



INTERNATIONAL OLYMPIC ACADEMY





*Olympic Values:  
The Value of Excellence  
as an Educational Tool*

13th INTERNATIONAL SESSION  
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES



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*Olympic Values:  
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13th INTERNATIONAL SESSION  
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

2-9 MAY 2015

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

ANCIENT OLYMPIA



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## FOREWORD

This year, the 13th International Session for Directors of National Olympic Academies was organized at the IOA premises from 2 to 9 May 2015. Ninety participants from 73 countries were hosted, representing the respective National Olympic Academy of their country. Internationally, the number of the National Olympic Academies keeps growing and their role in the Olympic family is strengthened. The goal of the IOA through this Session is specifically this reinforcement, always in collaboration with the IOC and its constant support.

The special theme of this year's Session was "The Value of Excellence as an Educational Tool", excellence being one of the fundamental values of Olympism. Distinguished lecturers were invited to elaborate on this subject, due to their academic contribution on such issues as well as their expertise on Olympic and sport fields. After the lectures and the discussions, the participants were provided with much knowledge and experiences to take back to their institutions.

The lecturers and the participants analysed and discussed in the Discussion Groups the "Demands on Athletes to display Excellence", "The Ideal of *kalokagathia*" and how this is understood today, "The Value of Excellence for a Sound Sport: Myth or Reality", the "Excellence as an Educational Value in Youth Olympic Games", an event that gains importance in the Olympic Movement.

Additionally, various issues were considered such as "The Strive for Athletic Excellence: A Central Element of Olympic Education", the "Performance aiming at integrity" and the "Equality of Opportunities and Excellence".

This year, we had the honor to observe the presentation of our friend Mr Conrado Durántez titled "The role of the IOA in the spread of the Olympic Ideal". The presentation was especially interesting since he shared many personal experiences from his long participation in the IOA Sessions.

The Olympic Solidarity, whose excellent work aims at the promotion of sport and the ideals of Olympism, portrayed analytically its activities in different continents.

In addition to the lectures, the NOAs were able to present the programs they are developing in their countries throughout the current year along with future actions and goals. This part of the Session offers NOAs members the opportunity to make their work known to their international colleagues and therefore often gives ground to new ideas, compares experiences and thoughts and provides motivation for new actions and strategies.

English- and French-speaking discussion groups were formed, where the participants talked about excellence and the role of the NOAs in this process, bringing together delegates of diverse backgrounds and cultures.

The people who participate in the Sessions of the IOA know that this is not a simple educational experience. They live in this unique environment making friends from all over the world and get inspired to keep Olympism alive in their countries. As successfully mentioned in Andrew Hibbert's speech at the Closing Ceremony, "It is hard to imagine that any other place could achieve so much".

The Session for Directors of National Olympic Academies is organized thanks to the support of the IOC and the Olympic Solidarity. We would like to thank them wholeheartedly. We express our gratitude also to the Ephoria of the IOA and its President, Mr Isidoros Kouvelos, and to the Hellenic Olympic Committee.

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



# Opening Ceremony

ANCIENT OLYMPIA, 3rd MAY 2015

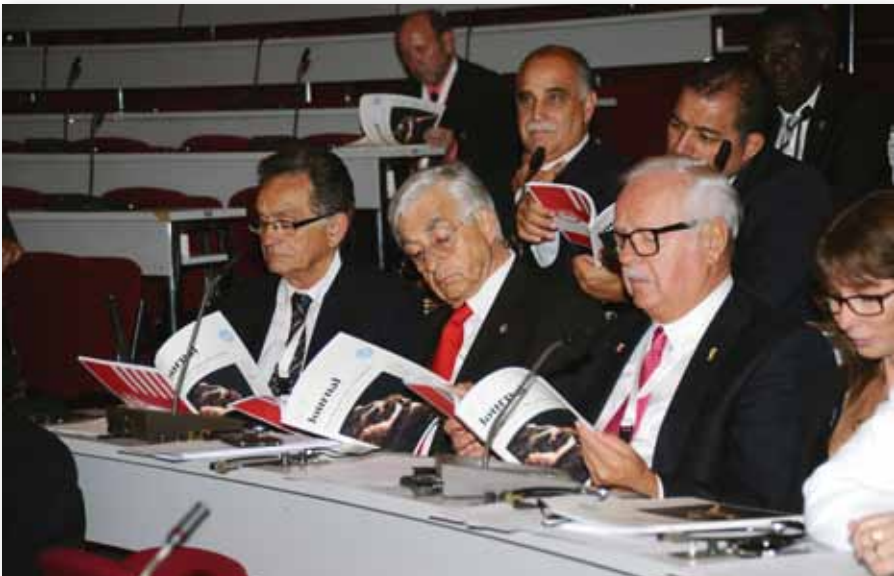


*Commemorative photo at the main steps.*

**OPENING ADDRESS**  
**of the Session Proceedings**  
**on behalf of the IOA President**  
**by the IOA Director, Dr Dionyssi GANGAS**

