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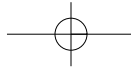
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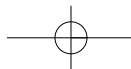
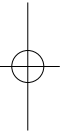
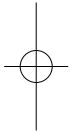
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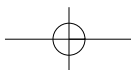


**Opening Ceremony
of the 1st International Session
for Olympic Medallists
ANCIENT OLYMPIA, 26th July 2007**





Commemorative photo of the Session.



ADDRESS AND OPENING
of the Works of the Session
by the President of the International Olympic Academy,
Minos X. KYRIAKOU*

Distinguished friends,

It is an honor and pleasure to welcome to the sacred site of Ancient Olympia and the facilities of the International Olympic Academy the participants of this International Session.

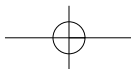
Olympic medallists are the elite of world sport. They are people who enjoy international visibility, citizens of the whole world and models for young people, a source of joy for sport and iconic figures for the Olympic Movement. I feel particularly moved to be here with you now, as we are all gathered here, close to the birthplace of the Olympic Games and yet so far away from the institutions of the ancient Greek society that organized them. Their impact, however, is everlasting, bringing with it a strong demand for fair contest.

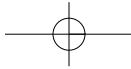
The athlete, the Olympic victor, was always a jewel for a city, a society, the world community today.

But I do not want to tire you with many words. I hope that you will find the time, after the work of the Session, to visit the archaeological site and the museum. You will have the opportunity there to admire beautiful statues of athletes and the architecture of the first Olympic sports facilities in the world.

Finally, I wish that this meeting can become a link in the chain of humanism

* The IOA President Minos X. Kyriakou could not attend the Opening Ceremony of the Session, therefore the IOA Honorary Dear, Prof. Konstantinos Georgiadis read his address to the audience.

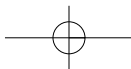
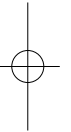
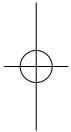


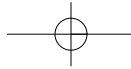


1st INTERNATIONAL SESSION FOR OLYMPIC MEDALLISTS

in the hard professional domain of sport and the competitive society of which we are all members. For all of you who remain romantics, the ancient stadium of Olympia, under the light of a July half-moon, is always a thrilling experience for a journey through time.

Let me welcome you once again, thank you for honoring the International Olympic Academy by accepting this invitation to attend the Session and wish you a pleasant stay.

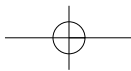
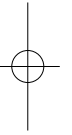
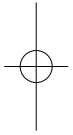
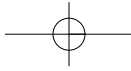




**Works
of the 1st International Session
for Olympic Medallists**

Lectures

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



THE OLYMPIC EDUCATION PROGRAMME
OF ATHOC 2004 AND THE HELLENIC MINISTRY OF EDUCATION*



Assoc. Prof. Konstantinos GEORGIADIS (GRE)
University of Peloponnese
Honorary Dean of the International Olympic Academy

Introduction

The purpose of this paper is to present the Olympic Education programme that was implemented in Greece during 2000-2004 with the opportunity of the Olympic and Paralympic Games of Athens 2004.

The planning and implementation of the Olympic Education programme was the outcome of a cooperation project involving the Organizing Committee of the Olympic Games "ATHENS 2004" and the Greek Ministry of Education. In addition, other organizations such as the IOA with its 45-year experience of Olympic education issues, the Pedagogical Institute of Greece, which is responsible for all school publications, the Olympic and Sports Education Foundation, a private body that is active in the field of Olympic education in Greece and the Department of Science, Physical Education and Sport of the University of Thessaly gave their assistance for the completion of the programme. The National Olympic Education Council chaired by the Deputy Minister for Education each time was responsible for the overall supervision of the Olympic Education Programme.

* This lecture has also been presented during the 46th International Session for Young Participants (19/6-3/7/2006) and has been published in its Proceedings.

Olympic Education programmes have been implemented before by other Organizing Committees and National Olympic Academies. The most recent are those of Sydney, Atlanta and Nagano.

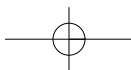
The Sydney 2000 National Olympic Education Programme targeted approximately 10,000 school communities in Australia and more specifically children from kindergarten up to the age of 12 (Susan Crawford, 2001, Helen Brownlee 2001). The school children in New South Wales were those more directly involved in the different individual projects. At national level, the number of students participating in Olympic Education programmes was 431,403 (not including the programmes of the Organizing Committees of the Olympic and Paralympic Games).

The Organizing Committee of the Atlanta Games published three volumes on Olympic Education. The third volume in particular, "Olympic Day in the schools. The Olympic Spirit: A Worldwide Connection", was of very high quality. Through the "Youth and Education Programme" in the state of Georgia schoolchildren from kindergarten to the 5th grade were able to improve their knowledge about the international community by approaching the idea of the Olympic Games already since 1995.

The Nagano Organizing Committee introduced an original idea for teaching Olympic Education with the help of the "One school-One country Programme". Seventy-six primary and secondary education schools adopted from one and up to three countries and the children would then study their history and culture and learn about the way of life of the people, children at school, the Olympic and Paralympic team and other information about each country.

Several National Olympic Academies have developed Olympic Education programmes in the past. The German National Olympic Academy was one of the first to publish a handy manual. Its contents are readjusted every two years to take into account the Summer and Winter Games and it is then distributed to all schools in the country (Mach mit bei der Schülerolympiade!).

In Greece, the first timid attempts to train teachers in Olympic education and Olympism were made by the IOA in the 70s. A few hundred educationists from all over Greece attended seminars to learn about Olympism. The isolated responses from the schools, mainly on the teachers' initiative, were not enough to



THE OLYMPIC EDUCATION PROGRAMME OF ATHOC 2004 AND THE HELLENIC MINISTRY OF EDUCATION

support the IOA's pioneer work to introduce Olympic Education in the school curriculum in Greece.

In 1989 the IOA, in cooperation with the Secondary Education Directorate of the district of Elis and the regional authorities, launched an Olympic Education programme in its facilities aimed at selected students. Each year, 100 pupils, 14-16 years old, are still attending even today the 7-10-day seminars. This particular Olympic Education programme has often been associated with the environmental education programme.

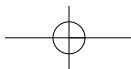
Athens bid first for the Centennial Games of 1996 and later for those of 2004 has rekindled the interest for introducing Olympic Education in the programme of Greek schools. In 1995, the Olympic Education manual "Keep the Spirit Alive" was published in English to serve as an education manual for National Olympic Academies.

Following the awarding of the 2004 Olympic Games to Athens, in September 1997, the IOA had its first contacts with the Ministry of Education and Religious Affairs for the introduction of Olympic Education in the schools. Some time later, the "ATHENS 2004" Organizing Committee, through its Olympic Education Directorate, took over coordination among the different bodies involved for the implementation of the programme in Greece.

Olympism as an educational idea

The Olympic Charter (2004) represents today the fundamental text for an educational approach to Olympism. In the first paragraph of the fundamental principles of Olympism we read that: "Olympism is a philosophy of life". This statement emphasizes, in the most eloquent way, the fact that Olympism is a life experience. Olympism is the practice of theory, not the theory of practice. The contest in the context of Olympism is the educational "path" to form man's virtues thus leading to the ideal of "kalos kagathos".

In his texts, Coubertin often emphasizes Olympism's holistic educational approach. For him as for the ancient Greeks, the body and the mind are one and



this is why he recommends an educational system that takes this principle into consideration.

The fundamental principles also contain a reference to the social principles of Olympism. These principles underpin the educational “path” that leads from the contest to the feat and turns the athlete into a hero. The labors of Heracles, founder of the Olympic Games and patron of the athletes clearly symbolize man’s heroic progress for the benefit of society.

The individual who has cultivated his qualities through participation and contest and has gone beyond the limits in any area of life will become a small or a great hero. These heroes are role models; they give the good example and their feats (objectivizing behavior as a result of a psychosomatic process for the benefit of society) are the constants that guide humanity on its evolutionary course.

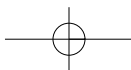
Today, under certain conditions, which are artificially created for that purpose, Olympism tries to achieve, in the most universal and profound way, something that appears impossible, fraternal coexistence among people.

Cultivating a multicultural conscience combined with the truce as a source of spiritual and moral inspiration and not as a political act is Olympism’s pedagogical “path” that leads to universality and forms a global family.

Olympic Pedagogy

The main goal of Olympic Education is to show how the principles of sport and Olympism can be applied in practice during teaching. This is one of the most essential issues for those responsible for the development of educational material and its use in the field.

According to Girginov V. and Parry J. (2005), Olympism is an anthropological philosophy, an idealistic approach to and perception of the human being. The power of the human mind’s creative imagination is the source that gives birth to his ideals and his social and intellectual elevation. The anthropological philosophy of Olympism describes the ideas, the constants that ideologically will guide man in his search for perfection. So we have the ideas and what we now



THE OLYMPIC EDUCATION PROGRAMME OF ATHOC 2004 AND THE HELLENIC MINISTRY OF EDUCATION

need is a theory of Olympic Pedagogy. However, in order to arrive at an educational proposition for Olympic Education, these ideas will have to be organized and condensed within the context of an educational ideology, so as to conform to the curriculum, improve the physical education programme with new elements and be ideas that the children can understand.

Since the beginning of the last decade, after a period of educational experimentation and enquiry, the fundamental principles of Olympic Pedagogy are now being systematically presented. Apart from a few minor deviations, the views of the main proponents of Olympic Pedagogy coincide (Grupe 1997, Müller N., 1998, Naul R., 2004, Girginov V., Parry J., 2005).

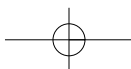
The basic ideas of Olympic Pedagogy that guide the Olympic Education programme in Greece can be summarized in the following proposals:

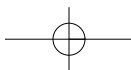
- Balanced and harmonious development of the intellectual and mental and physical virtues of man. Integrated training of the individual.
- The idea of moving from Agon to Athlos: overcoming man's irrational and antisocial tendencies.
- The idea of truce as a life attitude.
- The idea of multiculturalism: a civilization of cultures.
- The idea of voluntary disinterested participation.
- The idea of the festival of the youth of humanity.
- The idea of shaping a democratic conscience.

This is an Olympic Education project that includes: a) the Olympic principles of the Olympic Charter, b) the historic and educational foundations of the Olympic Ideal and c) modern lifestyles and contemporary social context (cf. Naul 2004).

The objectives of the Olympic Education Programme in Greece

Its main goal being to create a school open to society, the Olympic Education programme that was implemented in Greece wanted to reach and include all





KONSTANTINOS GEORGIADIS

those involved in the education process, students and teachers, Parents and Guardians Associations. Furthermore, it also wanted to raise consciousness and mobilize schoolchildren and young people in Greece and those of Greek origin living abroad, to the importance of developing behavior patterns, promoting co-operation, self-sufficiency, critical thinking and empowerment.

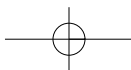
Structured around the main slogan “*Be aware, participate, learn, create*”, the programme aims at:

- Providing information to pupils and young people on the Athens 2004 Olympic and Paralympic Games.
- Promoting understanding of the ideals of Olympism and its educational value.
- Enhancing the quality and efficiency of physical education.
- Infusing and developing in the young a special philosophy of life and a positive attitude, which blends education with sport and culture.
- Strengthening voluntary contribution.
- Making students and teachers aware of the issues of multiculturalism, equality and truce.

The educational material

The Olympic Education Department of the ATHOC 2004 and the Hellenic Ministry of Education had already in 1999 set up a working group of experts in Olympic education issues from institutions like the IOA, the Pedagogical Institute, the Olympic and Sports Education Foundation and the Ministry of Education, to develop the educational material. They also worked with a number of non-governmental and private organizations for the preparation of Olympic education programmes.

The outcome of this cooperation was unquestionably outstanding. The educational material that was distributed to all the schools in the country included:



□ Books

- **Olympic Games 2004 Activity Book (for 6-9 year olds)**

A work notebook, which helps the children, mostly through activities in the form of games, to approach the thematic units selected for this age group. Through the notebook's activities, the child discovers the athletes of ancient Greece, learns about the Olympic symbols, gets acquainted with modern sports, becomes an Olympic victor, obtains information about the Olympic Games of 2004. These activities provide recreation, whilst turning learning into an active process. It was translated into English, French and German.

- **Olympic Games 2004 Activity Book (for 10-12 year olds)**

This is also a work notebook. Its layout, the large variety of topics and information it contains and the activities in the form of games respond to and satisfy a modern need: to make schoolchildren aware of Olympic issues in a pleasant and amusing way. As the children work with it, they are given the opportunity of taking initiatives that will further stimulate their interest and creativity. It has been translated into English, French and German.

- **“Olympic races” (Game)**

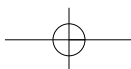
A board game, which comes with the Olympic Games 2004 Activity Book and has been translated in English.

- **Olympic outlook (for students 13-16 years old)**

The photo album “Olympic Outlook” puts the emphasis on the content, the ideas and the values of Olympism. Through these teaching subjects, the students can discover for themselves the concepts and values of Olympism and become acquainted with the Olympic Movement in relation to the other parameters of present-day reality (historic, economic and cultural). It has been translated into English, French and German.

- **Olympic Sports**

The book “Olympic Sports” contains information on the sports of the



Olympic Games, in the form of a small encyclopedia. Teachers and students can thus learn about the sports, their history, rules and venue.

– **Olympic Sports (Videotape)**

This videotape, which comes with the book on “**Olympic Sports**”, contains 3-minute presentations of each Olympic sport. At the beginning of the presentation, the expected educational objectives are listed. Each 3-minute presentation includes the name of the sport, 20-second highlights from the 2000 Olympic Games, a description of the sport and, finally, cards with the main points of the rules for its staging. The composer Vangelis Papathanasiou was responsible for the videotape’s music score and editing. It has been translated in English.

• **Olympic Education, From Theory to Practice (for teachers)**

This book presents the theoretical framework of the Olympic Education programme and its thematic units, which cover 120 hours of fully developed activities with emphasis on artistic and physical work.

• **Olympic Games, References – Receptions (for teachers)**

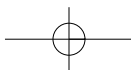
The contents of this book cover a series of subjects directly related to the history of the ancient Olympic Games, their revival, the modern Olympic Games, the problems, their social dimension and the Olympic Games of Athens 2004.

• **Proposals – Perspectives for Teachers of a) primary, b) lower and higher secondary education**

These two publications provide teaching support for all the books of the Olympic Education programme, analyzing their philosophy and goals. They also include useful proposals for implementing Olympic Education activities.

• **Despina and the Dove**

A tale for young and old by Eugene Trivizas, which presents the principles of Olympism in narrative and easily understandable form. It has been translated into English, French and German.



- **ATHENS 2004 Olympic Games. Activities for pre-school children**

This manual proposes a number of activities for children of pre-school age, divided in five teaching courses, with the view to stimulating the children's imagination about the Olympic Games. This is the first time worldwide that an educational resource has been published in this form.

- **All the Earth's children together at the Olympic festival**

A story and game written by Olga Ioannidou for children of pre-school age, starring Phoivos and Athena, the two mascots of the Olympic Games. This is the first time that an educational resource has been published in this form on the history of the Olympic Games.

- **The Paralympic Games from 1960 to 2004**

An outstanding educational publication on the Paralympic Games that was prepared in collaboration with the Paralympic Committee and contains:

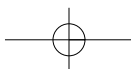
- Texts by specialized scientists and members of the International Paralympic Committee on the Paralympic Games (sports, categories, right to participate, etc.)
- Developed physical, artistic and theoretical activities that can be performed inside and outside school.
- Information pages (the Paralympic oath, emblem, hymn, etc.)
- Presentations by disabled Greek athletes.
- A proposed bibliography for further research on the issue of sport for the disabled.

- **The sports of the Paralympic Games (Videotape)**

This videotape comes with the book "Paralympic Games from 1960 to 2004" and has also been translated into English.

- **"Paralympic Games from 1960 to 2004" (Game)**

An educational board game, which comes with the book of the same title. Translated into English.



- **Activities for schoolchildren with educational needs**

A manual with activities that attempt to provide stimuli for a multifaceted and creative educational intervention including:

- activities for pupils with mental retardation,
- activities for pupils with motor disabilities,
- activities for pupils with development disorders,
- activities for pupils with vision impairment,
- activities for pupils with impaired hearing.

- **Special publications**

In the context of the information and awareness campaign aimed at the public and in particular at the visually and hearing impaired, as well as people who cannot read, special publications and productions were designed *for the first time in the history of the Olympic and Paralympic Games* with information material on the Olympic and Paralympic Games.

- **Learn, be aware, participate**

This is information material in Braille aimed at providing equal information to the visually impaired. This material was designed and produced in cooperation with the Blind People's Association of Greece and comes with a sound CD for those who cannot read Braille.

- **Olympic and Paralympic Games ATHENS 2004**
Sports and Athletes (in sign language)

Two videotapes on the Olympic and Paralympic Games in sign language, which include 3-minute presentations of the Olympic and Paralympic sports. Each 3-minute presentation includes the name of the sport, 20-second highlights of the Olympic and Paralympic Games of 2000, a description of the sport and cards with the main points of the rules for its staging.

□ Educational material published in cooperation with non-governmental organizations and independent bodies

• Young volunteer

The Ministry of education, in collaboration with the Greek Girl Scouts Association has designed an educational programme for primary school children entitled: “Young volunteer”. With the help of enriching activities, children acquire live experiences that encourage volunteering and are gradually recognized as young volunteers in their school, neighborhood, city, in Greece, Europe and all over the world, with children with disabilities.

• “The European Convention on Human Rights”

This book is the outcome of the cooperation between the Ministry of Education and the non-governmental organization *Open Horizons – Council of Europe*. This is another outstanding publication that presents, in simplified form for educational purposes the European Convention on Human Rights, by means of information and activity sheets.

• “Children of the World. Citizens of the World”

Educational material published in collaboration with Action Aid, which includes an activity guide, a booklet with fairy tales and 15 photograph-cards that can be used as part of the course.

The above educational material of the three non-governmental organizations has been distributed to all primary and secondary schools in Greece, the organized schools of Greeks Abroad and Cyprus schools.

• Cooperation with the International Centre for Olympic Truce

Publication of educational material on the subject of the *Olympic Truce*, in order to make the teachers community more aware of the issues of peace and cooperation among people, as well as the revival and introduction of a *Truce* during the Olympic Games. Three hundred thousand copies of the 45-page material aimed at lower secondary school students and six thousand copies of

the corresponding 25-page publication have been distributed to the pupils and school libraries.

- **Albert Mayer Album (Olympic Games of 1896)**

Published by the Ministry of Culture in cooperation with the Benaki Museum, this publication contains a series of slides with texts and photographs from the *Albert Mayer Album* and a game with cards. Its purpose is to familiarize children with the sociopolitical and historical conditions, which led to the revival of the Olympic Games.

- **Earth, Man and challenges for a sustainable future.**

- We are the environment**

Two publications produced in cooperation between the “ATHENS 2004” Organizing Committee and the N. Goulandris Museum of Natural History. Their objective is to make schoolchildren aware of issues like ecological balance, quality of life and sustainable development through the activities of “ATHENS 2004” for the protection and enhancing of the environment. The 5,000 copies provided the necessary educational support for the students’ visit to the exhibition area of the GAIA Center for Environmental Research and Education. This is the *first time* that educational material about the environment has been published on the occasion of the celebration of the Olympic Games.

- **YOUTH 2004 (Website)**

The educational Website of the “ATHENS 2004” Education Directorate was designed with the view to a) supporting the Olympic Education programme and b) providing information to the people who visit it. It contained a wealth of information (historic data, sports, educational material, useful details about the organization of the Athens Games and interactive applications). The average visit rate per month per year was:

Year 2002: 14.432 visits

Year 2003: 35.735 visits

Year 2004: 81.108 visits.

Implementation of the programme

• Organization

The programme was implemented as a pilot project in 30 schools in the 6th primary grade during school years 1998-1999 and 1999-2000. During school year 1999-2000, the first 134 physical education teachers were trained and the Olympic Education programme was then extended to the last three grades of primary schools throughout Greece. For the first time, the Pedagogical Institute in cooperation with the Olympic and Sport Education Foundation distributed educational material to educationists. During school year 2000-2001, the Ministry of Education recruited 1,000 physical education teachers and the programme was implemented in 3,000 primary and secondary schools in the whole country with the participation of 450,000 pupils.

