force in our everyday lives and our professional work. The main topic of this year's session "Olympic Diplomacy and Peace" and the special topic: "Peace Education as Part of Olympic Education" was carefully selected and it actually reflects the current situation the world has been facing throughout all these years.

As the complexity of sport increases every day, we can also feel that the challenges of the modern world and its complexity also follow and increase exponentially or even faster. This was also one of the reasons why the IOA chose this topic and invited lecturers to talk about this problem that we all are facing at different levels. Listening to the lecturers and their excellent expertise was a great way to explore the subject more thoroughly, but I would say that we were not here to teach, but to share and learn from all of you, and especially from our unity and solidarity. In this approach we have shown, with concrete examples, that dialogue and getting to know one another creates opportunities, not only for solving problems, but also for creating a better life in coexistence with other human beings on this beautiful planet full of life.

It is the same life that is often threatened by the human beings themselves in sad times when greed, selfishness and darkness overcome and humanity is shaken. Spending such an amount of energy on destruction –of both people and nature– seems to be not only tragic but also infantile. However, there is a way and possibility to do something and to show that there is a much nicer side of life and approaching one another.

Such a situation –even though it might be discouraging and difficult– is also calling for action so that the voice of reality and truth be heard. In that manner, the voice of many will become one voice for one Idea, the idea of Peace and that we are all the same, regardless of our differences, which only show how rich we are. Using the words of the great philosopher Epictetus: “Don’t explain your philosophy. Embody it”.

Moreover, we were provided with the opportunity to hear from the lectures that the values of sport and Olympism represent a good means for unravelling different kinds of problems, being the soft force in making peace or at least creating conditions for truce and most importantly – providing opportunities for people to come together and be able to see for themselves the differences when sitting next to one another and that coexistence is possible if one just tries.

Before I finish, I would like, on behalf of the lecturers, to thank all of you for your contribution and the questions you raised, which created fruitful discussions and a true learning experience for us all. One could really say –and it is obvious– that in Olympia, we do learn a lot from one another, living a unique experience, which we will carry back home and pass on to others, building, in that way, a true network that will have a positive impact on our societies.

Allow me to extend our gratitude to the IOA and its staff that supported us and made our presentations and learning process much easier. Let me also thank our interpreters for all their effort and such a positive role they always play here – that really helps us understand one another. I would also like to warmly thank the technical staff, the Red Cross, as well as everyone involved in the organisation of this session – we really do appreciate it so much.

Finally, I would like to finish this address by quoting the words of Socrates: “It is not living that matters, but living rightly”.

Thank you very much and I wish you all a safe trip back home.

**CLOSING ADDRESS**  
**by the President of the International Olympic Academy**  
**Isidoros KOUVELOU**

Dear NOAs representatives, Dear friends,

I regret that, although my plans were different, serious obligations deprived me from being among you all these days.

One of these obligations had to do with the IOA's request to the HOC, for the extension of the unconditional use of these premises, which in fact, belong to the latter.

I am happy to announce to you that last night, with a unanimous decision by the Hellenic Olympic Committee members, the IOA has prolonged its presence in these premises, until 2028.

This unconditional concession of the premises to the IOA, was in fact, a very important precondition for the IOC in order to put on track, the "IOA's Renovation Project" which will radically change the overall physiognomy of the IOA in the near future.

My colleagues gave me an outline of the lectures and your interesting contributions, making me feel, once more, that this Session is a real treasure within the framework of Olympic education, the promotion of which, constitutes the basic role of the IOA.

I want to extend warm thanks not only to you, the NOAs representatives, but also to the excellent lecturers, most of them coming from within the NOAs family, showing their love and respect for a place which, for over fifty-eight years now, is a centre of Olympic education and Olympic culture, as we used to say.

The IOA's contribution to the Olympic studies and support to the educational activities of the NOAs around the world has been internationally acknowledged. But the real actors in the Olympic values dissemination play, are you my friends, the tireless workers of the NOAs, which in cooperation with their respective NOCs, develop and promote every day the Olympic spirit.

The IOA's strong presence and unquestionable recognition in the interna-

tional Olympic community is the outcome of its significant work with outstanding results in the field of international cooperation with distinguished foreign university institutions and research centers. The objective of the Academy's international activity, as you very well know, is to promote its educational and research work, coordinate and encourage the NOAs to upgrade their activities, attract prominent scientists, develop and improve the quality of the services it provides in the field of teaching, research and education, and above all, maintain this global network of the 149 National Olympic Academies.

The emphasis on the educational and cultural dimension of the modern Olympic Movement given by Coubertin and his successors is not a fortuitous historic event, but a most powerful social phenomenon that was born in Ancient Olympia.

And the realisation of that vision, around the globe, undoubtedly falls in the role that the NOAs are called to play on behalf of the Olympic family.

Dear friends,

You have just concluded a series of lectures and workshops under the title: "Peace Education as part of the Olympic Education".

Throughout these lectures and your contributions, you had the chance to develop your thoughts, to exchange ideas, to analyse your experiences, to inspire one another and to understand that one of the most important things in our life is to share our beliefs with others, especially on a subject as the international peace. Moreover, when these beliefs become part of a wider questioning within our society and an integral part of our way of life.

The contribution to that end by the selected lectures gave food for thought. The professors Dr Christina Koulouri and Dr Thierry Zintz, with their comprehensive analysis, gave a theoretical approach to the necessity of educating peace in the context of Olympic education.

The practical approach to the subject through the NOAs activities, was presented in detail by Dr Sasa Ceraj from the Croatian Olympic Academy, Dr Sock Miang Teo-Koh from the Singapore Olympic Academy and Dr Richard Arnaud from the French Olympic Academy.

The Director of the International Olympic Truce Centre Dr Constantinos Filis presented the proposals on the subject that have been introduced by the International Truce Foundation to that direction.

And finally, Nils Holmgaard presented the IOC's Olympic Solidarity's approach to the problem with a number of examples among which the IOC's introduction of the over-promising project for the refugees.



*Dr Dionyssis Gangas, Advisor to the IOA President, read the closing address of the latter, in his absence.*

Dear friends,

I truly hope that your days in our premises passed peacefully and relaxed. You depart with rich thoughts, more experiences and a number of new good friends.

I know that, when I meet with most of you in next year's Session, you will be in the position to present your initiatives toward the inclusion of peace education in the general Olympic education curricula.

I will close this "good bye" address by bringing to your memory a wonderful and touching saying by Confucius:

"Education breeds confidence, Confidence breeds Hope, and Hope breeds Peace".

I would like to thank all of you once more for your presence in this Session, my collaborators Professor Georgiadis and Professor Gangas, the administration team for their efficiency and devotion, the Red Cross volunteers and last but not least, the remarkable interpreters with their huge knowledge on delicate sports issues.

I wish you all a safe journey back to your countries and may you remember that the most important thing in life are the moments and the people who mark us with memories, when we move away from them. This is why you should keep your memories alive and may the Academy be part of these memories in your hearts.

# List of Participants

A grayscale photograph of a long row of flagpoles with flags flying, set against a background of dense trees and a clear sky. The text "List of Participants" is overlaid in the center.



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