Dear friends, ladies and gentlemen,

Welcome back for some of you, or welcome for the first time for some others, to the premises of the IOA, a wonderful place in the surroundings of Ancient Olympia. I am here, not to replace the President, but to welcome you on his behalf because right now he is in Crete in a memorial service of his mother-in-law; she died last year, so he has to be there, that's why he is not with us. He



*Checking out the IOA Official Journal.*



*Standing for the Olympic anthem.*



*Opening address by the IOA Director, Dr Dionyssis Gangas.*

will be with us the day after tomorrow. You know very well, how much he cares about this Session and of course he will be with you and you will have time to discuss various issues with him.

Now, let me say a few words concerning this Session and a few practical words regarding your stay here. It is really a very interesting subject the issue that you are going to discuss this year: “The Value of Excellence as an Educational Tool”. As you all know, excellence is one of the values of the Olympic Movement and it is one of the most important values in the social philosophy of Olympism because, if you want to reach a point where you are well with yourself, you sometimes have to fight against yourself in order to reach the highest possible level. This is the pursuit of excellence and this is what we call in Greek “aristeia”.

I am sure that most of you have already discussed this value in your country, in your Academies, and that you have found, through this analysis, the real meaning of Olympism. I am sure that you have a lot of things to discuss during this Session.

Thirty five years ago, it was my first visit to the IOA as member of the Hellenic Olympic Committee, dealing with the Ethics Commission of the HOC. I was a



*The IOA Honorary Dean speaks about the Coubertin stele.*



*Commemorative photo at the Pierre de Coubertin stele.*

young lawyer and at that time I was also a member of this Committee. In other words, my first visit here in the Academy – of course Conrado Durántez had already been here for more than fifteen years because he was the first to come in 1961 – but still I felt that I was one of the first persons visiting the Academy at that time.

New installations, new rooms... I don't know how many of you had the chance to have a look at the renovated lower wing. Just this morning it was delivered to us, so maybe you will find some details remaining. I can say that these rooms are better than the lecturers' rooms, at the low level. We hope that next year we will have the possibility and the financial resources to complete the renovation of the rooms at the upper level as well as the lecturers' rooms. The Academy is also one of the victims of austerity in Greece, but still we are managing to upgrade our activities little by little every year and we are happy to try and do as much as we can. We are also pursuing excellence, trying to do whatever we can in the best possible way.

I am very happy to see some of our students coming here representing their NOA; this means that the Master's degree program is working very well and I





*Laying of wreath at the Pierre de Coubertin stele by the lecturers (from left to right) Laurence Munoz and Maha Zaoui.*



*Laying of wreath at the Carl Diem and Ioannis Ketseas monument by the lecturers (from left to right) Prof. Irena Martíňková and Prof. Silvia Dalotto.*

wish to see them here every year. The year 2015 is a special one for the IOA because we now start to honour the NOAs, one each year, at the Opening Ceremony on the Hill of the Pnyx. This year, we decided to honour the Spanish Olympic Academy represented by Prof. Conrado Durántez, since the Spanish Olympic Academy was the first National Olympic Academy to follow the river after the foundation of the IOA. I am very happy to say that!

You have in your hands the seventh edition of our journal. I am very happy about that, too, because it was something that we really needed. Apart from all the activities of the IOA, we also include those, as you already know, of the National Olympic Academies around the world. So I am very happy to have this journal with a new look, more sophisticated.

I want to thank you very much for being here. I am very pleased to see most of you whom I have seen so many times and pleased to see you again and I wish you a good stay. We will have plenty of time to discuss your issues and especially the problems that some Olympic Academies are facing. We are ready to assist you and to give you information.

So, I wish you good luck, good work and, of course, we'll see each other around.