From 2001 to this day, the Olympic Education programme is being implemented in 7,500 primary and secondary schools all over Greece with the participation of 1,000,000 pupils.

The recruitment and appointment of 2,000 physical education teachers in the schools as Olympic Education teachers during that period was a world first for public education. 64 Regional Officers were appointed in all the regions of Greece for the programme's follow-up and coordination.

Training seminars were conducted in 2001-2004 for the 2,000 physical education and the 60 special needs education teachers. The purpose of these seminars was to introduce physical education teachers to the Olympic philosophy and the method for teaching Olympic Education.

At the beginning of school year 2002-2003, the programme was extended to private education with the participation of 150,000 pupils. The private school teachers who took part in the programme were trained in the course of two seminars held in November and December 2002.

In April 2002, the "ATHENS 2004" Education Department began a "journey" to the Greek communities and the 2,000 Greek schools abroad in order to inform them about the Olympic and Paralympic Games and present the educational material. The Ministry of Education trained for that purpose education coordina-

tors and the teachers of the schools abroad who implemented the programme. Seminars were held in Munich, Toronto, Sydney, London and Athens.

The training of all physical education teachers was based on the project method. The planning and implementation of the project was done by the pupils themselves. This is a flexible learning process, centering on the students, which requires the active participation of both pupils and teachers.

• **Events – Actions**

The Ministry of Education and “ATHENS 2004” already since 2001 had designed and launched an operational action plan focusing on the following main themes:

- **Sport**
- **Culture**
- **Multiculturalism – Eliminating social exclusion**
- **Olympic Truce**
- **Volunteering**

The actions relating to “Sport” aimed at turning schools into sport education cells and promoting the educational, social and recreational importance of sport.

The actions focusing on “Culture” attempted to enhance the cultural features and heritage of the country in association with the return of the Olympic Games to their birthplace. Music, painting, literature, comics and sculpture were the core activities.

The actions focusing on “Multiculturalism – Eliminating Social Exclusion and Racial Discrimination” included educational activities aimed at bringing different cultures closer and promoting social solidarity towards marginalized individuals or social and ethnic groups.

The programme’s section on “Olympic Truce” was intended to provide information, increase awareness and mobilize the teachers’ community in favor of the idea of instituting the Truce during the Olympic Games. Furthermore, it sought to develop a “Culture of Peace” through Sport and the Olympic Ideal.

The actions related to “Volunteering” aimed at making teachers and students

aware of voluntary contribution, community service and environmental protection, as well as improving the children's social, communication and professional skills. One of the programme's priorities was to promote the role of the "active citizen".

- **Encouraging initiatives in the context of the Olympic Education Programme**

In 2002, the Ministry of Education sent four different circulars to the schools for each of the programme's main themes. The schools either alone or in cooperation with other schools chose one of the themes and submitted their proposal to the Ministry of Education, which then financed the best action-initiatives at national level with a total amount of € 4.140,000.

1381 proposals were presented by all the districts of the country, involving a total of 3258 public and private schools, i.e. 40% of the schools where the programme was implemented. These proposals were supported by contributions in cash or in kind by local associations.

275 action proposals were selected in which 939 schools participated. The process of participating in the programme helped teachers to become acquainted with modern teaching methods and techniques for time and budget scheduling.

- **Implementation of Actions in the context of the Olympic Education Programme (2003)**

The programme focused on the production of a theatrical-dancing performance, the promotion of archaeological routes associated with ancient athletic sites, as well as interventions aimed at regions or population groups suffering from social exclusion.

632 proposals were submitted individually or in cooperation by 1153 schools from all the country's districts and all the levels of public and private education. 513 actions (968 schools) were selected for funding with a total budget of € 3,438,000.

The Olympic Education Park, was created in one of the most central squares of Athens, the *Pedion tou Areos*, from the 13th to the 17th of May 2003; actions

from the Olympic Education programme were presented with the participation of 590 schools, 274 primary schools, 316 secondary schools and 60 special needs education schools. It included:

- An exhibition of school material (publications, electronic, models, etc.) in 80 stands (20 stands for each theme).
- An exhibition of pupils' paintings, with the presentation of works that had obtained awards at pan-Hellenic art contests and related to the four themes of Olympic Education.
- A programme of artistic events, theatrical performances, choruses, in especially designed indoor or outdoor areas.
- School cinema with the projection of 330 short films from the "Let's go to the movies" programme on subjects related to the four themes of Olympic Education.
- Sports events in the facilities of the Hellenic Gymnastics Association where Olympic and Paralympic sports were presented.

11th Biennale of Young Artists from Europe and the Mediterranean

The Ministry of National Education, in the context of the Olympic Education programme organized in the "Environmental Awareness Park" the 11th Biennale of Young Artists from Europe and the Mediterranean on 6 - 11 June 2003.

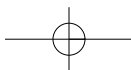
The Biennale as a cultural event that promotes cooperation and fair competition among countries of Europe and the Mediterranean, is indivisibly linked to the spirit of the Olympic Games. Its objective is to showcase the work of young artists and support their artistic production.

"Adopt a sport"

This educational project is part of the Olympic Education programme and is based on the educational material for the Paralympic Games. The project targets schoolchildren of the 4th, 5th and 6th primary grades, all the grades of lower secondary school and the 1st grade of higher secondary school.

The project's goals were to encourage children to:

- Familiarize and inform themselves and become aware of issues related to the preparation and celebration of the Paralympic Games.



THE OLYMPIC EDUCATION PROGRAMME OF ATHOC 2004 AND THE HELLENIC MINISTRY OF EDUCATION

- To focus on similarities and not differences between people.
- Get to know Greek disabled athletes and accept these people as equal and active members of society.
- “Adopt” two Paralympic sports so as to be able to learn about and watch the Paralympic Games as spectators.

- **School events**

At the end of the school year, many schools organized mini-Olympics in major sports venues all over the country (Kaisariani Stadium 30 schools, Haidari Stadium all schools of Western Athens, Alexandroupolis Stadium the lower and higher secondary schools of Alexandroupolis, Joint Event of the Pallini Lower and Higher Secondary Schools and the Associations of the Disabled).

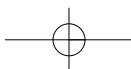
Activities after 2004 keep on being carried out through the Programme of the General Secretariat for the Olympic Utilization, on the subject: *Open Stadiums. Places of celebration, a way of life!*

Evaluation

The Olympic Education Programme is evaluated at the end of each school year by the educationists who implemented it and the schoolchildren who followed it. The scientific analysis of the evaluation results was done by the Department of Science, Physical Education and Sport of the University of Thessaly. The conclusions of this analysis were taken into consideration for the review of parts of the programme.

Internal evaluation was performed by means of questionnaires, which were completed by the Olympic Education teachers and the pupils at the end of each school year.

External evaluation was conducted by the regional officers in charge of the programme by means of reports and questionnaires, which were completed by the scientific team of the Department of Science, Physical Education and Sport of the University of Thessaly following visits to the schools.



Financial data

An annual amount of approximately € 22,500,000 was spent from the state budget for the salaries of the Olympic Education teachers. An additional € 23,477,000 were allocated from the Culture Ministry's Public Investments Programme to the Ministry of Education for the Olympic Education programme. Most of the money was spent on school funding, educational material, training, the Olympic Education Park and the 11th Biennale of Young Artists from Europe and the Mediterranean. The above amounts do not include the Olympic Education budget of the "ATHENS 2004" Organizing Committee.

Conclusions

The Olympic Education Programme in Greece has:

- promoted the significance of Physical Education in schools.
- extended the boundaries of school education. The educational innovations (inter-thematic, experience-based approach) have contributed to the cooperation among teachers in the schools.
- provided an opportunity to all young people in Greece to become acquainted with and talk about the educational values of Sport and Olympism and experience them through specific procedures.
- prepared society to welcome the Olympic Games.
- promoted the training of teachers and opened up new vistas for schools with subjects that arouse the children's interest.
- made education richer by blending it with sport and culture.
- encouraged and motivated the development of teaching manuals containing innovative ideas for both teachers and pupils.
- encouraged cooperation with disabled people and the organization of joint events with their associations.
- encouraged the use of new practices and technologies in education.

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SOME THOUGHTS ON THE SOCIAL STATUS AND GEOGRAPHICAL BACKGROUND OF THE ATHLETES AT ANCIENT OLYMPIA



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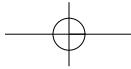
Two Introductory Remarks

1. The Olympic agones (contests) were the most prestigious athletic event of the Panhellenic festivals, the other three being the Pythian, Isthmian, and the Nemean Games; in later Roman times also other contests which were held in Rome, Argos, Actia, and Naples, belonged to the *periodos* (circuit) of the sacred crown games.¹ The winners in Olympia (*Olympionikai*) and in the other three Panhellenic Games usually received a wreath, made of branches of the olive tree (in Delphi laurel, in Isthmia pine or celery, in Nemea celery). Therefore these games were called *agones hieroi* (sacred) or *agones stephanitai* (*stephanos*: crown, wreath) in contrast to other competitive festivals, where the Greek city-states and individuals offered valuable prizes and money for the winners in the money games (= *agones thematikoï, argyritai, chrematitai, [hemi-]talantiaioi*: contests in which the prize was money, e.g. worth one talent).² There were about 400 or 500 local periodical sports festivals all over the Greek-speaking world when agonistics and gymnastics were at their zenith when agonistics and gymnastics were at their zenith in the culture of Greece.³

1. Decker 1995, 39-59.

2. Pleket 2001, 170, 190. Golden 1998, 33.

3. Pleket 2001, 189-90 and 211; Decker 1995, 59-65.



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The *períodos* of the Panhellenic Games:

| | | | | |
|--------|---------|---------|-------------|---------|
| 480 BC | summer: | Olympia | springtime: | Isthmia |
| 479 BC | summer: | Nemea | | |
| 478 BC | summer: | Delphoi | springtime: | Isthmia |
| 477 BC | summer: | Nemea | | |
| 476 BC | summer: | Olympia | springtime: | Isthmia |

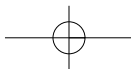
2. In modern scholarship different proposals are suggested concerning the programme of the Olympic Games. It is necessary to consider the development and changes of these sport-events that were going on during so many centuries. The Greeks distinguished between three kinds of contests: (1) *agones gymnikoi* (athletic competition/track and field, and heavy events).

(2) *agones hippikoi* (equestrian events), (3) *agones mousikoi* (musical and poetic contests).⁴ Analyzing the available historiographical and other literary sources as well as the scattered inscriptions and *papyri* H.M. Lee reconstructed the Olympic programme and schedule for the festivals since the beginning of the 4th century BC.⁵

| | |
|---------|---|
| Day one | Oath of Zeus Horkios (oath-god Zeus); <i>agones</i> of the <i>kerykes</i> (heralds) and <i>salpigktai</i> (trumpeters) |
| Day two | morning: <i>agones hippikoi</i> afternoon: <i>pentathlon</i> (five events: stadion-race, discus, jump, javelin, wrestling) |

4. In Olympia the competitive programme included only the categories of the *gymnikoi* and *hippikoi*, the contests of the heralds and trumpeters (introduced in 396 BC) did not belong in a strict sense to the *agones mousikoi*. Crowther 2004, 183-202, especially 184 and 202, calls them “a prelude to the athletic and equestrian contests”, and the author is convinced, that “in general [...] they were considered to be lower in value” than the other categories.

5. Lee 2001, 30-75; Sinn 2004, 101-72.

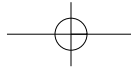


SOME THOUGHTS ON THE SOCIAL STATUS AND GEOGRAPHICAL BACKGROUND OF THE ATHLETES

| | |
|-----------|--|
| Day three | <p>morning: procession of the <i>Hellandikai</i> (judges of the Greeks) to the Great altar of Zeus: sacrifice of a <i>hekatombe</i> (great sacrifice to Zeus: 100 oxen)</p> <p>afternoon: <i>paides</i> (boys): <i>stadion</i> (footrace 192,28m), <i>pale</i> (wrestling), <i>pygme</i> (boxing), <i>pankration</i> (combining boxing, wrestling, kicking, struggling)</p> <p>evening: funeral rites for Pelops; sacrifice of a black ram; public banquet in the Prytaneion</p> |
| Day four | <p>morning: <i>agones gymnikoi</i>: <i>stadion</i>, <i>diaulos</i> (footrace: two lengths of the stadium), <i>dolichos</i> (long-distance footrace: probably between 7 and 24 lengths of the stadium)</p> <p>afternoon: <i>pale</i>, <i>pygme</i>, <i>pankration</i>; <i>hoplites</i> (footrace in armour: probably two lengths of the stadium)</p> |
| Day five | <p>procession of the victors to the Temple of Zeus. Victors are crowned with wreath of wild olive by the <i>Hellandikai</i>; feasting and celebration</p> |

1. Social Aspects of the Olympic Games

Some statistical data, based on historiographical and other prosaic and poetic sources (i.g. Pindar's 14 Olympic Odes/Hymns), on epigraphical, numismatical and papyrological documents:



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| | |
|--|---------------|
| approximate number of <i>Olympionikai</i> (8th century BC – 4th centuries AD) ⁶ | 4449 |
| approximate number of men/ <i>andres</i> | 3529 |
| approximate number of boys/ <i>paides</i> | 920 |
| number of known <i>Olympionikai</i> | Almost 1000 |
| number of known men/ <i>andres</i> | 832 |
| number of known boys/ <i>paides</i> | 124 |
| victory statues (mentioned by Pausanias) ⁷ | 197 |
| approximate sum of victory statues | more than 500 |

The following list of twenty *Olympionikai* is meant to show the variety and broad spectrum of the social or the geographical background of the athletes. The ancient sources were collected and interpreted by Luigi Moretti: *Olympionikai* 1957, 1970 and 1987. I agree with H.W. Pleket's statement that "statistics about the social origin of athletes cannot be produced."⁸

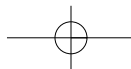
Social and Geographic Background of *Olympionikai*

| <i>Name</i> | <i>Event</i> | <i>Victory</i> | <i>home</i> | <i>social background</i> |
|-------------------------|----------------|----------------|-------------|---|
| Koroibos (Moretti 1) | <i>Stadion</i> | 776 BC | Elis | cook or son of a cook (<i>mageiros</i> : slaughterer, butcher officiating at sacrifices). descendant of a priest family. <i>mageiros</i> (also another <i>Olympionikes</i> Myron: <i>mageiros</i>) |

6. Most of the evidence is collected and analyzed by Moretti 1957, 1970 and 1987. His first collection consists of 944 Olympic victories and 45 "Olimpionici di data molto incerta" and 41 "Olimpionici dubbi". Quite a lot of athletes had more than one victory. In his two *Supplementa* (1970, 1987) Moretti updated his list (14 + 16 new athletes). All in all, we may assume a number of almost 1000 *Olympionikai*. – The author feels obliged to the research-work concerning the sociology and geographical background of ancient athletes by Pleket 2000, 281-93 and 2001, 157-212, Golden 1998, Young 1984 and Crowther 2004, 99-134; Sinn 1992, 45-49. For the Roman imperial period see also Farrington 1997, 15-46 and Scanlon 2002, 40-63.

7. Pausanias 6,1,1-18,7; Herrmann 1988, 124-5; Lehmann 2004, 320 assumes more than 200 victory statues.

8. Pleket 1992, 149.



SOME THOUGHTS ON THE SOCIAL STATUS AND GEOGRAPHICAL BACKGROUND OF THE ATHLETES

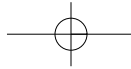
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|---|--------------------------|--|----------|--|
| Polymestor (Moretti 79) | <i>Stadion</i> | 596 BC | Miletus | goatherd, he could run faster than a hare |
| Milon (Moretti 115, 122, 126, 129, 133, 139) | <i>Pale</i> | 540-516 BC periodonikes | Croton | <i>strategos</i> , disciple of Pythagoras, married his daughter; father-in-law of the famous physician Democedes. Involved in the oligarchic system of the city. As a pais/boy, 536-520/516 and five or six times <i>Olympionikes</i> as <i>aner/adult</i> (seven times <i>Pythionikes</i> , ten times <i>Isthmionikes</i> , nine times <i>Nemeonikes</i>). <i>Periodonikes</i> . |
| Glaukos (Moretti 134) | <i>Pygme</i> | 520 BC [?] | Carystus | farmers's son, he could hammer a ploughshare with his bare hand. |
| Theogenes (Moretti 201, 215) | <i>Pygme, pankration</i> | 480, 476 BC (1200/1400 victories!) <i>periodonikes</i> | Thasos | His father Timoxenus was a priest of Herakles and his brother was one of three high-ranking magistrates, so Theogenes was a member of the elite on the island. <i>Pygmachos</i> and <i>pankrates</i> . In the course of twenty-two years (undefeated in boxing). Olympia: 3x, Delphi: 3x, Isthmia: 9x, Nemea: 9x. <i>Periodonikes</i> . In Olympia the <i>Hellanodikai</i> fined him two talents (12000 <i>drachmae</i>) for failing to fight against Euthymus. |

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| | | | | |
|---|-------------------------------------|-----------------------------------|------------|--|
| Diagoras (Moretti 252) | <i>Pygme</i> | 464 BC <i>periodonikes</i> | Rhodes | royal and aristocratic ancestors From royal and aristocratic Rhodian family (with kings in earlier generations). His sons, <i>pygmachoi</i> and <i>pankratai</i> , and two grand-sons were also famous <i>Olympionikai</i> . Diagoras is a victor in Olympia (464 BC), Delphi (466 BC), Isthmia: 4x, Nemea: 2x. Pindarus, 7th ode. |
| Alkibiades (Moretti 345) | <i>Tethripon</i> | 416 BC | Athens | aristocrat, Athenian politician. He won first, second, and fourth places at Olympia in a chariot-race. |
| Kyniska (Moretti 373, 381) | <i>Tethripon</i> | 396, 392 BC (?) | Sparta | daughter of Archidamos II. and sister of Agis II., kings of Sparta. |
| Chairon (Moretti 432, 437, 443) | <i>Pygme</i> | 356, 352, 348, 344 BC | Pellene | disciple of Platon, tyrant of his hometown Olympia 4x. |
| Philippos II. (Moretti 434, 439, 445) | <i>Tethripon</i> | 356-348 BC | Pella | king of Macedonia (359-336 BC). |
| Belistiche (Moretti 549, 552) | <i>Tethripon</i> <i>/synoris</i> | 268, 264 BC | Alexandria | <i>hetaira</i> / mistress of king Ptolemaios II. Philadelphos. |
| Philinos (Moretti 550-551, 553-554, 556) | <i>Stadion</i> , <i>diaulos</i> | 264-256 BC <i>periodonikes</i> | Cos | probably identical with a well-known physician ("medico empirico") from Kos; founder of a medical school with empirical methods. Olympia 5x, Delphi 4x, Isthmia 11x, Nemea 4x. |

SOME THOUGHTS ON THE SOCIAL STATUS AND GEOGRAPHICAL BACKGROUND OF THE ATHLETES

| | | | | |
|--------------------------------------|--|--|------------|---|
| Timon (Moretti 601) | <i>Pen- tathlon</i> | 200 BC | Elis | military commander of Naupaktos winner of a <i>pentathlon</i> , also in Delphi and Nemea, but not in Isthmia. Appreciated by the Aetolians he became commander of Naupaktos (Pausanias, <i>Description of Greece</i> 6, 16,2: <i>phouras hegemon</i>). |
| Tiberius (Moretti 738) | <i>Tethrip- pon</i> | 4 BC | Rome | member of the imperial family, <i>ordo senatorius</i> , the future Roman emperor (14-37 AD). |
| Germanicus (Moretti 750) | <i>Tethrip- pon</i> | 17 AD | Rome | member of the imperial family, <i>ordo senatorius</i> . |
| Nero (Moretti 790-795) | <i>Chariot with ten horses</i> | 66 AD (almost 2000 victories) | Rome | Roman emperor (54-68 AD), winner also as herald, in tragedies (<i>tragodós</i>) and as musician (<i>kitharoidós</i>). |
| Minucius Natalis (Moretti 846) | <i>Tethrip- pon</i> | 129 AD | Rome | member of the <i>ordo senatorius</i> , son of a <i>consul</i> , political career: <i>praetor</i> , <i>consul</i> , <i>proconsul</i> of Africa. |
| Aurelius Asklepiades | <i>Pygme</i> | 183 and 191 AD <i>periodonikes</i> | Alexandria | member of the <i>boule</i> of Naples and Elis and Athens (<i>bouleutes</i>), leader of a <i>xystos</i> (part of the <i>gymnasion</i>) (<i>xystarches</i>), high priest, citizen of Alexandria, Hermopolis, and Puteoli. "I competed in three lands: Italy, Greece, and Asia", for instance: five games at Smyrna, the Asian Commonwealth Games twice, also in local Olympic Games. |



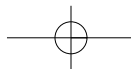
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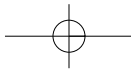
| | | | | |
|------------------------------|---|---------------------------------------|---------|---|
| Claudius Rufus (Moretti 924) | <i>Heavy athlete pygme/pale/ pankration (?)</i> | 229 AD <i>periodonikes teleios</i> | Smyrna | member of a high-ranking family, <i>ordo senatorius</i> . |
| Varazdates (Moretti 944) | <i>Pygme</i> | 369 AD | Armenia | son of the king of Armenia, became king (374-378 AD). |

Some General Sociological Reflections, Conclusions and Aspects

I think that a certain tendency can be observed: At the beginning of Greek athletics the elites almost monopolized the games, but in later centuries, however, more athletes from the middle and lower classes participated in the Panhellenic *agones*. In the early time of the Greek agonistics, in the archaic period, none or very few of the non-elite competitors were successful in Olympia. The strange stories –with a “smack of myth” (H.W. Pleket)– about the first *Olympionikes*, the “cook” Koroibos, the young farmer’s son Polymestor, who could run faster than a hare, the goatherd Glaukos (with the ploughshare), and the anonymous fisherman or fishmonger mentioned by Aristotle (see below note 22) seem to be a part of legendary tradition, but as H.W. Pleket rightly said: “They [the stories] are all used in scholarly literature as evidence for early, non-aristocratic athletes.”⁹ The historical context shows that there is almost no evidence for a participation of lower class athletes in the Panhellenic Games before the classical period. M. Golden tries to explain the lack of information about poor athletes: “We may wonder how poorer athletes could afford the time and expense of training and travel to competitions; these were greatest at Olympia, not only distant and hard to reach but [...] requiring athletes to spend thirty days on the site before competition began. Cities might honour victory and even recruit

9. Pleket 1992, 150.





champions [...]. But they were less willing to subsidize competitors before their success.”¹⁰

Some major arguments for the evidence of the overwhelming predominance of upper class athletes in the early centuries of Greek athletics are the following:

1. Nearly all of the Homeric athletes at the funeral games for Patroclus (*Iliad* 23) and at the contests organized by Alkinoos, the king of the Phaeacians (*Odyssey* 8), are members of the aristocratic society.