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









# Proceedings



# LECTURES



*The opinions of the lecturers do not necessarily reflect those of the International Olympic Academy.*

*Out of respect for multiculturalism and diversity in scientific research, we do not intervene in each lecturer's way of presenting his/her bibliography and footnotes.*

## THE ROLE OF THE IOA IN THE SPREAD OF THE OLYMPIC IDEAL

**Conrado DURÁNTEZ (ESP)**

*President of the Pan-Iberian Association of Olympic Academies*

*President of the National Olympic Academy of Spain*



To the strong cultural impact of Hellenic classicism we owe the most important structures of our Western culture: architecture, sculpture, philosophy, democracy, sport... as well as Olympism that was born as a tribute to Zeus,<sup>1</sup> the great god that the belligerent Dorians imposed as the main patron of Hellenic polytheism, living on Mount Olympus.

In modern times, however, Greece again offered the world two memorable historic events: the Athens Games of 1896 and the International Olympic Academy.

The first modern Games in Athens, inspired, established and taught by the luminous ideology of Pierre de Coubertin, were a strong alarm bell<sup>2</sup> for mankind's conscience, announcing the birth of an extraordinary event: modern Olympism, which was based on the essential trilogy of non-discrimination, search for peace<sup>3</sup> and the psychophysical improvement of the human being through sport. Olympism, deeply rooted, emerged as the first sociological power in the world. Moreover, it was in Greece, in Olympia, that the institution that welcomes us today was born, in the middle of last century: the International Olympic Academy, the heir of the prehistoric caste of the *nomofilakes* (the

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1. Durántez, Conrado, *Olimpia y Los Juegos Olímpicos Antiguos*, Madrid, 1975, pp. 28–31, 57–59, 80–117 and 146–159.

2. Durántez, Conrado, *Academias Olímpicas Nacionales*, Madrid, 1999, p. 6

3. Durántez, Conrado, *El Olimpismo moderno y su filosofía: El Ideario*, Madrid 2004, p. 24.



*Posing questions to the lecturers and reflecting on the issues on debate.*

guardians of the law), to which Professor Carl Diem,<sup>4</sup> its co-founder, alluded; an institution that is today the uncontested world centre of Olympism.

Fifty-four years of the institution's enthusiastic work could lead to a lengthy, detailed study of its vocational tasks and its historic successes. I will refer to them briefly, given the little time I have at my disposal.

The IOA's action aroused a worldwide interest for the study of the cultural and historic structure of the Olympic phenomenon. Such values are shaded (even today, but to a lesser extent) by the permanent and successive lightning of the major sports feats that the media orchestra, often under the grip of concerned interests, disseminates and irradiates with exclusivity and great importance as if, during a simple phase of the game and its outcome, the dignity or honour of a whole people were at stake.

We should never become personal when dealing with historic facts, but you will allow me this exception that will serve as an example for the subject under consideration. When, in 1961, I attended in Olympia the inauguration of an institution that was called Olympic Academy and which no one in my country knew at all, I had just completed my Law Studies and had entered a national competition and obtained a post as a judge. Two years before, I had been pre-selected for the Rome Olympic Games. However, despite this academic and sporting background, it was in Olympia that I learned, for the first time, the life and work of Pierre de Coubertin,<sup>5</sup> thanks to the rigorous presentation of Paul Vialar and, of course, the grandeur of Olympia's historic past. I was really impressed by the ruins I saw in the Sanctuary, more by what was missing and we imagine than by what remains to this day. Since then and until now, the IOA has become, to quote Josef Recla, the Austrian History Professor, one of its pioneers: "the summer school of the Olympic Movement or the World Centre of Olympism".

The IOA has developed a system of work and action which served as behavioural rules for the National Olympic Academies that we could qualify as "Academic-Greek".

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4. Diem, Carl: *An Elis of Our Times. Meaning and Purpose of an Olympic Academy*. IOA, 1961, p. 18.