2. Pindar (ca. 520-445 BC) wrote 14 Olympic Odes (hymns) on aristocratic *Olympionikai*, his athletic prototype is the *kalokagathos*, i.e. “the Greek *kalos kai agathos*, ‘beautiful and good,’ signifying physical and moral excellence” – as an ideal (St. Miller).¹¹

3. The victory lists of Olympia mention many members of representatives of aristocratic families.¹²

4. As H.W. Pleket shows the aristocratic athletes had the possibility “to employ trainers to improve their performance, it became increasingly difficult for the talented poor to climb to the top of international athletics on the basis of money won as first prize.”¹³

Even if there had been some successful participants in Olympia from the middle and lower classes they were the exception to the rule. There is no doubt that the majority of victors had an aristocratic background. I want to add a further argument for the probability that the situation did not change very quickly: The *Olympionikai* gained a lot of privileges, prizes and material benefits in their hometowns and that circumstance stabilized “the early monopoly of aristocrats”¹⁴ for

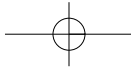
10. Golden 1998, 143; see also Crowther 1996, 34-43.

11. Miller 2004, 221.

12. Robinson 1927/1955, 58: “The list of persons recorded as victors at the festival of Olympia, in the two centuries after official lists began to be kept, reads like a page from the Social Register. It is to be expected that wealthy aristocrats and tyrants would be entering four horse chariots in contests [...]; but in these centuries future statesmen, generals, sons-in-law of wealthy tyrants and the like were also fighting hard pancratium matches of a far from gentle type of boxing and wrestling and were sprinting in the foot races at Olympia during the stifling heat of August.”

13. Pleket 1992, 151.

14. Golden 1998, 142; Kyle 1998, 103-27.



centuries. Two Greek authors, Plutarch and Diogenes Laertios, mention among these “prizes” a law by Solon from 594 BC which promised 500 *drachmae* for an Athenian *Olympionikes* (and 100 *drachmae* for an *Isthmionikes*).¹⁵ Some ancient sources inform about public maintenance, free food (*sitesis en prytaneio*), a precious gift (*keimelion*), an honorable front seat at festival competition and at theatres (*proedria en tois agonis*), exemption from public burdens (*ateleia*), personal immunity, honorary citizenship (*politeia*) in other cities with special conditions and rights, membership in the council of nobles in the city-states. Some of the successful athletes started political or diplomatical careers or became members in priesthoods. Besides these privileges the victors were honoured by statues with an inscription, triumphal odes (*epinikia*) and special welcome festivals.¹⁶ But all these privileges were bestowed on them after the victory and therefore could not promote young athletes from the middle or lower classes.

Since the late sixth and the fifth centuries, certainly from 400 BC onwards, the number of middle and lower class athletes obviously grew, but most of the athletes were still aristocrats and plutocrats. They monopolized the equestrian events, because of the high costs of breeding and training the horses, but, as H.W. Pleket has shown, they also participated in the other events (*agones gymnikoi*): “From Pindar’s time until Roman Imperial times members of the upper class were never absent in sport (neither in the running events nor in the body-contact sports).”¹⁷

At least two major causes are responsible for these transformations:

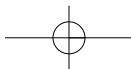
(1) In the seventh century the so-called ‘hoplite revolution’ introduced a new Greek infantry system and the *hoplitai*-phalanx instead of the individual fighting, as it is described in the Homeric epics, was developed. It required a proper military and paramilitary education, not only for aristocrats, but also for the farmers and the bourgeoisie.¹⁸ A special physical training was necessary for the

15. Plutarch, *Solon* 23; Diogenes Laertios 1,55.

16. A rich collection of all these privileges and the ancient sources is given by Buhmann 1975; Pleket 2001, 187-8.

17. Pleket 1975, 71-2; see also Golden 1998, 145.

18. Golden 1998, 25-7; Pleket 2000, 291.



recruits to enable them to carry heavy weapons and to run fast against the enemy.

(2) At the end of the sixth century an educational and athletic programme was developed in which also the young men of the middle class were involved in a new public institution: the *gymnasion* – a “lieu d’entertainment aux exercices physiques et militaires” (Ph. Gauthier). It was open to all citizens; there the youths of the city-states (*epheboi*) who were involved received a special military and physical education.

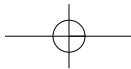
An important consequence of the expansion of the *gymnasion* was the ‘democratisation of Sport’ (H.W. Pleket).¹⁹ This development included middle and lower class (*bourgeoise*) athletes as well as aristocrats, because theoretically all citizens could participate in local public games, first mentioned in an inscription from Argos (500 BC) as *aethla demosia*, i.d. contests for the people (*demoi*). Special athletic instructors (*paidotribai* or *gymnastai*) were appointed for the public and private *gymnasia*, they were responsible for the physical fitness, athletic skills, the technique and the well-being of the freeborn male youth. Since the 4th century BC this new educational system (*ephebia*), located in the *gymnasion*, was based on the “jeunesse dorée”. There is an inscription which shows that a city-state like Ephesos could finance the training of a talented young athlete and his participation in the Nemean Games.²⁰ This was an opportunity even for the above-mentioned fisherman or fishmonger to become an *Olympionikes*, as an anonymous epigram of an Olympian victor says:²¹ *Formerly, with a rough basket on my shoulders, / I used to carry fish from Argos to Tegea.*

An inscription, found in Olympia (Inschriften von Olympia 56,11-28, from 2 BC) informs us about daily allowances paid by the sponsors of the games to a participant in the isolympic games (*obsonion*=*obsonium*): *obsonion* is distributed to the athletes thirty days before the festival: from the 1st to 14th day: each one 1 *drachmae*, from the 16th to 30th day (a) for *paides* 2 ½ *drachmae*, (b) for *andres* 3 *drachmae*. This way of subsidizing the athletes made it easier for members of the

19. Pleket 2001, 182; 2000, 284. Kyle 2007, 211-216.

20. Pleket 1992, 150; idem 2001, 186.

21. Aristotle, *Rhetorica* 1365a, 1367b; Golden 1998, 143.



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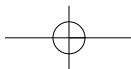
middle class to participate in the Panhellenic Games. We should not forget that in Olympia the athletes in the men's category had to swear that they had trained for ten successive months (Pausanias, *Description of Greece* 5, 24, 9). If they did not belong to an aristocratic or plutocratic family they needed some financial help.

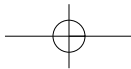
This development was obviously criticised in ancient times. I would like to quote two opinions concerning this problem. (1) Alcibiades spoke contemptuously of athletes who were lowborn and poorly educated and that was the reason why he objected to agones *gymnikoi* (athletic contests), for he knew that some of the athletes were of low birth, inhabitants of small states, and of mean education. The Athenian politician turned to the breeding of race-horses, which is possible only for those most blessed by Fortune (Isocrates, *Team of Horses* 32-35 ca. 397 BC). Alcibiades could afford to take part in Olympia with seven chariots and he finished first, second and fourth and was also winner in Delphi and Nemea and at the Panathenaic Games of Athens. (2) A similar example of aristocratic arrogance is recorded by Plutarch in his biography of Alexander. The Macedonian king was invited to participate in the Olympic Games like his father Philipp II who had been successful three times in the agones *hippikoi* of Olympia. When Alexander was asked to participate in the footrace, he answered:

“Nay”, when those about him inquired whether he would be willing to contend in the foot-race at the Olympic games, since he was swift of foot, he said “Yes, if I could have kings as my contestants” (Plutarch, *Alexander* 4).

Not everybody was allowed to participate as an athlete in the Olympic Games. By law or tradition several groups or individuals were permanently or temporarily excluded. In contrast to some other competitive festivals no women were ever accepted as athletes in the famous agones *stephanitai*. Pausanias (*Description of Greece* 5,6,7) writes: “As you go from Scillus along the road to Olympia, before you cross the Alpheius, there is a mountain with high, precipitous cliffs. It is a law (*nomos*) of Elis to cast down (from the rocky mountain Ty-paion) any women who are caught present at the Olympic games.”²² For a long

22. The above mentioned ladies Kyniska and Belistiche, *Olympionikai* in equestrian events, were not present at Olympia. Their charioteers won the races.



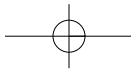


time also non-Greeks, the so-called *barbarians*, could not take part. But when Greece became a Roman province, we can find the former *barbarians*, citizens of the Imperium Romanum, e.g. from Rome and Egypt and Armenia, in the victory lists of Olympia. Nor were slaves allowed to participate in the crown games as one would expect. It is clear from Philostratus who wrote in of his book *On gymnastics* (chapter 25) –the only monograph on ancient sports from antiquity we have– that free-birth was one of the criteria for an athlete to compete in the Olympic (and Pythian) events.²³ In the same paragraph concerning the functions of the *Hellanodikes* (an Olympic judge), we read that he has to examine the junior athletes on such points as: whether he has a tribe (*phyle*) and native country (*patris*), whether a father and family (*pater kai genos*), whether he is freeborn or illegitimate (*eleutheron kai me nothos*), whether he is young and not beyond the age limit for boys (*neos kai me hyper paida*).

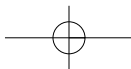
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23. Crowther 2004, 247-53 with further quotations concerning the exclusion of slaves from sports events. Crowther (248f.) mentions also an inscription from Misthia in Pisidia and a passage in the *corpus Demosthenicum* (*Erotikos* 23) which show the participation of slaves in local festivals.



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SOME THOUGHTS ON THE SOCIAL STATUS AND GEOGRAPHICAL BACKGROUND OF THE ATHLETES

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HEROES AND VILLAINS.
DOPED ATHLETES AND THEIR IMPACT
ON SOCIETY AND EDUCATION



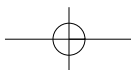
Prof. Jim PARRY (GBR)
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Leeds University

Olympism

For most people, I suppose, the word “Olympic” will conjure up images of the Olympic Games, either ancient or modern. The focus of their interest will be a two-week festival of sport held once in every four years between elite athletes representing their countries or city-states in inter-communal competition.

Most people, too, will have heard of an “Olympiad”, even though it is sometimes thought to refer to a particular Games. In fact it refers to a four-year period, during which a Games may or may not be held. So: the Athens Games are properly referred to not as the XXVIII Games (since there have been only twenty-four, three having been cancelled due to World Wars) but as the Games of the XXVIII Olympiad. The Games are held to celebrate the end of the period of the Olympiad.

Fewer, however, will have heard of ‘Olympism’, the philosophy developed by the founder of the modern Olympic Movement, Baron Pierre de Coubertin, a French aristocrat who had been much influenced by the British Public School tradition of sport in education. This philosophy has as its focus of interest not just the elite athlete, but everyone; not just a short truce period, but the whole of life;



not just competition and winning, but also the values of participation and co-operation; not just sport as an activity, but also as a formative and developmental influence contributing to desirable characteristics of individual personality and social life.

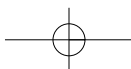
Olympism – a universal social philosophy

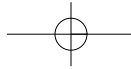
For Olympism is a social philosophy which emphasises the role of sport in world development, international understanding, peaceful co-existence, and social and moral education. De Coubertin understood, towards the end of the nineteenth century, that sport was about to become a major growth point in popular culture – and that, as physical activity, it was apparently universalizable, providing a means of contact and communication across cultures.

A universal philosophy by definition sees itself as relevant to everyone, regardless of nation, race, gender, social class, religion or ideology, and so the Olympic movement has worked for a coherent universal representation of itself – a concept of Olympism which identifies a range of values to which each nation can sincerely commit itself whilst at the same time finding for the general idea a form of expression which is unique to itself, generated by its own culture, location, history, tradition and projected future.

De Coubertin, being a product of late nineteenth-century liberalism, emphasised the values of equality, fairness, justice, respect for persons, rationality and understanding, autonomy, and excellence. These are values which span nearly 3000 years of Olympic history, although some of them may be differently interpreted at different times. They are, basically, the main values of liberal humanism – or perhaps we should say simply humanism, since socialist societies have found little difficulty in including Olympic ideals into their overall ideological stance towards sport.

The contemporary task for the Olympic Movement is to further this project: to try to see more clearly what its Games (and sport in wider society) might come to mean. This task will be both at the level of ideas and of action. If the practice of





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sport is to be pursued and developed according to Olympic values, the theory must strive for a conception of Olympism which will support that practice. The ideal should seek both to sustain sports practice and to lead sport towards a vision of Olympism which will help to deal with the challenges which are bound to emerge.

The Olympic Charter

The Olympic Charter (2006) states simply the relationship between Olympic philosophy, ethics and education:

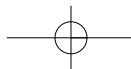
Fundamental Principle 2 (p. 7) says:

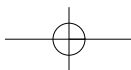
Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.

Fundamental Principle 6 (p. 7) says:

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, requires mutual understanding with a spirit of friendship, solidarity and fair play.

If we add to this de Coubertin's famous dicta "all sports for all people" (quoted in During and Brisson, 1994, p. 187) and "All games, all nations" (de Coubertin, 1934, p. 127) we seem to have a recipe for the core values of Olympism: universalism, humanism, fair and ethical competition, education and multiculturalism.





Sport and Universalism

We live in a world of universalizing tendencies, where the economic and political forces of globalization meet the ethical and cultural imperatives generated by our need to co-exist in a shrinking and increasingly inter-connected global society. And sport is not immune to these tendencies. Rather, in the experience of many millions of people, it is a prominent example of them, graphically illustrating them in the processes of global dissemination and participation, commercialization, sponsorship, athlete migration, equipment production and distribution, media/sport symbiosis, politics/sport relations, and increasing rules clarification together with their progressively universal interpretation and application.

Through our participation in, or consumption of, sport such widespread tendencies and processes are rendered visible and potentially intelligible. Critics have often noted the conservative effect of sports in their “naturalizing” of human capacities and relations (“... of course men and women are not equal – look at tennis or athletics...”). But I suggest that this effect need not be conservative. It is also possible for *radical* restatements of capacities and reconceptualizations of human relations to be naturalized through sport. One example is the current re-examination of racism in Europe sparked by the racist chanting of football spectators in the European Champions Cup. European football (especially English football) is now so thoroughly international and interracial that it foregrounds the unacceptability of racism in society in a way unthinkable even 20 years ago. Sport leads the way in exhibiting universal ethics.

Sport, Universalism and Ethics

Since Olympism achieves its ends through the medium of sport, it cannot escape the requirement to provide an account of sport which reveals both its nature and its ethical potential. Let me briefly suggest a set of criteria which might begin to indicate the fundamentally ethical nature of sport.

- *physical (so effort is required)*
- *contest (“contract to contest” – competition and excellence)*
- *rule-governed (obligation to abide by the rules, fair play, equality and justice)*
- *institutionalised (“lawful authority”)*
- *shared values and commitments (due respect is owed to opponents as co-facilitators)*

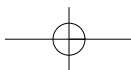
It is difficult even to state the characteristics of sport without relying on terms that carry ethical import, and such meanings must apply across the world of sports participation. Without agreement on rule-adherence, the authority of the referee, and the central shared values of the activity, there could be no sport. Indeed, the first task of any International Federation is to clarify rules and harmonize understandings so as to facilitate the universal practice of its sport.

The Philosophical Anthropology of Olympism

We must now return to the concept of Olympism, and examine a little more closely its origins and meanings. My guiding thought lies in the status of Olympism as a social, political and educational ideology. Based on its heritage and traditions, any such ideology necessarily appeals to a philosophical anthropology – an idealized conception of the kind of person that that society (or ideology) values, and tries to produce and reproduce through its formal and informal institutions.

Social anthropology is the investigation of whole cultures, which are preferably, from the point of view of the researcher, quite alien to the researcher’s own society. A social anthropologist investigates the living instantiations of human nature –the apparently quite different kinds of human nature that are to be found around the world– practically, scientifically, through observation and social scientific methodology.

A philosophical anthropologist, however, tries to create a theory about human nature by thinking about the human being at the most general level. Hober-



man (1984, p. 2) writes about differing political conceptions of sport, but finds it necessary to refer to several levels of explanation and theorizing:

(Different societies) ...have distinct political anthropologies or idealized models of the exemplary citizen which constitute complex answers to the fundamental question of philosophical anthropology: "What is a human being?"

In order to try to fill out just what were the ideas that have been handed down from the Olympism of classical times, to be reinterpreted and re-specified (by de Coubertin and others) we need to examine two central ideas.

The Ideas of Kalos K'agathos and Arete

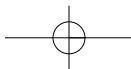
Lenk says (1964, p. 206):

Many representatives of the Olympic movement combine these values together to form a picture of the human being harmoniously balanced intellectually and physically in the sense of the Greek "kalos k'agathos".

This is also a theme in Nissiotis (1984, p. 64):

...the Olympic Ideal is what qualifies sport exercise in general as a means for educating the whole man as a conscious citizen of the world... The Olympic Idea is that exemplary principle which expresses the deeper essence of sport as an authentic educative process through a continuous struggle to create healthy and virtuous man in the highest possible way ("kalos k'agathos") in the image of the Olympic winner and athlete.

Eyler pursues the meaning of the Olympic virtue of excellence in performance and in character, through Homer, early philosophers, Pindar and Pausanias. He concludes:



In summary, arete has several meanings-distinction, duty (primarily to one-self), excellence, fame, glorious deeds, goodness, greatness, heroism... valour and virtue. Some of the many implications of these meanings contextually are: man is born, grows old, and dies; performance is not without risks; winning is all; man achieves by his own skills... human performance is the quintessence of life; and finally, man is the measure of all things and the responsible agent. (1981, p. 165)

Palaeologos (1982, p. 63) echoes the mythical origins of the Ancient Games in the deeds of one of the great heroes of antiquity, Hercules:

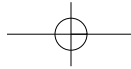
With the twelve labors depicted by the bas-reliefs on the two metopes of the Temple (of Zeus), the world is presented with the content of the moral teachings which Olympia intended with the Games.

The idea is that the sculptures of the demi-God Hercules in Olympia performed a morally educative function, standing as role models, especially for the athletes who were there to train for the Games, of physical, moral and intellectual virtue:

...Hercules is shown bearded, with beautiful features,... a well-trained body, fine, proportioned muscles,... as a representative of the “kalos kagathos” type, where the body is well-formed and harmonious, the expression of a beautiful soul, and the face radiates intelligence, kindness and integrity. (1982, p. 67)

Nissiotis concludes (1984, p. 66):

The Olympic Idea is thus a permanent invitation to all sportsmen to transcend... their own physical and intellectual limits... for the sake of a continuously higher achievement in the physical, ethical and intellectual struggle of a human being towards perfection.



So: a philosophical anthropology is an idealized conception of the human. Based on its heritage and traditions, each society (and each ideology) has a political and philosophical anthropology – an idealised conception of the kind of person that that society (or ideology) values, and tries to produce and reproduce through its formal and informal institutions.

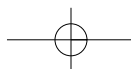
If we ask ourselves what the Olympic Idea is (see Parry, 2006a), it translates into a few simple phrases which capture the essence of what an ideal human being ought to be and to aspire to. From the above, and drawing on conceptions of Olympism presented in the previous section, I think we might suggest that the philosophical anthropology of Olympism promotes the ideals of:

- individual all round harmonious human development;
- towards excellence and achievement;
- through effort in competitive sporting activity;
- under conditions of mutual respect, fairness, justice and equality;
- with a view to creating lasting personal human relationships of friendship;
- international relationships of peace, toleration and understanding.

That's the general idea – a conception of the human being who is capable of being and doing those things. This gives us both a sense of the Olympic Ideal, and an account of the Olympic Athlete as hero.

The Olympic Athlete as Villain

However, opportunities for great achievement are also often occasions for great temptation. When the stakes are high and the rewards of success are possibly life-changing, a person might easily consider the rule-breaking involved in doping to be not such a serious offence. After all, many people try things that are not actually illegal, but which seem quite similar to doping. They take creatine and whey protein, and other kinds of food supplementation; they use hypobaric chambers, applied sports science of all kinds, elective surgery, etc.



Here we must notice that athletes are not quite like ordinary citizens. ‘Ordinary’ laws and moral principles apply to athletes as much (or as little) as anyone else – but athletes are subject to another set of considerations just because they seek to enter the co-operative enterprise of competing with and against others in sporting contests. As “contractors to contest”, they must accept certain constraints in order to count as acceptable opponents.

One such constraint is that against doping in sport. Much has been written on the theory, facts and morality of doping, and on the justification for banning it (e.g. Grayson 1999, Waddington 2000, Houlihan 2002, Parry 2006b, and articles in Morgan & Meier 1988, and Tamburrini & Tännjö, 2000 and 2005). Here and now we just need to explore why athletes do it, and what makes it villainous.

Why do athletes take drugs?

There are many reasons given for taking drugs, which refer to the supposed benefits of doping:

- Enhanced performance (direct and indirect);
- Decreased recovery period, allowing more intensive training;
- Masking the presence of other drugs;
- Making the weight;
- Staying the course (simple endurance – e.g. long-distance cycling);
- Psychological edge (promoting the athlete’s confidence);
- Keeping up with the competition (coercion – pressure to follow suit).

Why do we think it is wrong to take drugs?

1. Pre-competition agreements

The primary wrong lies in simple rule-breaking. The rules function as a kind of pre-competition agreement which specifies an athlete’s eligibility to compete and

his rights, duties and responsibilities under the agreed rules. What's wrong with doping is the secretive attempt to evade or subvert such a "contract to contest", an explicit example of which is the Olympic Oath, by which athletes swear that they have prepared themselves ethically, and will keep to the rules. To subvert the contract to contest threatens the moral basis of sport, jeopardises the integrity of the sporting community and erodes public support and trust. For me, this is the primary villainy involved in doping, because it threatens all that sport is.

However, the rules themselves require a basis of justification, since the anti-doping rules must appeal to some issue of principle in addition to rule adherence. Considerations advanced include the following:

2. Unfair Advantage

Arguments against performance enhancement through doping are not simply arguments against performance enhancement, since that is what athletes constantly seek to achieve by training, coaching, nutrition, the application of sports science, etc. Neither is the argument simply against performance enhancement by means which confer an unfair advantage, since many legal means are beyond the resources of most countries. Rather, the argument is specifically against unfair advantage conferred by illegal means.

3. Harm

Many argue that doping may be harmful, because the substances are inherently harmful, or because they have been administered without medical supervision, or because they have been inadequately tested. Further, it is argued that harm to other athletes is caused by the coercion they feel to follow suit in order to maintain competitiveness.

4. Social Harm

With the huge expansion in the market for drugs in gyms and fitness clubs, there is now an emerging claim for a further wrong: that, by modelling dope as a lifestyle, athletes contribute to the social problem of thousands of sport, fitness and bodybuilding fans consuming substances whose long-term effects

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are unknown. Athletes, it is said, should be more aware of their social responsibility.

The Olympic Athlete as Role Model

This potential for social harm, and the requirement of social responsibility on the Olympic athlete, is not a new thing, but it has recently taken on a fresh importance. It has long been thought that rock music has had at best a mixed influence on its audiences – it has produced an alienated as well as anti-authoritarian culture; free-spirited as well as drug-fuelled personalities, and so on. But sport now has at least equal cultural power to rock music, and we must ask the question: what is its influence on its audiences?

The jury is out. Some sports spectatorship seems fuelled by a love of violence, or seeks the humiliation of the opponent. Regionalism and nationalism are rife. Commercial values and personality cults sometimes override the values of sport, and individuals prosper without a thought for putting something back into the community that nurtured them. Are there as many villains as heroes?

Recently, the World Anti-Doping Agency (WADA) has experienced some success in persuading governments that sports-doping is an issue for them, and that they should support WADA's stance and activities. However, this is not because governments have suddenly realised that sports-dope is harmful to athletes, or that sports ethics is an important field. Rather, it is because of the huge increase in the amount of sports-dope being consumed by the non-athlete population, in the promotion of body image for personal and social reasons. This may have two kinds of consequences for the government: the potential harm caused by the extension of medically unsupervised sports-dope usage into the general population, and a potentially massive contribution to the general extension of "dope culture" in society.

So here we see a "new" issue: the use of "sports-dope" as social dope, which sheds fresh light on the notion of the Olympic athlete as social role model, and gives fresh impetus to the "social responsibility" argument.

Ben Johnson revisited

It is now nearly 20 years since the Games of the XXIV Olympiad ended in uproar and moral panic induced by the Ben Johnson episode. Or maybe it was shock occasioned by the scarcely credible and hitherto unthinkable event of a top athlete actually having been caught taking drugs. The Ben Johnson affair merely confirmed what we already had good reason to suspect had been going on for a long time. It is true that stimulant abuse had been virtually eradicated, because it is so easily tested for. But the evidence seems to show that in other areas the athletes were often one jump ahead of the testers, and the suspicion must be that Seoul medal-winners other than Johnson were drug-assisted, and that the athletes and their advisers were maintaining their advantage over the testers. Nevertheless, 1988 produced an Olympic villain like none before or since.

In Moscow back in 1980 there were no positives out of 1667 tests. In LA in 1984 there were twelve. Surely no-one believes that this represented the true level of drug-taking amongst Olympic athletes at the time. Rather it represents the spectacular failure of the doping police, despite their expensive resources. Johnson was caught because he had been taking a steroid which had been thought to be undetectable as he had been using it. A new test introduced at the last minute gave a success for the testers on this occasion, but it was rather tough on Johnson, who must be considered very unlucky.

To explain the predicament in which people involved in sport at various levels find themselves I think we must see sport as a reflection and as a feature of modern life. Modern-day high-performance sport encourages us to see the body as an instrument; and a deep-rooted acknowledgement of the value of science and technology leads us to seek technical means for making the body go faster, higher, and stronger in the pursuit of records (see Parry 2006c).

The athlete is faced with a contradiction inherent in the nature of sport. The internal logic of high-performance sport looks towards continual record-breaking, not recognising that limits must exist. The Olympic motto *citius, altius, fortius* expresses in one breath an ideal of human striving and excellence,

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but also an internal logic of compulsion which must eventually be doomed to failure. The biological possibilities of the human frame must at some stage become exhausted. Athletes can go on setting records for as long as their support services can produce better shoes, better tracks, better diets, better training schedules, better psychological preparation and better equipment, but surely not forever.

And the logical extension of this instrumental attitude towards sporting activity is that others seeking to compete will adopt whatever methods are necessary to “win” – in both the sporting and socio-economic sense. It’s not so long ago that moral crusaders in sport were waging war against the ‘amateurs’, claiming that they were undermining the moral basis of sport and cheating by gaining unfair economic advantages. But now we have millionaire tennis and athletics stars at the Olympics.

This is the background we must call to mind if we are to understand drug use in sport. Those athletes who use them see them as a logical extension of other technological and instrumental means which they use to achieve their ends more efficiently, and this kind of outlook coheres both with the overall evaluative position of modern sport and with wider social attitudes and beliefs.

Of course, Johnson was a villain – and so were his advisers, his coaching and medical staff, and some of his stablemates. As the Dubin enquiry found, this was a corrupt system, not just a villainous athlete – and the same can be said of the BALCO affair. But we can see how and why such abuses occur. The problem is that any victory based on corruption cannot produce a hero.

I have already said that I believe that the primary wrong in doping lies in simple rule-breaking – in the secretive attempt to evade or subvert the pre-competition agreement, or ‘contract to contest’. This threatens the moral basis of sport, jeopardises the integrity of the sporting community and erodes public support and trust. It also calls into question the status of the Olympic athlete as role model, if the public perception is that a medal-winner is likely to have been doped. All are tainted by the suspicion generated by a few.

The Olympic Movement and International Understanding

This is really important at the educational and interpersonal level. There is so much good that can be done by positive role models working with young people – if they can be trusted, and if their performances were “real”. But there are also wider issues to be considered.

Let me draw attention to the emerging relationship between the Olympic Movement and the United Nations, two global organizations facing similar problems in regard to universality and particularity. The general problem faced by both is how they are to operate at a global (universal) level whilst there exist such apparently intractable differences at the particular level.

Olympism seeks to be universal in its values: mutual recognition and respect, tolerance, solidarity, equity, anti-discrimination, peace, multiculturalism, etc. This is a quite specific set of values, which are at once a set of universal general principles; but which also require differential interpretation in different cultures – *stated* in general terms whilst *interpreted* in the particular.

This search for a universal representation at the interpersonal and political level of our common humanity seems to me to be the essence of the optimism and hope of Olympism and other forms of humanism and internationalism. In the face of recent events in Europe and elsewhere it seems a fond hope and a naive optimism; but I don't see why we should not continue to argue for and work towards a future of promise, and I still see a strong case for sport as an efficient means. I believe that sport has made an enormous contribution to modern society over the past 100 years or so, and that the philosophy of Olympism has been the most coherent systematization of the ethical and political values underlying the practice of sport so far to have emerged.

It also has radical political potential. Despite the US-led boycott, the Olympic Games went to Moscow in 1980, and it was impossible to prevent the penetration of ideas into a previously closed society. Maybe it goes too far to claim a direct relation of the Games to the dramatic, spectacular and incredible events of 1989, when “the Wall came down” – but maybe not. Now, less than 20 years later, many of the former “Eastern bloc” countries have formally joined the Euro-

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pean Union. A generation ago this was unthinkable. What will be the result of Beijing 2008, when a mighty and venerable culture, on the cusp of massive economic expansion into world markets, accepts the influence of visitors and the kind of global communications associated with an Olympic Games?

The very idea of a “closed society” is under threat everywhere – the people are no longer reliant on restricted and controlled forms of information. The internet, satellite TV and global forms of communication are all contributing to a democratization of information, and the extensive migration of people across continents is producing a new cosmopolitanism. It will require increasingly high levels of dogmatism, authoritarianism, isolationism and extremism to sustain closed, exclusivist societies. Their life is limited. This, at any rate, has to be our hope, and the hope of any kind of peaceful internationalism based on the idea of individual freedom and human rights.

Does all this matter? Is it just abstract academic theorizing? I think it matters a great deal, and our commitment to the development of global forms of cultural expression such as sport, and to international understanding through ideologies such as Olympism is one way that we as individuals can express our commitments, ideals and hopes for the future of the world.

As Nelson Mandela said:

Sport has the power to change the world, the power to inspire, the power to unite people in a way that little else can. It speaks to people in a language they understand. Sport can create hope where there was once only despair. It breaks down racial barriers. It laughs in the face of all kinds of discrimination... spreading hope to the world.

This is the challenge for the 21st century: to promote universalism and humanism in sport as an everyday reality, in order to produce a better and more peaceful world for us all.

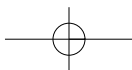
And no-one is better placed to do that than the Olympic athlete. We need heroes.

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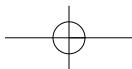
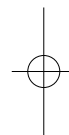
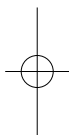
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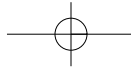
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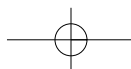


From the works of the Session in the amphitheater. The Session was also attended by the students of the 15th International Postgraduate Seminar on Olympic Studies.





On the top: From the works of the Session. At the bottom: The Olympic Medallists and the lecturers of the Session are standing for the Olympic Anthem.



THE EDUCATIONAL AND SOCIAL ROLE OF THE OLYMPIC MOVEMENT



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Member, IOC Commission for Culture and Olympic Education*

Introduction

The Olympic Movement was created under the impetus of Pierre de Coubertin, the founder of the modern Olympic Games.

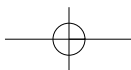
Since the beginning, Coubertin had been fascinated by the educational and formative values of sport.

The Olympic Movement, in a significant way, stands above the Olympic Games, which are just the tip of the iceberg.

It is therefore, quite logical that the Olympic Charter sets out a number of objectives regarding training, culture, values and education.

Baron Pierre de Coubertin and education

It is often said that Pierre de Coubertin is the most famous unknown person. Indeed, he is mostly known as the father of the modern Olympic Movement and the founder of the Olympic Games. Frequently, a number of quotations usually associated with Olympism are attributed to him: “Swifter, higher, stronger” (Father Didon) and “what is important is not winning, but taking part” (the Bishop of



Pennsylvania). In reality though, Pierre de Coubertin's main interest was the education (moral, intellectual and physical) of young people.

Born in 1863, Baron de Coubertin became quite early interested in the education and training of French youth. The conviction that young people needed, more than even before, a better physical condition and a good general education mainly prevailed in the years that followed France's defeat by Prussia in 1870.

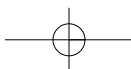
Pierre de Coubertin, who had studied law, science and literature, showed very soon that he was a convicted pedagogue and began an endless quest for a system capable of giving a new impetus to youth education. He was an outstanding humanist who has left us his ideas on sport, culture, ethics, etc. in over 30 books, 50 brochures and 1200 articles. For sport, he relied on the physical education systems that were applied at the time and mainly on the Anglo-Saxon school system. For this reason, he paid regular visits to English colleges and was deeply impressed by the importance given to sport and physical education in the school curriculum. He thus acquired extensive experience of different education systems that focused on sport and learned about several initiatives aimed at reviving the Olympic Games such as those of Doctor P. Brookes in Wenlock, England, Evangelos Zappas in Athens and Father Didon in Paris.

This motivated him to launch a real crusade to introduce sport in the French school system.

On two occasions he tried, during a conference at the Sorbonne, to convince political leadership of the soundness of his ideas. The first time was by means of his Olympic Manifesto, on 25 November 1893, in which he pleaded for sport's development and the organization of modern Olympic Games. In his view, sport was important mainly as an instrument for educating and training youth and as a link to other forms of cultural expression.

The Olympic Manifesto

After more than one hundred years, the text that Pierre de Coubertin presented at the time appears today as the triggering factor of one of the most important



movements of the 20th century, the Olympic Movement. Commenting this Manifesto François Amat says: “Sport in our modern age is certainly a new school of rigor based on purity. Moving away from the frightening bourgeois morality where each act is judged as good or bad, it is the first time that a movement timidly opens up to another world of effort and progress, joy and disappointment that is very close to the state of innocence. The Sorbonne call is the first, after two thousand years that presents international competition as a benefit for mankind”.

This was the new element that the 1892 Manifesto introduced. Re-inventing and transforming competition, it determines the social impact it may have since competition makes men equal in their class.

For Pierre de Coubertin, however, the Olympic Games were rather a medium for promoting much broader ideas. The Games should operate as a showcase for the youth and a pole of attraction encouraging young people to practice sport. They were therefore only a small part of his thinking, the tip of the Olympic Movement’s iceberg. What Coubertin wanted to bring forward was the Olympic Idea, a set of anthroposophical concepts within which sport could be considered both as an end and a means.

Olympism (this was the title he gave to the Olympic Movement since 1912) is a philosophy and a state of mind that seeks, above all, to promote the values that can be generated through sport. The essence of the Olympic philosophy was and remains the individual’s cultural fulfillment, taking into account the social, cultural, educational, national and international context.

Pierre de Coubertin and school sport

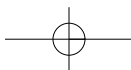
As mentioned above, Pierre de Coubertin made a second attempt to integrate sport in the school system on 23 June 1894 again at Sorbonne.

It was during the International Sports Congress that the decision to revive the Olympic Games was adopted. At the same time, however, the Congress declared war on school sport. Opposition mostly originated from three groups:

- Parents were against sports practice because they were afraid of bad habits and the absence of hygiene, backed in this by the Catholic clergy who saw in neo-Olympism a revival of pagan ideas, despite the fact that Pope Pius X had supported Coubertin's vision.
- The medical world was totally hostile to sport. Physicians had come to accept gymnastics, Swedish gymnastics, in particular, only because of its corrective effects and the good physio-anatomical exercises it included.
- It was educationists, however, who were mostly afraid of the seed of freedom that could infiltrate colleges through sport. These colleges were organized according to a strict Napoleonic discipline.

Even today, these same groups strongly resist any efforts aimed at promoting the practice of sport and physical education in schools. They fanatically set work ethics against sport practice, as though this was just a loss of time. It is still believed that there is no other course than intellectual disciplines, even though it has been established today that young people acquire about 70% of their knowledge outside the school (information society).

What made Coubertin become so much interested in school sport? His interest in this issue was mainly born during his many study journeys. Both in England and North America he discovered school systems that were focused on sport and witnessed the explosive spread of sports clubs. He was fascinated by sports movements based on the theories of Chaplain Kinsley and Thomas Arnold and was impressed to see English people practice sport of their own free will. Even though he considered German gymnastics as superficial, he appreciated its effectiveness and discipline. He believed that American youth was destined for a wonderful future because the country's educational system combined the unselfish mentality of the English with German discipline. By "unselfish mentality" he basically meant the fact of deciding freely to make an effort for effort's sake, which led to a discipline that was twice as effective because it had been freely accepted. These observations and other in-depth studies led him to the conclusion that there was a meaningful correlation between the mentality, the ambitions and practices of people on the one hand and the way in which physical exercises



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were understood and organized on the other. All this encouraged Coubertin to write a large number of publications on this issue, as well as to develop different school models with the view to achieving a perfectly harmonious development of the main personality traits.

The formative value of sports practice

“The alpha and omega of sports pedagogy is to generate or encourage moral development through physical training” affirmed Pierre de Coubertin, summarizing this in a very strong formula: “taming the soul by taming the body”.

According to him, modern sport should be adapted to modern society that had of course nothing in common with ancient Greek society. At the educational level, the aim was to bring down the fortress of a system based on rigid methods and release the necessary energy for youth’s education by means of sport. There was no question of reducing the hours devoted to sport to small teaching devices: the whole process had to rely on formative values. Sport needed to have an ethical dimension.

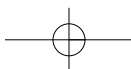
The training of the body was part of a broader educational concept. “Muscles must give weapons to the mind” or “Sport needs to be intellectual in order to exist – it should be the silent and well-guarded rampart behind which individuals can achieve spiritual uplifting”.

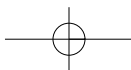
We would like to conclude this part on Coubertin by referring to a number of principles:

He wanted young generations not to have to grow up in a fossilized school system, but to receive an education capable of stimulating moral strength, dynamism and optimism and of giving the body all opportunities that would allow young people to become worthy, sound and healthy persons with a strong character.