5. Vialar, Paul: *The Man. The Games*, IOA, 1962, pp. 15–61.

During some of the sessions in Olympia, I heard some participants express their surprise expecting to find a group of sober-minded intellectuals there who would be talking about Olympism and were certainly astonished, because they had obviously been misinformed, since they discovered that the main participants' group was composed of young students. The Academy of Olympia does not follow the Latin academic model of the 17th century, but a plan by Plato in his school of knowledge, the *Academia*, founded in 387 BC,<sup>6</sup> whose working method was based on the master's presentation followed by a colloquium and a debate with the disciples. Maybe this was what pushed Pierre de Coubertin, with a view to avoiding these semantic ambiguities, to propose the creation of the institution to the German government, on 16 March 1937 and call it *Centre for Olympic Studies*.<sup>7</sup>

The working method presented was the one followed in my country since the establishment of the Spanish Olympic Academy in 1968, as the first collaborator of the IOA. We then applied it to the 27 countries which compose the Pan-Iberian Association of Olympic Academies and to the 34 Centres for Olympic Studies that operate in Spain. After its half-century existence, the IOA is deeply rooted worldwide, both at university and sporting level. The rule of the Ephoria and its President is to invite as lecturers, qualified specialists from all continents, who after their stay in Olympia feel that they are a link to the Academy's work, as well as participants and students who attend the various courses being planned and developed until now by the IOA. They all talk with a lot of enthusiasm of their experience in Olympia. The fact is that, over and above the knowledge of the subjects dealt with, the most important thing in my opinion is the extraordinary and touching feeling that permeates this place. It catches and conditions the traveller's will, who is bewitched by the mystic attraction of the site that had moved Pierre de Coubertin himself.<sup>8</sup> Olympia is one of the planet's sites that remained, through time, a place of meeting, concentration, veneration and cult for the human being. Our dear late-lamented

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6. DuránteZ, Conrado, *Academias Olímpicas Nacionales*, Madrid, 1999, p. 5.

7. Diem, Carl, "Introduction" in *Olympic Academy*, Westfalendruck, Dortmund, p. 5.

8. Coubertin, Pierre, *Olympisme*, Lausanne 2011, p. 144, *Memorias Olímpicas*, Madrid 1965, p. 220.



*Lecture by the President of the Spanish Olympic Academy, Conrado Durántez.*

Professor Paleologos<sup>9</sup> presented the historic life of Olympia in the 10th century BC as a place of cult and veneration with a succession of gods (Cronos, Gaia, Rhea). This is before the cult of Zeus, which had been imposed by the Dorian immigration when Olympia was chosen as the place that called to mind Greece, as expressed by the Athenian Lysias (446–380 BC) in the fiery rhetoric of his speeches (43–2).

The traveller Pausanias situates in the mythical site of Olympia the fight and struggle of the gods and the confrontation between Zeus and Cronus, as well as Apollo's victory over Hermes in the race or Ares in boxing.<sup>10</sup>

The triple environmental, scientific and grouping conjunction allows the participant in Olympia to receive a kind of "Olympic baptism" that will always accompany him.

9. Paleologos, Cleanthis, *Birth, Establishment and Development of the Olympic Games*, IOA, 1962, p. 131.

10. Pausanias, *Description de Grèce*, V, 7, 10 in *Historiadores Griegos*, Madrid, 1969, p. 260.

It is this predictable and acquired moral commitment of the person who lives, studies and meditates that made Otto Szymiczek, the historic pillar of the courses in Olympia and Dean of the institution for a quarter of a century, say that the IOA should, in its educational task, call on “listeners and participants faithful to ideology, inspired researchers and fanatical missionaries of Olympism”.<sup>11</sup>

Another decisive contribution of the IOA to the knowledge of the multiple and the diverse facets of Olympic ideology was the investigation and publication of the different contents of the subjects considered. The subject of study was constant: Coubertin, ancient and modern Olympic Games, etc. However, since 1967, a central subject was selected that was examined and debated by the lecturers (the Olympic athlete, doping, women and Olympism, etc.), thus developing a unique body of knowledge in modern Olympic history. The subjects were published in the proceedings of the IOA, known as the “blue books”, in English, French and Greek, thus creating a bibliographic collection of exceptional value for the researchers of Olympism, which also proved to be extremely useful for all the documentation that was dealt with until 1998, following its classification and systematization by our colleague Norbert Müller.<sup>12</sup>

A NOA is a “school of Olympism” which carries out, by delegation of power from the NOC to which it belongs, the important work, e.g. the dissemination of the Olympic principles. If the NOC in question failed to do it, it could no longer be called Olympic and would simply be a committee for top performance sport or an institution for enrolling athletes in the Games, but would not be called “Olympic”. It shows the importance of the NOAs for the development of educational Olympic missions that correspond to their NOC, as well as a greater efficiency in the coordination of the IOA’s missions.

The subject theme proposed for examination in an objective way reveals, however, a frustrating reality. Among the 205 NOCs that have been officially recognized so far, only 146 NOAs were created,<sup>13</sup> more than half of which are simply nominative.

The NOA’s operational reality is mostly measured by at least one lecture

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11. Szymiczek, Otto, *L’Académie Olympique Internationale et le mouvement olympique contemporain*, Madrid 1971. IV Course de l’Académie Olympique Espagnole.

12. Müller, Norbert, *Thirty Eight Years of Lectures 1961–1998*, Lausanne 1998.

13. [www.ioa.org.gr](http://www.ioa.org.gr)



*Guided tour of the recently inaugurated Historic Archive of the Athens 2004 Olympic Games in the IOA premises.*



series per year (on the model of the IOA), during which Olympism is disseminated and the two participants who will be going to Olympia are trained. This elementary and basic mission is omitted most of the time. Unfortunately, the evolution of the *Olympic Charter's* rules with respect to the NOAs didn't really contribute to the problem's solution. The NOAs found a legal base on 16 July 1990, after the IOC's 96th Session that was held in Tokyo, during which Rule 31 was modified in the Charter. This rule was developed and item 2-1 specified that the main mission of the NOCs was to propagate the fundamental principles of Olympism at national level, within the framework of sports activity and otherwise contribute, among other things, to the diffusion of Olympism in the teaching programs of physical education and sport in schools and university establishments, specifying that: *in particular, they concern themselves with the establishment and activities of National Olympic Academies*. In accordance with the text and content of the Charter, in the version in force until 4 July 2003, the NOA was *the official school* for the diffusion and teaching of the Olympic ideologies and values, either at world level, which is the IOA (Rule 2-15) or at national level for the support and creation of NOAs by the NOCs.

The former text, however, was replaced after the change of the Charter's paragraph and it is now Rule 27-2-1, which is in force since 2004. The prominent role that the Academy had until then as the official school of Olympism was minimized and the new text now provides that:

*The NOC's role is to promote the fundamental principles and values of Olympism in their countries, in particular, in the fields of sport and education, by promoting Olympic educational programs at all levels of schools, sports and physical education institutions and universities, as well as by encouraging the creation of institutions dedicated to Olympic education, such as National Olympic Academies, Olympic Museums and other programs, including cultural, related to the Olympic Movement.*

So, the Academy has lost its prominent position and is now part of a generic group of similar institutions.<sup>14</sup>

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14. DuránteZ, Conrado, *La fonction des Académies Olympiques Nationales*. V World Forum on Sport, Culture and Education, Beijing, 22-24 October 2006.

The educational and sporting function of the IOA, originally aimed at young students, has now been extended, little by little, to broader and varied sectors linked to culture and sports. In addition to the traditional Session for Young Participants, other sessions are being scheduled: the Sessions for Directors and Presidents of NOAs, the Master's Degree Program, the Sessions for Educationists, Journalists, Coaches, NOC members, etc. and thus a large group of people at world level who share their common experience in Olympia has now been created.

It is in Olympia that Coubertin's Olympic coexistence<sup>15</sup> has a strong impact on the Games. Indeed most athletes go to the Games anguished by the pressure before the competition, which is a break for friendly and relaxed communication. In Olympia everything is different. They all come in order to contribute something, driven by their common interest. White, black or yellow, young people realize when they are close to one another, that they think in the same way, that they are identical and part of what Coubertin described as the "human spring".<sup>16</sup> It is the adults with their ambitions, their misery and their clumsy decisions who damage the world.

A fundamental direction that NOAs must follow was defined through the repeated recommendations given by the IOA through its courses. I believe that the NOA is a 3-D institution: *disseminate* the Olympic principles; *defend* competition's ethical code and denounce all pressures, deviations and alterations that may and are in fact being committed, as we have seen many times in sport. To quote Otto Szymiczek,<sup>17</sup> sport sponsoring is good because "through it we obtain means for the practice of sports, but with it we also run the risk of bringing the merchant into the temple". NOAs must therefore make sure that the goal of Olympism is to place everywhere sport at the service of the harmonious development of man,<sup>18</sup> as stated in the *Olympic Charter*. According to humanist reasoning, if sport does not serve man, sport is useless.