“Any education must include sport if we want it to be good and complete”.

“We should teach athletes to appreciate the intrinsic pleasures that one can derive from sport and to minimize the significance of extrinsic rewards”.





“Man is not made up of two but of three parts: the body, the mind and character”.

“Sport sows quality seeds in the body that remain centered around the exercise that gave birth to them... The educator’s task should be to make sure that the seed will carry its fruit to the whole body, to take it from one particular situation to a range of situations, passing from one special category of activities to all the individual’s actions”.

“We must teach participants that excellence is not measured by competition results but by the athlete’s efforts to exceed his/her own limits”.

“Our sports program should give each participant the possibility to cherish beauty, celebrate diversity and honor the pursuit of excellence”.

We could devote a long article to each of these quotations. As Coubertin watched the development of the Olympic Games he felt more and more disappointed because of their growing commercialization and gigantism.

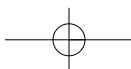
He withdrew from the Presidency in 1925 and continued to be involved in the education and training of young people. He founded a number of international pedagogical organizations, a people’s university and laid the bases for an international Olympic academy. For him, sport should above all have an ethical dimension...

Major sports events like the Olympic Games: an incentive for sport and education

1. The impact of sport competitions

The organization of a major sports event can be very important for the community within which it is taking place. There are of course the typical issues that have to be solved during the preparation of the event, such as sports facilities, accommodation, media coverage, marketing, press and communication, transports, security, etc.

The organization of a major sports event, however, also implies a reflection on sports policy itself and more particularly, on existing possibilities to achieve



certain benefits in the field of sport because of the event. Such possibilities are of course mostly related to sports policies in favor of young people. The prospect of organizing a sporting event will motivate the community to make additional efforts in order to implement a sports policy for youth of the highest possible quality.

Federations and clubs are the organizations that we would like to see intensify their efforts. Policy will correct the direction of the adopted strategy in order to support efforts at grassroots level (federations and clubs) by providing additional resources. Furthermore, the significance of sports practice for young people and hence for society's future will have to be reconsidered.

2. Sport and youth: talking about education

When we want to give young people some sort of sport education, we find ourselves facing a highly complex process. Indeed, it is impossible to isolate the physical and motor aspect from the other educational influences or the factors that shape an individual's personality.

3. Movement, sport and the different personality traits

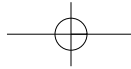
a. Physical and motor development

It is clear that movement is an essential condition for the body's development. Regular and sufficiently intensive physical exercises will contribute to the balanced physical development of young people.

As behavior patterns evolve, the process itself and the outcome (the result) will have a direct impact on the initiation, the intention, the dynamic and emotional aspect that develops through behavior of which it is in fact the driving force, the impulse.

The dynamic-emotional aspect and the kinetic aspect are two facets of the same behavioral system, just like the cognitive and dynamic-emotional aspect.

The emotional, kinetic and cognitive aspects, personality's three pillars, are closely interwoven and truly form a whole.



b. Cognitive development

Movement's only effect is obviously not simply to allow the achievement of motor objectives; it also influences more cognitive behavior aspects such as, inter alia, the acquisition of the body's feeling and perception.

To summarize, motor development is the basis of perceptive development that underpins cognition.

Action and thought are neither autonomous non alternative functions; thinking develops in an ontogenic way from the individual's actions.

c. Sport and movement... an emotional climate

Young people in all directions!

What makes us move are values: dynamism, expectation for something stemming from values, from things to which we attach a special meaning. Sport is the situation where young people as they train and practice a physical activity, can develop a system of values.

Sport, a social workshop!

Through movement, sport, physical action, young people will establish their first contacts with the others, with the team.

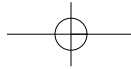
Relational development is closely linked to the experiences one lives during movement situations.

Just as physical activity allows a young individual to discover the material world, actions allow him to discover the others, to learn how to differentiate himself from them, but also to adjust progressively, in order to become, in the end, a member of the group.

Integrating attitudes

Social attitudes such as cooperation, a sense of responsibility, helpfulness, tolerance, self-control, extroversion, honesty, etc. are those that can be more easily integrated in the context of games and sports and motor activities.

Developing and assimilating attitudes is not, however, a natural evolution process. Planning, observation and analysis are required. Conscious choices



need to be made with respect to content, approach, support and encouragement.

The person in charge of young individuals should have the clear intention of developing social attitudes in young people and the group.

Young people should be allowed to let off steam and show their real nature. A climate of authenticity, freedom and pleasure is essential if we want young people to find fulfillment in sport in a socially beneficial manner.

Olympic Champions, Olympic Ambassadors: ethical and social role models for young people

Olympic champions have an important role to play as good examples for youth. As a result of the extensive media coverage of the Olympic event, world youth can discover the different sports disciplines and, most of all, the athletes who excel in these disciplines.

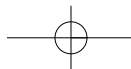
Through their extraordinary performances they do not only motivate young people to practice sport but also convey to them the conditions and values attached to high level performances. Different social groups wish to be associated with these performances and values: the world of sport first of all but also political and economic circles and youth.

The room of a very large number of young people is decorated with photographs of their idols with which they want to become identified. In our country we have seen, many times, that after watching outstanding sports performances, thousands of young people enroll in sports clubs: judo, tennis, rowing, sailing, athletics, table tennis, gymnastics, kayak, etc.

This is in itself an extraordinary result.

What is important is that, in addition to practicing a particular sport, many young people wish to be associated with the values that underpin these performances. They admire their idols and wish to demonstrate the same dedication, the same perseverance, the same team spirit.

It goes without saying that the message conveyed by an Olympic athlete and



champion should be pure. The Olympic champion should be an “ethical paradigm”.

You, dear Olympic champions, have the very important role of serving as an example to young people. You can show them the meaning of a life, without drugs, with respect for the others, the officials, the referees, nature and... one's self.

This is of course a major responsibility that can contribute to the education of a healthy, active and optimistic youth: a step towards a wonderful future, full of promises and, above all, peaceful.

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THE OLYMPIC MEDALLISTS AS AN INTERMEDIARY TOWARDS
ACCEPTING DIFFERENTIALITY.
OLYMPIC MEDALLISTS AND MULTICULTURALISM



Hicham EL GUERROUJ (MAR)

IOC Member

Member, IOC Commission for Culture and Olympic Education

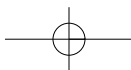
Gold Olympic Medallist in 1.500 m and 5.000 m

It is a great honor to be one of the participants of this 1st International Forum for Olympic Medallists, which is held in Olympia, a legendary place, the cradle of Olympism. I wish to thank from the bottom of my heart the organizers of this 1st Forum of the International Olympic Academy for the choice of theme.

My presentation will focus on five points; the first will be the origins of the Olympic Movement for the propagation of the Olympic Idea, the second, the fundamental principles of the Olympic Charter, the third point, a sensitive point, dear to my heart, is athletics as a present-day reality, its contribution to the diffusion of the Olympic Idea, athletics as a lever and a vehicle for the promotion of sport, athletics, a multicultural family. The fourth point will be Olympic Medallists and the acceptance of diversity. And the fifth point, finally, is the challenge of organization structures, the timelessness of intercultural exchange, continental and regional experimentations.

My dear colleagues,

The special theme of the Olympic Idea's propagation by Olympic Medallists is the most important aspect of the promotion of Olympism itself. During my long



professional career as an athlete I have seen European, Asian, American athletes being together, often training together and competing on the track, sharing pain and joy with the same conviction, being worthy messengers who advocate peace in an evolving world, carrying and propagating the Olympic ideas and values whenever the occasion presents itself. Distinguished professors and researchers will explore during this 1st International Session for Olympic Medallists subjects like the status of Olympic medallists in Ancient Greece, their impact on society, the educational and social role of Olympic medallists. My presentation will deal with the broad subject of Olympic Medallists and Multiculturalism.

As you realize, we cannot speak about the propagation of the Olympic Ideal without referring to the original initiative of our spiritual father, Baron Pierre de Coubertin, at the end of the 19th century. Very young and driven by his passion for sport, he created a movement for the propagation of physical education and was the founder of the International Olympic Committee in 1894. More than a century later, this large family continues to work for the popularization and diffusion of the Olympic Idea. The drafting of the Olympic Charter and its numerous amendments follows, to a certain extent, the ideals and direction of the UN Charter: tolerance, equality, fair play and peace. Indeed, by blending sport with culture and education Olympism seeks to place physical effort, the will to win and a healthy spirit at the service of mankind's harmonious development. The Olympic Idea and its propagation among people can greatly contribute to meeting similar concerns to those of the United Nations Organization.

Based on my own, personal experience, I will now talk about the propagation of the Olympic Idea in the discipline, which I cherish most, athletics. Athletics is one of the Olympic sports that contribute most to the attainment of its noble objectives. There is still a long way to go, but more and more people are striving to turn something that seemed sheer utopia one century ago into a vibrant reality today. Personally, I have always tried to find an answer to a perpetual question:

HICHAM EL GUERROUJ

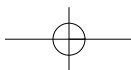


On the panel the lecturers of the Session (from left to right): the Olympic champion and IOC Member Hicham El Guerrouj, the IOA Honorary Dean Assoc. Prof. Konstantinos Georgiadis and Prof. Marc Maes are answering to the questions of the participants.

Is there a chance that we might one day see peace prevailing in the whole world in a progressive but above all in a sustainable way?

I do not have the answer to this question. I do believe, however, that the idea of reviving the Olympic Games in modern times has shown that this is possible. Over and above any criticisms linked to geo-political considerations, support for the Olympic Idea and its propagation among generations, people and ethnic groups is steadily growing.

Just stop for a moment to admire how the Olympic Flame springing from this mythical place carries its message of peace, concord and fraternity all along its journey and has always watched over the impeccable staging of the Olympic Games. This is a very potent message. As an athlete and Olympic medallist like you, I have lived thrilling moments, full of emotion and joy, intense moments that



I have shared with the other athletes from all over the world. In the Olympic Village, symbiosis among people is complete or almost complete.

Support for the Olympic Idea and its dissemination is gaining ground and sport is becoming, more and more, an important instrument and lever going beyond state power.

Athletics is a striking example of a sport that brings together an unbelievable mix of athletes from all the horizons and corners of the world, of different ethnic origin and is the main focus of the Summer Olympic Games. Moreover, its events scheduling is always chosen so as to constitute the pinnacle of each edition of the Games.

The Olympic family of athletics stands out for its multicultural diversity that makes it the king sport of the Olympic Games. It brings together men and women who know one another, live together and compete against one another on the track throughout the year.

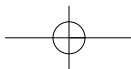
Many Olympic medallists have become role models today for their country's youth and often for world youth. Let's take the example of Sergei Bubka, Haile Gebrselassie and Ian Thorpe, who are all strongly involved in the propagation of the Olympic Idea, driven by a feeling of duty towards the expectations of world youth.

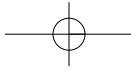
Although I could boast of many victories during my long career, I only felt that I had achieved my goals after winning my two medals here in Athens at the last Olympic Games of 2004. This is the reason why I have always attached so much importance to the propagation of the Olympic Idea.

Dear colleagues,

I am coming to the end, fast as always, even in speeches.

In the IOC's Commission for Education and Culture, of which I am a member, the main challenges I have set for myself concern the implementation of the projects developed by this Commission. Our long experience of world sport, our total support for intercultural exchange, our passion for our favorite sport as a vehicle for peace, tolerance, *fair play* and equality, will enable us –I have no doubts about that– to achieve our objectives and the IOC's plans. We will have the opportunity of testing continental and regional models, of evaluating their impact and taking the necessary remedial action.



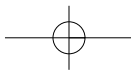
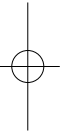
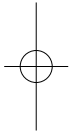


HICHAM EL GUERROUJ

Mr Dean,

I wish to thank you and the Academy for the invitation. I was very happy to meet again my dear friends to whom I have been close throughout my sports career and to get to know other athletes from other sports.

Thank you for your attention.



THE OLYMPIC MEDALLISTS PRESENT THE OLYMPIC IDEA AT SCHOOLS. A TRAINING APPLICATION

Paraskevi LIOUMPI (GRE)
Assoc Prof. Konstantinos GEORGIADIS (GRE)

Introduction

A recent survey¹ among primary and secondary education students in Europe has revealed that the reasons for which school children admire Olympic medalists are many and varied. The most important reason for most of them is that they consider the medallist to be a good athlete. The second kind of reasons mentioned were: a) that he is a good and handsome individual and b) his national pride, and the third kind of reasons mentioned fair play and the athlete's sport. When asked for what reasons they disliked an Olympic medallist, the students replied: a) his appearance and social behavior in public life, with the media, etc. that did not make him a role model, b) the use of anabolic agents and c) dishonest behavior.

To the question if they themselves wanted to become Olympic medallists they answered yes, for the joy found in effort and competition but also for economic benefits and glory.

It is obvious that the Olympic medallist's role as a good example is important and unique in the children's eyes. At a time when role models are many and con-

1. Telama, R., Naul, R., Nupponen, H., Rychtecky, A. & Vuolle, P. (2002): *Physical Fitness, Sporting Lifestyles, and Olympic Ideals: Studies on Youth Sport in Europe*, Schorndorf: Hofmann.

tradictory, Olympic medallists can become the ambassadors of Olympic values for young people. So, today and tomorrow we will be discussing together what would be the best way to approach school children in the context of our efforts to propagate the Olympic Idea through Olympic education.

Our experience from the implementation of Olympic education programs before the Athens 2004 Olympic Games until now has shown that the project method that I will be presenting in detail shortly, and which is mostly used by educationists, contributes to the attainment of the Olympic education² program's objectives by allowing students to:

- Be initiated in the history and values of Olympic tradition through practice
- Understand ethical issues related to sport
- Acquire skills and techniques related to sport and everyday life behavior
- Develop the idea of volunteering
- Adopt a positive attitude towards sport and Olympism
- Acquire experience and knowledge on the benefits of exercise for health.

The activities in which students participate are a) movement-related b) theoretical and c) visual activities. All activities promote participation, initiative, creativity and critical thinking.

But let us now look at the method in detail.

The project method

This teaching method involves the planning and completing of a project by the students. It is a flexible, student-centered learning process, with no strictly defined limits, that can be applied in the class room but also in an extra-curricular setting, in camps or municipalities. It develops students' research skills, im-

2. Ministry of National Education and Religious Affairs (2002): "Olympic education from theory to practice", Athens 2004.

proves their self-confidence and teaches them to work as a team. The project method creates interaction among team members, direct personal contact, individual and collective responsibility and decentralization of authority. With this method, students do not have the feeling that they are attending lessons; they discover learning through creative activities and critical thinking. The method requires their active participation throughout the project's planning and implementation.

The project method is a form of teaching that starts with the adoption of a proposal presented by a member or the team as a whole. The proposal may be generated by an experience, an event or a current problem. The choice and planning are made under the responsibility of the team of which the teacher, in our case the Olympic medallist, is also a member. It consists of four stages-phases that constitute the main frame, without being binding and contribute to a better organization and coordination of individual activities.

These four stages-phases are:

1st Phase: Reflection

1. Choosing the subject

During this phase, students will identify the subject after a discussion. Depending on their age group, they will choose one among the following areas related to Olympic education.

- Ancient Olympic Games
- Modern Olympic Games
- Paralympic Games
- Ethical issues
- Beijing 2008 Olympic Games
- Sports that are not very common
- Benefits from the organization of the Olympic Games (for junior-senior secondary school students)

2. Determining the scope-objectives, time schedule

3. Raising awareness

This can be achieved with the help of a leaflet, audiovisual and electronic material.

4. Expanding the subject

Team members can present views, ideas and words, during a brainstorming process, which are all recorded without criticism.

5. Ranking-classifying ideas, identifying domains

2nd Phase: Planning teaching formats

1. Separation into sub-groups

There will be 4-6 sub-groups, depending on the number of students in each class and each sub-group will be composed of 5-6 students. It is better to allow the children to decide on the selection and composition of the groups, according to their interests and friendships.

2. Methodology

Students receive detailed information on the method to be followed.

3. Analysis of activities

We determine the activities that we will be following into theoretical, motor and visual and we set out each sub-group's actions.

4. Contact with the a)direct b)indirect environment

We work with the whole school community (teachers, headship, parents and guardians association). We also cooperate with all local community entities (local government, sports and cultural associations, NGOs).

3d Phase: Implementation of activities

1. Information gathering

Information is obtained from books, periodicals and newspapers, the Internet, etc.

2. Evaluation

Information is evaluated on the basis of its interest and relation to the subject.

3. Classification

4. Consideration

5. Synthesis

6. Presentation

Each sub-group presents the outcome of its work to the others.

4th Phase: Evaluation (self-evaluation – evaluation by the others)*1. During the project*

The evaluation is done in the course of the project by the teacher in the class room, at regular intervals.

2. At the end of the project

The evaluation can be done either orally through discussion or by means of questionnaires to establish whether the objectives originally set have been achieved.

I will now give you three examples of Olympic education programs based on the project method and aimed at three different age groups with which you will most probably be in contact in the future.

EXAMPLE I**Age group: children 9-12 years old****1st Phase: Reflection****Thematic unit: “Ethical Issues”****Sub-topic: “Fair play”****Aim:** Acquaint children with one of the Olympic values**Objectives:**

- Learn the principles of fair play
- Try to apply them when playing
- Associate honest sporting behavior with honest behavior in the other areas of life
- Learn why rules are essential in the games we play
- Learn why all those who decide to play a game must undertake to play by the rules
- Learn to respect the opponent
- Learn what behaviors show appreciation and respect for team mates and opponents
- Learn to accept differences among individuals
- Learn to respect referees and their decisions.

Time schedule

3 teaching units

Awareness-raising, expansion, classification, unit separation

During this phase, the teacher will first provide some basic information and show the photographic or other material he has prepared and then choose together with the children the topics to be considered.

Teaching topics

- A. Respect for the rules of the game
- B. Respect for the judges-referees' decisions
- C. Respect for the opponent
- D. Respect for team mates

2nd Phase: Planning teaching formats*Separation in sub-groups*

1st sub-group: Respect for the rules of the game

2nd sub-group: Respect for the judges-referees' decisions

3d sub-group: Respect for the opponent

4th sub-group: Respect for team mates

Methodology and analysis of each sub-group's activities

1st sub-group: Respect for the rules of the game

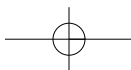
Proposed activities

- Our game. Children choose their own game, which they will play first with rules and then without any rules. They will draw conclusions that will be presented to the others.
- They complete the phrase "We respect the rules of the game because ..."
- Rules permeate our life. Children will investigate and identify the other areas of life where rules are needed.

2nd sub-group: Respect for the judges-referees' decisions

Proposed activities

- I am the referee. Children play a game and taking turns they each play the role of referee



- They complete the phrase “We respect the judges-referees’ decisions because...” and prepare a sheet with their group’s messages.
- Tell the children to watch games and record players’ behaviors that do not respect the referee’s decisions, as well as the consequences of such behaviour. They will then present their conclusions and proposals to the other groups.

3d sub-group: Respect for the opponent

Proposed activities

- You give the group a fair play story like Lemieux’s at the 1988 Seoul Olympics and ask them to note their comments and view by taking on the role of the athlete in the story. You could also talk to them about a personal experience of yours.
- Ask them to complete the phrase “We respect the opponent because...” and prepare a sheet with their group’s messages.
- I challenge you to a game. Children choose an opponent among their team mates and challenge one another to a game. In the end, they will talk about their common and different elements (Binder “be a champion in life”).

4th sub-group: Respect for team mates

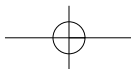
Proposed activities

- We all have equal chances in the game. Children play a game, e.g. basketball and make sure that all participate equally.
- They complete the phrase “We respect our team mates and give equal opportunities to all because...” and prepare a sheet with their group’s messages.
- They write a song or poem on the subject of peace.

3d Phase: Implementation of activities

All the activities described above are implemented in the sub-groups. Children look for information from whatever sources they can find and discover knowledge and experience always under the guidance of the teacher. Finally, after collecting their material, they organize it and present it to the other groups.

4th Phase: Evaluation (self-evaluation, evaluation by others)



A questionnaire on “fair sporting behavior” will help evaluate the achievement of the original aim and objectives and draw up conclusions.

EXAMPLE II

Age group: children 12-15 years old

1st Phase: Reflection

Thematic unit: “Ancient Olympic Games”

Aim: Give information to the children about the ancient Olympic Games.

Objectives:

- Acquaint the children with the main characteristics of the ancient Olympic Games
- Acquaint the children with the deep meaning of the ancient Olympic Games
- Help them explore the history of the Olympic Games revival
- Let them learn about the ancient Olympic sports
- Help them develop a cooperation and team spirit and discover knowledge
- Help them develop self-confidence through initiatives and creative activities

Time schedule

5 teaching units

Awareness-raising, exploration, classification, separation into units

During this phase, the teacher will first provide some basic information and show the photographic or other material he has prepared and then choose together with the children the topics to be considered.

Teaching topics

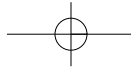
- A. Organization and participation in the ancient Olympic Games
- B. Ancient Olympic sports
- C. Truce, meaning and importance
- D. Victors' rewards and honors. Penalties for transgressors.

2nd Phase: Planning teaching formats

Separation into sub-groups

1st sub-group: Organization and participation in the ancient Olympic Games

2nd sub-group: Ancient Olympic sports



3d sub-group: Truce, meaning and importance

4th sub-group: Victors' rewards and honors. Penalties for transgressors

Methodology and analysis of each sub-group's activities

1st sub-group: Organization and participation in the ancient Olympic Games

Proposed activities

Compiling a list of ancient Olympic victors

General information on the history of the ancient Olympic Games

Photograph collage on the subject from historic books, the Internet.

2nd sub-group: Ancient Olympic sports

Proposed activities

- Painting with the events and corresponding photos
- Painting "wrestling"
- Reconstituting with movement ancient Olympic athletics events

3d sub-group: Truce, meaning and importance

Proposed activities

- Historical information on the significance of the truce in ancient Greece
- Olympic truce in modern times. Proposals for world peace
- Graffiti on the subject of "peace"

4th sub-group: Victors' rewards and honors. Penalties for transgressors

Proposed activities

- Painting "kotinos"
- Construction of "Zanas"
- Contests with a crown of olive branches as prize

3d Phase: Implementation of activities

All previous activities will be implemented by the sub-groups. Children will look for information in any source they can find and discover knowledge and experience always under the teacher's guidance. In the end, after collecting their material, they will organize it and present it to the other groups.

4th Phase: Evaluation (self-evaluation, evaluation by others)

A simple questionnaire with questions on the ancient Olympic Games will help to evaluate achievement of the original aim and objectives and draw conclusions. A discussion with the children can also provide equally important information.

EXAMPLE III**Age group: children 15-18 years old****1st Phase: Reflection****Thematic unit: “Social Issues”****Sub-topic: “Human Rights and Multiculturalism”**

Aim: To make children understand concepts such as tolerance towards diversity, equality in society, respect for other persons' rights, interculturalism.

Objectives:

- Have a saying in the creation of a fairer and more tolerant society
- Improve communication skills
- Learn that civilization has no borders
- Work with people of different nationality
- Acquire knowledge on other cultures
- Understand the value of the Olympic Games

Time schedule

4 teaching units

Awareness-raising, exploration, classification, separation into units

During this phase, the teacher will first provide some basic information and show the photographic or other material he has prepared and then choose together with the children the topics to be considered.

Teaching topics

- A. More things unite than separate us
- B. Human rights at school or in the classroom
- C. Getting to know other cultures
- D. Olympic Games. Games that unite the people of the world.

2nd Phase: Planning teaching formats

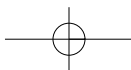
Separation in sub-groups

1st sub-group: More things unite than separate us

2nd sub-group: Human rights at school or in the classroom

3d sub-group: Getting to know other cultures

4th sub-group: Olympic Games, Games that unite the people of the world.

*Methodology and analysis of each sub-group's activities*

1st sub-group: More things unite than separate us

Proposed activities

- Music and dances of the Balkans. Common cultural elements between countries are recorded and compared (dance, music instruments, costumes, musical sounds).
- We dance together. Children will choose to dance any dances they prefer teaching one another to the sound of music.
- We create a choreography using elements from the dances we danced together.

2nd sub-group: Human rights at school or in the classroom.

Proposed activities

- We ask children to compile a questionnaire evaluating the climate in their school with respect to human rights.
- An imaginary country. Ask the children to imagine that they have discovered a country where there are no laws and prepare a list with the rights that should apply to all citizens.
- Creation of a human rights scenario to be played as a small theatrical happening for the others.

3d sub-group: Getting to know other cultures

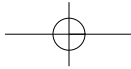
Proposed activities

- Games from my country. Children will play and record traditional games and their name in their country's language. They will play these games with the other groups when they present them.
- Photographs and pictures from their countries and other countries of the world brought by the children. Everyone will cooperate in creating a big collage.
- Cherished Olympic medallists and their countries.

4th sub-group: Olympic Games, Games that unite the people of the world.

Proposed activities

- The music of the Olympic Games. During the staging of the Olympic Games the whole world listens to this music. We encourage the children to collect some of these pieces that they like.



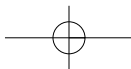
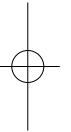
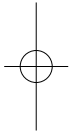
- Children gather information on countries' participation in the Olympiads.
- They write an article on the contribution of the Olympic Games to world peace.

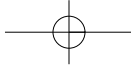
3d Phase: Implementation of activities

All previous activities will be implemented by the sub-groups. Children will look for information in any source they can find and discover knowledge and experience always under the teacher's guidance. In the end, after collecting their material, they will organize it and present it to the other groups.

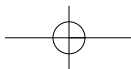
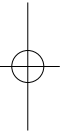
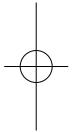
4th Phase: Evaluation (self-evaluation, evaluation by others)

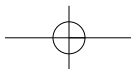
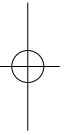
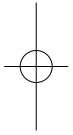
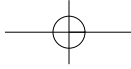
Answers to questionnaires are evaluated, followed by a discussion in which the teacher encourages all children to participate.





*Short Presentations
by the Olympic Medallists*



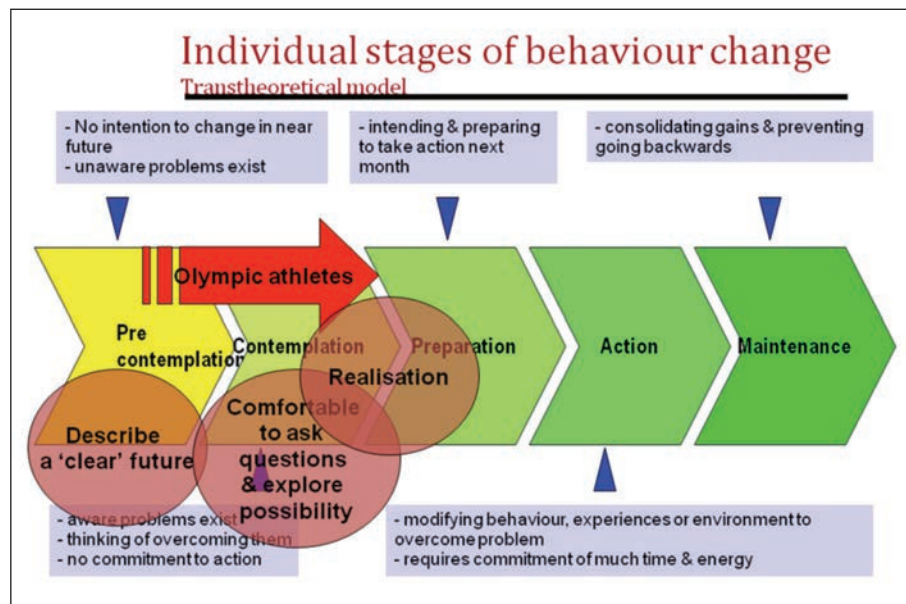


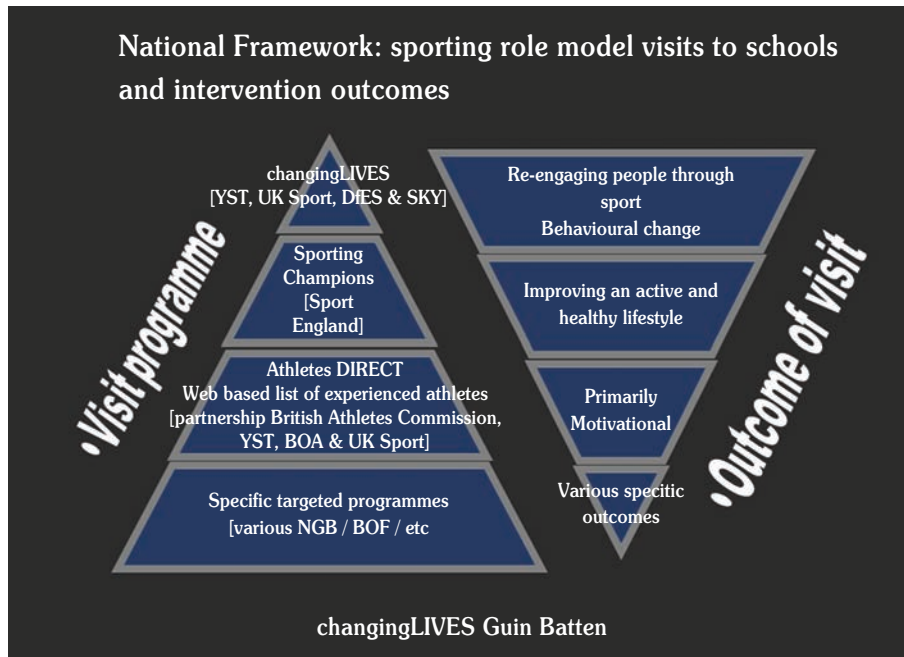
OLYMPIANS AS ATHLETE ROLE MODELS – ARM

Guin BATTEN (GBR)

Some principles

- Athletes must be able to touch the children
- For long-term impact – more than one visit
- Add value to an existing programme
- Athletes need training to ensure quality is high
- Measure impact





RESPECT Athlete Mentor Programme

- The Youth Sport Trust and Creating Excellence are looking for 12-16 world-class/elite international athletes based across England to join the RAMP team, whose overall role is to inspire and influence selected young people in schools and the community, with the aim of changing behaviours.
- The RESPECT ATHLETE MENTORING PROGRAMME (RAMP) is a joint initiative between Sport England (via its delivery agent – Creating Excellence) and the Youth Sport Trust. Our joint vision is to position athletes as trained and experienced mentors for disaffected young people, to influence behavioural change through the power of sport.
- Delivery days may be split between face-to-face intervention, as well as phone and email contact. The Athlete Mentors will work with and be supported by the RAMP Principal Athlete Mentors in liaising with relevant schools and agencies to plan and deliver the RAMP programme.

- Each Athlete Mentor will be responsible for co-ordinating their own delivery days with the selected young people and relevant teachers/social workers. The programme that is delivered will be developed around each individual young person's needs and the mentor's personal experience as an elite athlete and young person. The Athlete Mentors will be expected to deliver six delivery days per young person or small groups of young people, in total delivering approximately 50 days across the project.

The post holders will be expected to travel, for which expenses will be reimbursed.

- This role provides the opportunity for you to work creatively with young people, finding innovative ways to use sport to engage and influence positive change in behaviour and attitude. One mould will not fit all, so be prepared to think on your feet and adapt your ideas. Working in a school or community environment and encouraging behavioural change in young people such as this is both challenging and rewarding work; the job description and background information provide further details about the role.

Changing LIVES

- <http://www.youthsporttrust.org/page/changingLIVES/index.html>
- changingLIVES is a behavioural change scheme which brings some of Britain's most successful world class athletes into schools across the country to motivate and engage young people to change.
- Developed in partnership with BSkyB and UK Sport and supported by the Department for Education and Skills (DfES), changing LIVES adds value to the Living For Sport programme and is the leading athlete role model behavioural change programme in the country.
- A team of nine athlete mentors with a host of Olympic, Paralympic, World and Commonwealth medals between them, bring the excitement of their sporting successes to the classroom. Each athlete mentor has been selected for their ability to engage with young people through their own contrasting

stories of success and struggle, highlighting the challenges they had to overcome, including bullying, dyslexia, exclusion and living with a disability.

- The athlete mentors parallel the British Athletes' Commissions "Six Keys to Success" with the lives of young people by instilling values of belief, determination, hard-work, belonging, people skills and time management.
- All schools in their 2nd year of Living For Sport are offered the opportunity to have an athlete mentor to support the programme. Each school involved is visited three times by the athlete mentors, which allows a relationship to develop between the athlete and the young people and staff. This ensures the scheme has a long-term impact.

Sporting Champions

- <http://www.sportingchampions.org.uk>

Sporting Champions is a Sport England initiative, which brings world-class athletes face-to-face with Young People to inspire and motivate them to participate in sport.

Athlete – school introduction service

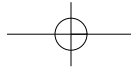
- <http://www.britishathletes.org/content/view/91/129/>

Telling your story

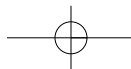
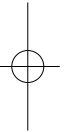
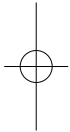
- Your story and your experiences are very important.
- Make it fun and interactive – get the children involved.
- Take video and equipment with you.

Give the children something

- Certificates
- Autographs, cards



OLYMPIANS AS ATHLETE ROLE MODELS – ARM



Changing LIVES

6 keys

What is this all about?

It's all about you ...

I am going to talk to you about my story and about the British Athletes 6 Keys

I want you to feel like you have had fun, that you have learnt something.

When I leave I want you to feel inspired to re-look at the way you live your live & that you can change if you want to. I am not here to be a teacher.

But first.....

When you got up this morning who felt like this? And going home?

On top of my world:

- Good all rounder at school
- Started rowing at 19
- 1st national trials
- First World Championships 1994
- Atlanta Olympic 5th single scull
- Sydney Olympics making history in the women's quad



Where did I come from?

- Learnt to read at home
- Asked “to leave”
- Found sport-found respect
- Started to play by the rules
- Started to work
- Dyslexic
- 5 A levels
- University BA at Leeds & MSc at Loughborough
- OMI Exercise Physiology
- Full time athlete

What does a World Class athlete need to succeed?**British Athletes Commission****6 keys to success**

1. *Mental toughness*
2. *Hunger to achieve*
3. *People skills*
4. *Sports knowledge*
5. *Breaking barriers*
6. *Planning for success*

1. MENTAL TOUGHNESS*Performing under pressure*

- The most important key.
- Imagine sitting on the start of the Olympic final.

Close your eyes, can you imagine sitting on the start of the Olympic final you have trained for 8 years of your life, the athletes next to you will do anything to beat you, in the back of your mind you are scared, your legs hurt, you have just thrown up, your heart is pumping, you have a headache and you have to go out and produce the best single race of your life. No second chances, no mistakes and there are 10 million people watching you.

- Would you be tough enough?
- Who can give an example in their life when they may have felt like that?
- Exams, doing a school play...etc..

2. HUNGER TO ACHIEVE

The desire to make it even when it gets tough

- Success is made up of two main parts.

The first part is the cold bits from the body and from the brain, like being strong or a fast runner or being able to hit the ball well or being intelligent or good at cross words etc.. The second bit has no measure but it comes from the heart, it's about desire, passion, hunger it burns and it is hard to explain.

Let's take for example the 2004 Andrea Bocelli (blind opera singer from Italy): He was saying that you can have all the talent and have done all the training in the world but greatness comes from within, it comes from the heart. The heart is the strongest muscle.

- I am going to tell you about two different situations.

The woman and car story

A woman is trying to lift a car up; she is a normal woman nothing special. In the first instance there is a million pounds in a bag under the car, the car is too heavy and the woman can't get the money. In the second instance the woman's young baby is trapped under the car, she lifted the car and saved her baby.

- *The queue story.*

You are sitting at home and you are watching TV. Your mum comes in and asks if you could pop down to the shop and buy some milk as she has run out. You like "eastenders" and it is about to start in 10mins. You get to the shop and there is a queue that will mean you will miss the start of "eastenders". The last place you want to be is in the queue.

Yet, the next day a friend comes up to you and tells you about free tickets to see your favourite band, the queue to get the tickets is 2 hours long but you know that if you wait you will get the tickets.

You are happy to wait in the queue for 2 hours but not for 10 minutes. WHY? What is the difference?

DESIRE of course.

- Is there anything in your life that you feel strongly enough about?
- Your favourite band, football club, boyfriend/girlfriend.
- What about being a successful musician, artist or sports person?

3. PEOPLE SKILLS

Teamwork, leadership & understanding people

- My support team when I was an athlete
- Who might be in your support team?
- Do you need to add anyone else?
- Why is teamwork important?
- Breakout: touch ball race

4. SPORTS/LIFE KNOWLEDGE

Making informed tactical decisions about your life

- In sport, knowing the rules is really important.
- *Speeding story*

I was late coming here today. I could have driven faster on the motorway. But if I was caught going over 100mph I would automatically lose my licence. No big deal you might think losing my licence for 18 days! But if I lost my licence I would not be able to do my job, which would mean I would lose my job, which means I wouldn't be able to pay my mortgage, which means I would lose my house. I also know that the currently accepted error on speeding is 10% so I travel at 77mph. It is not about whether to break the law or not that is important to understand but to know the consequences of breaking the law will have on your life, that is important.

5. BREAKING BARRIERS

Doing things other people haven't done.

The first in your family. The first in history.

- Sport doesn't stand still, to win in Beijing.

Sport doesn't stand still; it is moving forward every year. What would win you

a gold in Sydney 5 years ago will not even get you a medal in Beijing in 2008. To stand still is to go backwards. The athletes that win Gold medals in Beijing will have to do things no human has ever done they will have to make history they will have to set new world records. To do this they will need to train harder for longer and leave no stone unturned.

- They can not do what people in the past have done they have set new standards. Who has done something no one else in their family has ever done?
- If you always do, what you always did, you'll always get, what you always got.

6. PLANNING FOR SUCCESS

To plan and prioritise life. To set goals and find balance in life

- All sports people are good at this, because they have to be.
- The most important part is to be in control of the parts you can control.

Antony Hembrich Quote: "my dream went down in an instant. You live it, eat it, sleep it, dream it. It was my life. I missed my chance to prove I was the best. It will never come again". The words of a USA boxer who missed his bus for his fight at the Olympic Games in Soul 1988. Life waits for no one. Don't get left behind. Make it happen. Do it today.

- Being organised will mean you can do more in your life.
- CONTROL the Controllables.

Respect & Thank you

- Have belief in your self when others don't.

Other programmes – Canada

- [Esteem Team Canada – Inspiration & Education In The Classroom](#)

The ESTEEM TEAM program is Canada's Olympic, Paralympic and World Class athletes engaging, inspiring and empowering youth through interactive presentations www.esteemteam.com

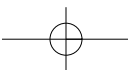
OLYMPIC MEDALLISTS PROMOTING OLYMPIC EDUCATION

Anna SOROKINA (UKR)

I would like to present to you the national sports structure and the involvement of the National Olympic Committee and the National Olympic Academy of Ukraine in promoting and implementing the educational programme in Ukraine.

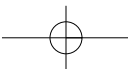
First of all, I would like to say that we are very a lucky nation, because the President of our National Olympic Committee is Sergey Bubka, the very famous and legendary athlete, a fact which helps us to promote the Olympic Ideals and to work in the best way upon the decisions of the International Olympic Committee.

In the national sports structure, the Ministry of Sport is also included, which deals with the development of sport from childhood till the top level athletes. The role of the NOC of Ukraine is to help prepare the national team for the Olympic Games and to promote the Olympic values in Ukraine. In this direction, we have used as tools several athletes' organisations to conduct the activities. The first one is the Athletes' Commission of the NOC of Ukraine and two organisations which are included in the whole structure of the NOC of Ukraine, the Association of Olympians in Ukraine and the newly established this year Ukrainian Academy of Olympians. Those two structures are different because the first one includes all the participants in the Olympic Games and all the people who know about the Games and the Movement and who can promote to the schools and the public the Olympic Movement, and the second one includes the legendary persons in the Olympic Games who made their worthy contribution with their medals and their performance in the Olympic Games. Those Commissions and Boards help us to conduct the following activities:



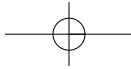
ANNA SOROKINA

- The idea to work in very close co-operation with the Ministry of Education of Ukraine. The NOC of Ukraine made a proposition to the Ministry regarding the existence of a good enough quantity of physical education lessons in the curricula. We have 2 to 4 such lessons in respect to every region. Furthermore, on the second Saturday of September we organise the National Day of Sport and Physical Culture in Ukraine and the NOC of Ukraine turned to the Ministry of Education so that every first lesson of this day will be established as an Olympic Lesson. So, every year we have an Olympic lesson in all the schools of Ukraine. This is the best way to attract our athletes to go to schools and communicate with the children from the first classes till the last ones and speak about their experiences, their struggle for sport and of course to promote the Olympic values.
- The NOC of Ukraine holds not only this kind of lessons, but it also organises a very big public event through the 27 regional departments of the NOC. The same activity is being organised by those divisions during the same day, and it is organised at the central squares of the cities in cooperation with the authorities of the cities and the governmental authorities of the Ministry of Education and Sport and representatives of the NOC of Ukraine. The squares are being transformed into playgrounds for different kinds of sports. The National Federations are responsible for representing themselves in those sports squares, they bring their equipment and even a simple child can try to be involved in any sport and then get gifts like pins, t-shirts, diaries-notebooks etc.. Specifically, the diary-notebook, produced in co-operation with the NOA of Ukraine, that is being distributed, includes special information about the Olympic Movement, the symbols, the champions and a contest with several questions and quiz. This year approximately 27.000 diaries are going to be distributed to every school and all the participants of this event.
- Also, this year, we asked a famous author of Olympic Education in Ukraine, Maria Bulatova, President of the NOA of Ukraine, to print a book especially written for the small kids of the first class of the primary school. It is called “My first Olympic guide” and it is very colourful and very useful for the teachers, because it has enough didactic material, and this year we printed



27.000 issues that we distributed to all the schools and to all the participants of this open lesson.

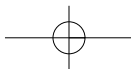
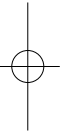
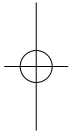
- We keep in touch with the medallists and the Olympic champions and we invite them to take part in all the public events regarding the healthy life style of Olympic Education or just to promote social projects. The next project that we have already organised on the 23rd of June, is the Olympic day Run under the partnership of the International Olympic Committee. During this day, the athletes communicate with the children and the whole event is transmitted live by some national TV channels. Out of this activity a film also came up trying to compare the activities in the different regions and the capital. This film will be also distributed to all our regional departments to be presented and to promote the Olympic values.
- The next project concerns more the young athletes. The Athletes' Commission of the NOC of Ukraine will hold the 1st Forum for Athletes of Ukraine before they start their main preparation for the Olympics. The main idea of this Forum is first of all to explain to the athletes the sports structure in Ukraine, and which boards support their activities. The next point will be about the self-education of the athletes. We try to explain to the athletes that self-education means knowing everything about the Olympic Movement within which they act now. We tried to find ways to combine education and training process. It is very hard because in Ukraine it's like a job for the young athletes and not sport just for fun, and when the athletes finish their career, it is difficult for them to educate themselves and to integrate into social life. Therefore, we are trying to get them at least to educate themselves and try to combine their training with the educational program.
- We also give to the outstanding and famous athletes the possibility to participate in the government activities. Some of them have got into the parliament of Ukraine, some others – three specifically, among whom myself work as NOC staff at the sport development and management department. It's a good inspiration to use their experiences as champions and persons who know how to work hard and achieve their goals and to develop the national structure of sport and promote the Olympic values. This situation is



ANNA SOROKINA

getting better, for example a shot putter is now chief of the government department of the Ministry of sports. The division also combines this section with the social one, passing messages like *stop smoking*.

- The Mass Media and the TV enterprises are very interested in having athletes in their entertainment projects, like singing with a star, or dancing with a star, or participating in the patriot games, which are competitions between several countries, sports fun activities. The athletes become role models for the audience and especially for the children.



OLYMPIC MEDALLISTS PROMOTING OLYMPIC EDUCATION

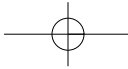
Debbie WATSON (AUS)

In Australia we have many programs that are presented to children and young athletes. I am involved in the following programs:

Live Clean Play Clean: An Australian Olympic Committee presentation which educates pre elite athletes about choices, decisions and consequences in relation to drug education. This covers legal and illegal drugs and includes recreational, medicinal and performance enhancing substances. The program encourages the pre-elite athlete to consider all options available to them and to make informed decisions. The program also advises the athletes where they can check the 'products' they are considering taking to make sure they are okay. It encourages the athletes to not only play sport clean but to live their life clean. This presentation includes educating the athlete on the procedure of drug testing and explains the: who, when and where an athlete may be tested as well as explaining the consequences of testing positive.

The School Sports Ambassador Program: A Department of Education Program in which athletes make school visits to reinforce teachings from the school curriculum. Examples of athlete presentations include; nutrition, the importance of daily exercise, school sports carnivals, presentation of awards and special school days. Athletes usually attend for between 1 hour and a half a day. Sometimes the athlete presents to the whole school, at other times to individual classes.

Pierre De Coubertin Awards: An athlete attends the school to present the award winners their prize. The athlete would normally speak on their Olympic experiences, present awards and spend time signing autographs and answering questions.



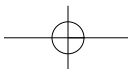
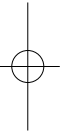
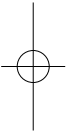
DEBBIE WATSON

Olympic Day: Schools can organise events to celebrate the Olympic ideals. Activities can include; sports days e.g. football competition with all students involved, teams can be nationally named. Students can be involved in flag designing competitions, athletic days which can include opening ceremonies.

ASPIRE is the Australian Olympic Committee's national education program for primary educators; it is designed to instil in young Australians an appreciation for the values, spirit and philosophy of the Olympic Movement. It is an on line program.

The Australian Olympic Committee in conjunction with the Department of Education has lesson plans for primary school aged students lessons themed around the Beijing Olympics.

The above school based programs are available to all schools; information is available on line in most cases. Having been involved in all of the above programs it is a richly rewarding experience as the young students / athletes always enjoy athletes sharing their experiences.



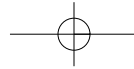
EDUCATIONAL PROGRAMS ON THE OLYMPIC IDEALS IN THE UNITED STATES OF AMERICA

Richard FOSBURY (USA)

My fellow Olympians,

Since the Olympic Education Programs in the United States are in the early developmental stages, I thought I should give some contextual reasons for this condition. The United States Olympic Committee has been completely re-formed and reorganized in the last decade, going from over 100 members on the Committee to 11, currently. The staffing has been pared down and reduced to a more economic and efficient number as well. The United States Olympic Academy has been inactive and is being re-started. So, as a result, their programs of delivering Olympians into schools has consisted of sending about 25 Olympians into select cities across the United States to celebrate Olympic Day once a year.

The United States Olympians Association was formed in 1995 as a national organization, above a few State Associations, which had been organized since the 1950's. Since I was elected to the Board in 2004, a committee of three of us has been developing an 'Olympians Initiative' toward the promotion of fitness and health to school children and adults. Just this year we received the approval to proceed on a pilot program developed by Gary Hall Sr within the Miami, Florida school system. The program will receive supplemental funding from a non-profit foundation for administrative costs. In working with the School District, we plan to enlist Olympians and Para-Olympians to be assigned to visit five schools. Each Olympian will be given an outline for a prepared speech, customized to their personal experiences, to be delivered at the initiation of a walking program



RICHARD FOSBURY

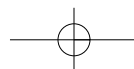
to last for two weeks. The participating students will be given a daily log for their distances walked, to measure results, and grant awards or certificates at the completion of the program. Walking is the simplest of exercises to teach children the benefits of exercise. They will also receive a comic booklet, which presents Olympic sports and contact information for the clubs or federations for each child when they become interested in different sports. These programs will be repeated annually for continuity and consistency.

Another program that we will utilize in certain states will be to send Olympians into schools that have adopted the "Presidents Challenge" program established by the President's Council for Fitness and Sports. Where schools have an existing fitness program organized, we will ask to join their program to encourage the physical activities, following Olympic ideals.

For adult programs, we have the Senior Games and Masters competitions, held statewide, nationally and worldwide. Olympians are invited to help promote the events in the press and media as role models.

As well as these programs organized by our NOC and NOA, many athletes such as Shannon Miller appear in schools as role models on their own initiative. Ms Miller has spoken on various Olympic topics beyond just fitness and exercise, for individual requests or to kickoff an existing program in the schools.

So you can see that we are still in many ways in the developing stages with our Olympic educational programs. We are working each year, building our database of contact information for Olympians, so that we will have the human resources available for these important programs. And it has been a great opportunity to attend this 1st International Session for Olympic Medallists to hear of the successful programs being achieved by Olympians and their Associations around the world.



OLYMPIC EXPERIENCES

Gabriela SZABO (ROU)

Dear All,

My name is Gabriela Szabo and I have been a top athlete for more than 10 years. During this time, I succeeded in winning all the medals an athlete could wish for, starting from European, World and Olympic Champion, till the award for “The Best Sportsman of the World” (1999) and Golden League.

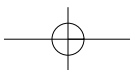
Therefore, I can truly say that athletics was and still is everything for me. Day by day, I have trained myself to overcome my human limits and to obtain, each time, a better time. After the competitions, I haven’t lost my winning spirit, on the contrary.

For three years now, I am the Vice-President of the Romanian Athletics Federation, where I was able to develop my managerial skills and to learn more about the marketing activity. I consider that marketing plays a great role in our modern society – it becomes mandatory to create and maintain a positive image, in order to gain private financial resources for athletics.

Also, my desire for finding more about sports led me to taking doctoral studies, after finishing the university and a master course in the same domain.

For two years now, I have developed a social campaign, called Sport for Life, the aim of which is to promote sports, as a mandatory component of a healthy life. The campaign’s main target are children, therefore I have succeeded in creating a Promoting Sports Tour in Schools and also in Orphanages. Even more, my dearest event, Playing Arenas, is considered to be the biggest sport event designed for children, in Romania.

After all that, I truly believe that I have a full perspective over athletics, from dif-



GABRIELA SZABO

ferent points of view: as a top performer, as a manager, as a scientist and as a social player. I know that I can add value to IAAF activities and I think that my know-how, on all the mentioned platforms, will be helpful for sustaining athletics and athletes.

I believe in performance sports, as much as I do believe in mass sports; I believe in winning Olympic medals, as much as I do in the role of children's sportive education.

Please find attached my athlete resume, also a brief description of my social campaign and of my work as Vice-President of the Romanian Athletics Federation.

I thank you in advance for your support and I can make you an honest promise: that I will try to be a good manager, as much as I have been a good sportsman.

Palmares

Honors and Distinction

The Best Sportsman of the Year – awarded by A.P.S.M. (1999)

The Athlete of The Year – Awarded by International Association of Athletics Federation (1999)

The best Sportsman in Europe – awarded by the European Union of Sportive Press (1999)

The National Order of Faithful Service, Commander Level (2001)

Olympics Winner

2000 – 5000m, Olympic Games, Sydney

World Records

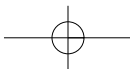
2001 – 3000m 8:32,88 indoor

1999 – 5000m 14:47,35 indoor

1998 – 2000m 5:30,26 indoor

European Record

2002 – 3000m 8:21,45 outdoor



World Championship**Outdoor**

2001 – 1500m Edmonton

1999 – 5000m Sevilla

1997 – 5000m Atena

Indoor

1999 – 1500m Maebashi

1999 – 3000m Maebashi

1997 – 3000m Paris

1995 – 3000m Barcelona

Indoor European Championships

2000 – 3000m Gent

1998 – 3000m Valencia

Junior Awards

1994 – World Champion 3000m Lisabona

1993 – European Champion San-Sebastian

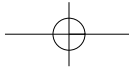
1991 – European Champion Salonika

For more information, please visit

www.gabiszabo.com

Sport for Life Campaign

Sport for Life is a social campaign whose objective is to inform and to educate the Romanian public about the great importance of sports. At the same time, the campaign wants to highlight the negative consequences of the inactiveness on human health. Therefore, our mission is to create both a sportive education and a sport culture in Romania. The public of the campaign is general, starting with kindergarten children, teenagers, young families, office people...



GABRIELA SZABO



Children are an important segment of our target. I want to teach them the meaning of being healthy and the ways they can take care of their mind and body. I believe that is truly important to stimulate children's responsibility toward themselves, so that later they could become responsible toward their family and friends and also toward their community. At the same time, I want to bring these children up with respect for what work and effort means, so that they will be able to respect both the winner and the loser and to know what fair-play means.

In the long term, I hope to contribute to the formation of a natural selection base, to the children's passion for the performance and, therefore, to the formation of a new champions generation. Parents also form a category of our public. We want to explain to them the role of sports for the harmonious growing of their children. They are the ones to set a good example for their kids and to encourage them in a sportive activity. At the same time, we believe that sports may be a good way to bring the family members closer one to each other, to spend more time together and to better know each other.

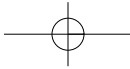
Generally speaking, everybody is in the focus of the campaign. Romanians do



not have the cult for sport – they prefer watching, instead of working themselves. Rarely do the ones who go to gym realize the sports importance for their health; they are rather preoccupied with their physics. Women, therefore, are a special category; their permanent stress for being fit is in discordance with their preoccupation about their health. Heart diseases, obesity, colon cancer and many other diseases mainly caused by sedentary living are taking a rapid spread in Romania. Therefore, the sport and educational forums in Romania declared their support for this campaign. Also, other champions adhered to this aim. I can mention Andreea Raducanu, Olympic Champion in Gymnastics, Diana Oprea, World Champion in Fitness, Elisabeta Lipa, Olympic Champion in Canoe, Laura Badea, Olympic Champion in fencing and many others. Their support, to my campaign, showed to me that partnerships are very important for succeeding.

Although I have been an individualist player, I have now learned to be a team-player.





GABRIELA SZABO

Vice-President of the Romanian Athletics Federation

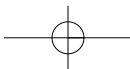
As a Vice-President, my role regards mostly the marketing sector. My first step was to admit my limits in this domain and to form a strong team. After a full year of hard work and learning, I succeeded in negotiating, together with our President, the most important sponsorship contract of the Romanian Federation: for three years from now on, Distrigaz Sud, Grup Gaz de France will be our official Partner, offering us twice as much funds compared to our former sponsor.

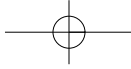
Also, I have a strong contribution in obtaining other sponsorship contracts for the Federation and creating the media visibility of our most important competitions and athletes.

Also, I am working on developing a long term strategy, to promote athletics in Romania, to increase media's interest for this sport and also to attract a new generation of fans.

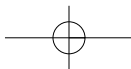
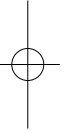
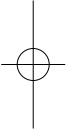
As a former sportsman, I know how important financial support is, in order to afford better training conditions, and now working behind the office, I know how difficult it is to obtain it.

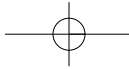
But, step by step, I became able to use the marketing strategies and tactics and I know that good management and sport performance have to work together.





*Conclusions
of the Discussion Groups*

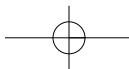


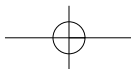
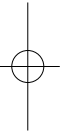
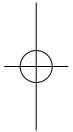
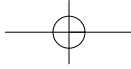


1st INTERNATIONAL SESSION FOR OLYMPIC MEDALLISTS



From the discussion groups of the participants.





CONCLUSIONS, COMMENTS AND RECOMMENDATIONS

The participants at the 1st International Session for Olympic Medallists held at the International Olympic Academy (IOA) wish to thank the International Olympic Committee and the IOA for the opportunity to participate in the session, and compliment the IOA on the successful organization of this outstanding event. We believe that this session was a valuable addition to the other programs of the IOA and has the potential of developing into an important event in future years, if continued on a regular basis. We are convinced that the IOA itself is an important part of the Olympic movement and that regular sessions for Olympians will add to the ultimate impact of the IOA and Olympism.

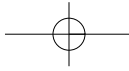
We were asked for recommendations following this program and thank the organizers and the IOC for the opportunity to provide comments that would hopefully assist in evaluating the impact of the program and that also could encourage the IOA to continue to hold International Sessions for Olympic Medallists.

We unanimously felt this was a valuable event and strongly recommend that it be continued on a regular basis.

We also recommend that participants be invited to discuss and share their own experiences, and that future themes might focus on:

- Olympians as “Role Models” in society.
- The role of Olympians in Olympic education.
- The benefits Olympians can provide to society at large.

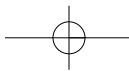
Attached is a list of specific comments on the session held this year and recommendations for the future.

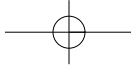


1st INTERNATIONAL SESSION FOR OLYMPIC MEDALLISTS



From the discussion groups of the participants.





CONCLUSIONS OF THE DISCUSSION GROUPS



Commemorative photos of some of the Olympic Medallists.



Thank you for your invitation to make these comments and for providing us with this valuable opportunity to once again be a part of the Olympic experience.

On behalf of the Olympians of the 1st International Session for the Olympic Medallists.

Comments and Recommendations

Key strengths of the Session

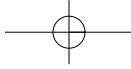
- The quality of the venue;
- The friendliness of the staff;
- The role of the Honorary Dean;
- The visit to the Olympic stadium;
- The interaction with post graduates.

Logistical opportunities for future sessions

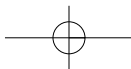
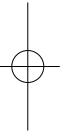
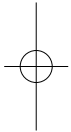
- Increase the contact time by having more workshops and lectures by re-working the schedule.
- Provide a site map of facilities.
- Publish details of workshop content with IOA invitations and request input from athletes that have experience or an interest in the workshop topics.
- Extend the Session by one or two days.

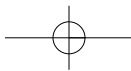
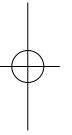
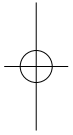
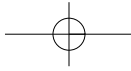
Suggested topics for future workshops

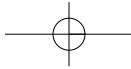
- Ancient and modern Olympians (including visits to Olympia – this is very important for all participants).
- Olympian role models – engaging them, what should their responsibilities be, and whether we expect more from Olympians than from other professionals.
- Methods of communication of Olympism by Olympian role models.
- Pathways, connections and opportunities for Olympians to give back to society (via NOF, National Olympic Associations and other Olympic family entities).
- Best practice knowledge and experiences.



**Closing Ceremony
of the 1st International Session
for Olympic Medallists
ANCIENT OLYMPIA, 28th July 2007**







ADDRESS
on behalf of the Olympic Medallists,
by Guin BATTEN (GBR)

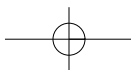
On behalf of the Athletes I would like to express our deepest gratitude for the journey you have taken us on.

Each lecture, each workshop, each conversation has brought us further along a journey that unites the ancient Games with the modern Games.

Professor Dr Ingomar Weiler (AUT) shared with us the insights into what it was like to walk in the footsteps of the athletes from ancient times.

As we walked in the burning heat through the arch that led into the stadium we felt the same passion and anticipation all Olympians feel as they arrive at the brink of their destiny – united across time.





Prof. Dr Jim Parry put into words some of our deepest thought and fears, highlighting the important role we play in our sport through accepting the rules and contract of play.

Prof. Dr Marc Maes and modern Olympic hero Mr Hicham El Guerrouj were so eloquent in their address and advice to us.

We have a special thank you for Mrs Paraveski who allowed us to express ourselves, to share our experiences as role models in our own societies with one another. To grow and to experiment, to innovate and to start to change the world we live in.

Thank you teachers one and all.

We, as a mere 25 medallists from 23 countries and 15 sports, feel immensely privileged to be representing all athletes from all 5 continents at the first International session for Olympic Medallists.

We are pioneers that have started a journey for all athletes to explore how we can give back to society the experiences and lessons our lives have given us.

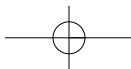
- The understanding to strive for excellence through effort allows all people to grow.
- To create lasting friendships that span the across the word, through tolerance and togetherness.
- To respect the world we live in and to succeed within the rules of sport and life.

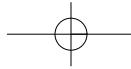
We are role models to tomorrow's athletes and that is an awesome responsibility – we must rise to the challenge.

Finally to Prof. Dr Kostas Geogiadis –you are our inspiration– this first session for Olympic Medallists is a great beginning – the start of the next steps.

It has been a great success – we give you all our support to build this.

Thank you from the bottoms of our hearts.





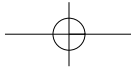
ADDRESS

on behalf of the Lecturers of the Session,
by Prof. Ingomar WEILER (AUT)

It is a pleasure and a privilege to be invited to say a few words concerning the first International Session for Olympic medallists at the closing ceremony in the Olympic Academy. It was a great idea to invite thirty modern *Olympionikai*, who had won their medals over last forty years (from Tokyo 1964 to Athens 2004), to ancient Olympia and to organize a symposium with five lectures about “*Olympic Education Programmes*” (Prof. Dr Konstantinos Georgiadis), “*‘Heroes’ – Doped Athletes and the Impact on Society and Education*” (Prof. Dr Jim Parry), “*The Educational and Social Role of the Olympic Movement*” (Prof. Dr Marc Maes), “*The Olympic Medallists as an Intermediary towards Accepting Differentiability. Olympic Medallists and Multi-Culturalism*” (Mr Hicham El Guerrouj) and “*Some Thoughts on the Social Status and Geographic Background of the Athletes at Ancient Olympia*” (my contribution). Workshops with discussions on the above mentioned topics, an excursion to the archaeological sites of ancient Olympia and to the museums were included in the programme. These events offered a lot of possibilities to network with the prominent athletes, for which I am personally very grateful.

As an ancient historian, I would like to think that such meetings with these medallists could be organized anywhere in the world; but to invite them to Olympia, to the cradle of the whole Olympic movement, is an outstanding and generous present by the IOA. As a lecturer, to be with such prominent athletes in the *stadion* where the games were celebrated for more than a thousand years, to visit the *gymnasion* and the *palaistra* in the Altis, the sanctuary of Zeus, on the





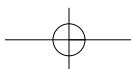
lower slopes of the Kronios hill; and to discuss the *Olympionikai* of antiquity, to show them the fragments of victory statues, explain the ancient victory ceremonies and to compare them with the experiences of my successful athletic companions was a moving experience for me.

Allow me to conclude my address with two personal comments on the Olympic victors and on the history of the Olympic movement:

1. As we know, not only from the Pindaric odes, there are many ancient testimonies, which inform us about the adoration of the *Olympionikai*, who often are interpreted as the identification of the *kalokagathia*. The male Greek ideal of the *kalos kai agathos*, 'beautiful and good,' signifying physical and moral excellence, suggests a causal connection between body and mind, like in the famous, usually shortened statement by the Roman satirist Iuvenalis: *mens sana in corpore sano*. There is no doubt: Successful athletes like the Olympic victors, in many cases with a well-shaped trained body and a good character, should be a model and paradigm for the young generation. But we have to realize, that this is an ideal and not always reality.

I'm saddened by events in my home country, where a gold medallist who was in prison because of human trafficking, is just now again accused of bringing girls from eastern Europe to the West. Another aspect which is connected with corrupted athletes is the issue of doping. But, corruption is not a new phenomenon in sports.

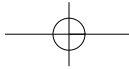
We had the opportunity to see the bases of sixteen *Zanes*-statues reminding the athletes, before they entered the ancient Olympic *stadion*, that a victory "is to be won not by money but by swiftness of foot and strength of body" (the Greek traveller Pausanias, 2nd century A.D. offers a long list of cheating athletes in his description of Olympia: 5,21,2sq.). The complete quotation of the verse by Iuvenalis says (10.356): *orandum est ut sit mens sana in corpore sano*. The short version of this statement is obviously misleading.



CLOSING CEREMONY

2. To give a short version concerning the history of the Olympic movement in modern times is also misleading. This brings me to my second comment. Most dictionaries and handbooks begin with the important contribution and activities by Pierre de Coubertin, whose monument we have visited at the opening ceremony. It is almost a *communis opinio*, a historical commonplace, that the revival of the ancient Olympic Games is the merit and heritage of the French baron. On the other hand, in modern scholarship it is well documented that long before Coubertin organized the International Congress in Paris (1894), where the IOC was founded, the Greeks tried to re-establish their own *Olympiakoi Agones* immediately after the end of the War of Independence. At this time the games and the idea, to combine ancient history with the political development in the 19th century played an important part in creating a national identity. In the monographs of Kostas Georgiadis: *Olympic Revival. The Revival of the Olympic Games in Modern Times* (Athens 2003) and Wolfgang Decker: *Praeludium Olympicum* (Nikephoros Beihefte Vol. 13. Hildesheim 2006) concerning a special historical document (“*Sur l’institution des solennités nationales et des jeux publics à l’instar de ceux de l’antiquité*” from 1835) you will find the sources for all intellectual and political activities to organize Olympic Games before Coubertin. Both authors represent our knowledge in modern scholarship, but as I said, the *communis opinio* still repeats the traditional version of Coubertin as the father and founder of the modern games. As the popular representatives of the Olympic Games and Movement, you should be ambassadors of the historical development, at least, you should know, where you will find the sources and their scholarly interpretation for a better understanding of the “Olympic Revival” in the 19th century.

I am very thankful to the IOA for the invitation to this International Session for and with Olympic medallists, and I am quite sure that I may express this gratitude also in the name of my teaching and lecturing colleagues.



ADDRESS

by the President of the International Olympic Academy,
Minos X. KYRIAKOU*

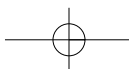
Olympic medallists are Olympism's ambassadors and have the very important role of disseminating the values of sport and humanism among young people. This role is enhanced by their extensive media coverage.

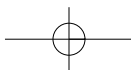
Olympic medallists are people who enjoy international visibility and prestige and this is why they can become world models of moral and pedagogical significance for youth.

The Olympic medallists' family within the Olympic Movement should support and promote world peace, education, equality, multiculturalism and the Olympic Ideals. We live in times of harsh competition in the sporting and social field. In the face of this reality let us join forces and try to strengthen the tree of education, virtue, ethics and human dignity, guided by the example of those athletes who have devoted their whole life to effort and contest and who are none other than you, the Olympic medallists.

I thank you again for your presence at this 1st International Session for Olympic Medallists of the International Olympic Academy and wish you a nice trip and a creative and joyful progress in your future life.

* The address of the IOA President, Minos X. Kyriakou, was read to the audience by the IOA Honorary Dean, Assoc. Prof. Konstantinos Georgiadis.





ADDRESS AND CLOSING
of the Works of the Session
by the Honorary Dean of the International Olympic Academy,
Assoc. Prof. Konstantinos GEORGIADIS

Dear Olympic Medallists,

In these ideal IOA surroundings, away from the limelight, we were able to explore in depth and discuss the ways by which Olympic Medallists will propagate the Olympic principles based on their experience.

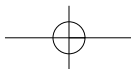
As athletes you have achieved small and great feats. You have shown the way to transcendence through contest, endurance, perseverance and effort, essential elements when one is aiming high. You have entertained millions of people, you have struggled hard in order to reach the top of Mount Olympus, you have become role models and like eagles looking down from high up you could better understand the needs and problems of our society, contributing in your own way to its development.

Your interest, however, for a better society remains unchanged and your presence here has confirmed it.

We started with the idea of organizing this Session without knowing whether we would have any response. I believe today that the first seeds have fallen on fertile ground and will soon bear fruit.

The first IOA Session of Olympic Medallists opened a new educational field that was unknown for us too.

Although it was a short session, it became clear that it could develop into a workshop for the further education of Olympic Medallists that would continuously generate new ideas useful for all, Olympic Medallists as well as the public at



large. We were given information in this hall about programs that exist already, about Olympic Medallists who want to be an inspiration for children, about the Olympic Medallists Associations that work together with National Olympic Academies and National Olympic Committees, about the Olympic Medallists who visit schools and organize Olympic Days. It was also recommended that Olympic Medallists should use their experiences for educational purposes.

We heard too that Olympic Medallists Associations and Academies are training their members to talk in schools on what people should expect from Olympic Medallists.

It was emphasized, as well, that we should evaluate the contributions of Olympic Medallists in the schools and that this should be done by National Olympic Academies.

Finally, the IOC and NOCs should rely on the experience of Olympic Medallists in order to promote Sport with the slogan of "Let's go for Sports".

Ladies and Gentlemen,

I want to thank you warmly for I feel that we are successfully concluding the work of the 1st International Session for Olympic Medallists.

My thanks go to the lecturers, Messrs. Weiler, Parry, Maes, El Guerrouj and Fosbury, to Evi Lioubi who was responsible for the workshop, to the IOA and HOC staff, to the interpreters and of course to all of you, the Olympic Medallists because without your presence we would not have been able to share these experiences.

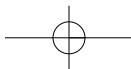
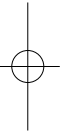
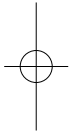
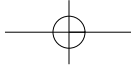
On behalf of the Ephoria of the IOA and its President, Mr Kyriakou, I wish you a safe journey.

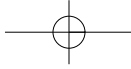
CLOSING CEREMONY



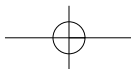
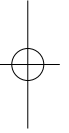
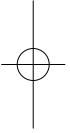
The IOA Honorary Dean, Assoc. Prof. Konstantinos Georgiadis is presenting the diplomas to Baron Gaston Roelands (BEL) on the top and Anna Sorokina (UKR) at the bottom.

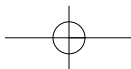
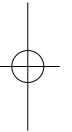
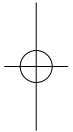
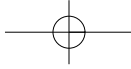






List of Participants





LIST OF PARTICIPANTS

EPHORIA OF THE INTERNATIONAL OLYMPIC ACADEMY

| | |
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| <p>Mr Minos X. KYRIAKOU <i>IOA President</i> <i>HOC President</i> Council Member of the IAAF Secretary General of the ICMG</p> | <p>International Olympic Academy 52, Dim.Vikelas Avenue 152 33 Halandri Athens, GREECE E-mail: ioa@ioa.org.gr</p> |
| <p>Assoc. Prof. Dr Konstantinos GEORGIADIS University of Peloponnese <i>IOA Honorary Dean</i> <i>Member of the IOC Commission for Culture and Olympic Education</i> <i>Member of the Executive Board of the ISOH</i></p> | <p>International Olympic Academy 52, Dim.Vikelas Avenue 152 33 Halandri Athens, GREECE E-mail: ioa@ioa.org.gr</p> |

LECTURERS

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|---|--|
| <p>Assoc. Prof. Dr Konstantinos GEORGIADIS <i>IOA Honorary Dean</i></p> | <p>GREECE E-mail: ioa@ioa.org.gr</p> |
|---|--|

1st INTERNATIONAL SESSION FOR OLYMPIC MEDALLISTS

| | |
|---|---|
| <p>Mr Hicham El GUERROUJ <i>IOC Member</i> <i>Member of the IOC Commission for Culture and Olympic Education</i> <i>2 gold medals (Athens 2004) and 1 silver medal (Sydney 2000) in 1.500 m. and 5.000 m.</i></p> | <p>MAROC E-mail: elguerroujh@yahoo.fr</p> |
| <p>Prof. Dr Marc MAES <i>University of Ghent,</i> <i>Former Director of the Belgian Olympic Committee and the Belgian Olympic Academy, Member of the IOC Commission for Culture and Olympic Education</i></p> | <p>BELGIUM E-mail: marc@bvlo.be</p> |
| <p>Prof. Dr Jim PARRY <i>School of Philosophy, Leeds University</i></p> | <p>UK E-mail: S.J.Parry@leeds.ac.uk</p> |
| <p>Prof. Dr Ingomar WEILER <i>Institut für Alte Geschichte und Alterumskunde an der Karl-Franzens-Universität</i></p> | <p>AUSTRIA E-mail: ingomar.weiler@kfunigraz.ac.at</p> |

GUESTS

Mr Richard FOSBURY (USA)
1 gold medal (Mexico 1968) in high jump




USA
E-mail: fosbury@cox-internet.com
Richard.fosbury@olympian.org



LIST OF PARTICIPANTS

| | |
|---------------------------------|----------------------|
| Mrs Inge DEVRIENDT (BEL) | BELGIUM |
| Mrs Michelle PARRY (GBR) | GREAT BRITAIN |

PARTICIPANTS

| | |
|---|---|
| AUSTRALIA | |
| <p>Ms Debbie WATSON <i>1 gold medal (Sydney 2000)</i> <i>in water polo</i></p> <p>-----</p> <p>AUSTRALIA E-mail: dwatson@stlukes.nsw.edu.au</p> |  |
| BELGIUM | |
| <p>Baron Gaston ROELANTS <i>1 gold medal (Tokyo 1964)</i> <i>in track and field</i></p> <p>-----</p> <p>BELGIUM E-mail: gaston.baronroelants@olympian.org</p> |  |
| BRAZIL | |
| <p>Mr Rogério SAMPAIO CARDOSO <i>1 gold medal (Barcelona 1992) in judo</i></p> <p>-----</p> <p>BRAZIL E-mail: roger.sampaio@terra.com.br</p> |  |

1st INTERNATIONAL SESSION FOR OLYMPIC MEDALLISTS

BULGARIA**Ms Vanya GESHEVA**

*1 gold, 1 silver, 1 bronze medals
(Seoul 1988) and 1 silver medal
(Moscow 1980) in canoeing*

BULGARIA

E-mail: vaniagesheva@abv.bg

**CROATIA****Ms Kornelija KVESIĆ**

*1 silver medal (Seoul 1988)
in basketball*

CROATIA

E-mail: korny1414@yahoo.com

**CZECH REPUBLIC****Květoslava PECKOVA**

*1 silver medal (Sarajevo 1984) and 2 bronze
medals (Lake Placid 1980, Sarajevo 1984)
in cross country skiing*

CZECH REPUBLIC

E-mail: kvetoslava@centrum.cz

**EGYPT****Mr Mohamed Reda MOHAMED ALY**

*1 silver medal (Athens 2004)
in boxing*

EGYPT

E-mail: smasherboxer@hotmail.com



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FINLAND**Ms Marjut ROLIG**

*1 gold and 1 silver medal
(Albertville 1992)
in cross country skiing*

FINLAND

E-mail: marjut.rolig@elisabet.fi

**GERMANY****Ms Meike EVERS**

*2 gold medals (Sydney 2000, Athens 2004)
in rowing*

GERMANY

E-mail: me.ev@lieb.de

**GREAT BRITAIN****Ms Guin BATTEN**

*1 silver medal in rowing,
Women's Quadruple Sculls*

GREAT BRITAIN

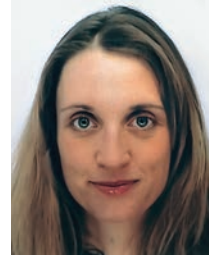
E-mail: guin.batten@youthsporttrust.org

**Ms Alison WILLIAMSON**

*1 bronze medal (Athens 2004)
in archery*

UK

E-mail: alisonjwilliamson@hotmail.com



GREECE**Ms Eleni CHRONOPOULOU**

5th (Athens 2004)
in rhythmic gymnastics
(group competition)

GREECE**Ms Ilektra EFTHIMIOU**

5th (Athens 2004)
in rhythmic gymnastics
(group competition)

GREECEE-mail: ilelli10@hotmail.com**Ms Maria GEORGATOU**

1 bronze medal (Sydney 2000)
in rhythmic gymnastics (group competition)

GREECEE-mail: mariageorgatou@yahoo.gr**Mr Thomas MPIMIS**

1 gold medal
(Athens 2004)
in synchronized diving, 3 m.

GREECE**HUNGARY****Ms Beata SITI**

1 silver and 1 bronze medal
(Atlanta 1996, Sydney 2000)
in handball

HUNGARYE-mail: sitibea@freemail.hu

LIST OF PARTICIPANTS

| | |
|--|---|
| KENYA | |
| <p>Mr Patrick SANG <i>1 silver medal in 3.000 m.</i> ----- KENYA E-mail: sangsteeples@yahoo.com</p> |  |
| LATVIA | |
| <p>Mr Ivans KLEMENTJEVS <i>1 gold and 2 silver medals in canoeing</i> ----- LATVIA E-mail: ivklem@inbox.lv ivans.klementjevs@saeima.lv</p> |  |
| NEW ZEALAND | |
| <p>Ms Victoria LATTA <i>1 silver medal (Barcelona 1992)</i> <i>and 1 bronze medal (Atlanta 1996) in equestrian,</i> <i>3Day Eventing Team</i> ----- 2141, NEW ZEALAND E-mail: vickylatta@xtsa.co.nz</p> |  |
| POLAND | |
| <p>Mr Grzegorz KOTOWICZ <i>2 bronze medals</i> <i>(Barcelona 1992, Sydney 2000)</i> <i>in canoe-kayak flatwater</i> ----- POLAND E-mail: grzkot1111@wp.pl</p> |  |

1st INTERNATIONAL SESSION FOR OLYMPIC MEDALLISTS

ROMANIA**Ms Gabriela SZABO**

*1 gold, 1 silver, 1 bronze medals (Atlanta 1996,
Sydney 2000) in 1.500 m. and 5.000 m.*

ROMANIA

E-mail: gabi.szabo@fra.ro

gabriela.szabo75@yahoo.com

**SAUDI ARABIA****Mr Haadi Soaan SOMAYLI**

1 silver medal (Sydney 2000) in 400 m. hurdles
Saudi Athletics Federation, 114 32

SAUDI ARABIA

E-mail: somayli@yahoo.com

**SERBIA****Mr Nikola KULJACA**

*1 silver medal (Athens 2004) and 1 bronze
medal (Sydney 2000) in water polo*

SERBIA

E-mail: kuljacanikola@yahoo.com

**SWEDEN****Mr Per ELOFSSON**

1 bronze medal in cross country skiing

SWEDEN

E-mail: per@perelofsson.nu



LIST OF PARTICIPANTS

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|---|---|
| CHINESE TAIPEI | |
| <p>Mr Mu-Yen CHU <i>1 gold medal (Athens 2004)</i> <i>in Taekwondo,</i> <i>Men's 58kg</i></p> <p>-----</p> <p>TAIWAN</p> |  |
| THAILAND | |
| <p>Ms Udornporn POLSAK <i>1 gold medal</i> <i>in weightlifting 53 kg</i></p> <p>-----</p> <p>THAILAND E-mail: lady-champ1@hotmail.com</p> |  |
| UKRAINE | |
| <p>Ms Anna SOROKINA <i>1 bronze medal (Sydney 2000) in diving,</i> <i>3m synchro springboard</i></p> <p>-----</p> <p>UKRAINE E-mail: anna.sorokina@noc.ukr.org</p> |  |
| USA | |
| <p>Ms Shannon MILLER <i>2 gold, 2 silver, 3 bronze medals</i> <i>(Barcelona 1992, Atlanta 1996) in gymnastics</i></p> <p>-----</p> <p>USA E-mail: sm@shannonmiller.com</p> |  |

1st INTERNATIONAL SESSION FOR OLYMPIC MEDALLISTS

WORKSHOP COORDINATOR

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| Mr Dorre BREUERS (NED) | Digital Broadcast 1, GmbH Vaalser Strasse 540 D – 52074 Aachen, GERMANY E-mail: breuers@db1.org |

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| Ms Gina TSIOTRA | International Olympic Academy 52, Dimitrios Vikelas Avenue, 152 33 Halandri, GREECE E-mail: g.tsiotra@ioa.org.gr |

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| Ms Giota XENOU | International Olympic Academy 52, Dimitrios Vikelas Avenue, 152 33 Halandri, GREECE E-mail: ioa@ioa.org.gr |

IOA ARCHAEOLOGIST

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| Ms Vasiliki TZACHRISTA | International Olympic Academy 52, Dimitrios Vikelas Avenue, 152 33 Halandri, GREECE E-mail: v.tzachrista@ioa.org.gr |
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IOA TECHNICAL DEPARTMENT

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| Mr Evangelos FRIGGIS <i>Electrician</i> | International Olympic Academy 52, Dimitrios Vikelas Avenue, 152 33 Halandri, GREECE E-mail: v.friggis@ioa.org.gr |
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| Mr Konstantinos KARADIMAS <i>Operator of the Photocopying Machine</i> | International Olympic Academy 52, Dimitrios Vikelas Avenue, 152 33 Halandri, GREECE E-mail: k.karadimas@ioa.org.gr |
| Mr Themis VLACHOS <i>Electrician</i> | International Olympic Academy 27065 Ancient Olympia GREECE E-mail: ioa@ioa.org.gr |

HELLENIC RED CROSS

| | |
|---|---|
| Mr Nikos GIATRAS <i>First Aid Staff</i> | 103, Syntagmatarchou Zissi Str. 26331, Patras, GREECE |
| Ms Eugenia PANAGOPOULOU | 16 Gretza Palaiologou str., 26331, Patras, GREECE |