The IOA has accomplished a humanist and sporting educational results of priceless value at world level: the extraordinary work of most of its presidents,

15. Coubertin, Pierre, Discours de Pierre de Coubertin au Parnasse, Athens, 17 November 1894.

16. Coubertin, Pierre, *Mémoires olympiques* Madrid, 1965, p. 81

17. Szymiczek, Otto, *The Olympic Ideal in the Service of Mankind*, AOI, 1965, p. 47.

18. *Olympic Charter*, Fundamental Principles 2.

directors or IOA members is admirable and admired. I keep an unwavering memory, inter alia, of Carl Diem, John Ketseas, Nikolaos Yalouris, Otto Szymiczek, Nikolaos Nissiotis, Cleanthis Paleologos. We can rejoice, in particular, over the decisive action of the current leaders of the IOA who remain faithful to their mission despite the present difficult financial situation.

Mr President, dear colleagues, I feel that our role in the Olympic Academy, in the social context, is equivalent to the voice and influence of Jiminy Cricket, in Carlo Collodi's tale, the cricket who was the good conscience of Pinocchio, the big wooden puppet. Like his voice, ours too is frail and small, frequently blurred by the loud publicity media of a consumerist society whose ethics are often immoral. But if one day our little voice were to switch off, there would be nothing similar or identical. This is why we must remain where we are, cool and firm, with our little voice.



*From the lectures in the amphitheatre.*

## DEMANDS ON ATHLETES TO DISPLAY EXCELLENCE

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### **Introduction**

Excellence, friendship, respect are core values of the Olympic Movement. According to the International Olympic Committee (IOC), these values should combine sport, culture and education in society. In this article the clear focus is on athletic excellence, its meaning, application and challenges for athletes, who are the main actors in the Olympic Games. Most recently, this has been expressed by the IOC President. He did so in the Olympic Agenda 2020, which he structured into five main topics. His plan dealt in detail with “The Uniqueness of the Olympic Games”, “IOC’s Role: Unity in Diversity”, “IOC Structure and Organisation”, “Olympism in Action: Keep Olympism alive 365 Days a Year”; yet, the topic “Athletes at the Heart of the Olympic Movement” has become the key issue in this Olympic reform document. The Olympic Agenda 2020 was approved at the 127th IOC Session in Monaco in December 2014.

At the Panhellenic Games and at a great many local competitions, the notion “Taking part is everything”, a modern idea, did not exist at all – winning seemed to be the only acceptable outcome. The nature of the Greek agonistic culture was firmly rooted in Homer’s *Ilias* and meant simply “to be always the first and to outperform the others”. For example, the boxer Agathos Daimon, already successful, wanted to crown his athletic career with a victory at the ancient Olympic Games, and was willing even to accept death to fulfil his

uncompromising will to win. This can be deduced from the inscription on his tombstone. There it is written: "He dies here in the stadium after having promised death or victory to Zeus".<sup>1</sup>

Olympia was the venue of ancient Olympic Games, staged for more than a millennium. They were the biggest and most important of the four Panhellenic festivals, which included the Pythian Games in Delphi, the Isthmian Games in Corinth and the Nemean Games in Nemea. A victory at the ancient Olympic Games was the most prestigious success an athlete could achieve.<sup>2</sup> After each edition of the festival, an award ceremony was performed in celebration. Only the athletes who placed first in a competition were crowned, with an olive branch. Upon returning home, the victorious athletes were given valuable gifts and elevated to special status. In order to achieve this, athletes devoted a great deal of time to training and pushed themselves hard so that they would excel in competition. Without doubt, this was a luxury which only wealthy people could afford, simply because of the fact that they were not restricted by an obligation to work regularly to make a living. Taking also into account that athletes received valuable prizes for a first place, it is completely correct, as Young argues, that the Olympic athletes were no amateurs at all, but well situated professionals.<sup>3</sup>

The importance ascribed to athletic victory at the Olympic Games is indicated by the fact that athletes were required to spend a month in training under the supervision of *Hellanodikai* in Elis before the start of the Olympic festival. This mandatory training month, during which the classification of age groups was decided and qualification events were organized, helped to ensure high level in the upcoming Olympic Games.<sup>4</sup> The athletes themselves were determined to spend as much time as they could in the period dedicated to training, as they aimed at excelling in the sporting competition. They were driven by a desire for glory as well as the financial and material awards connected with victory at the

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1. Wolfgang Decker, *Sport in der griechischen Antike. Vom minoischen Wettkampf bis zu den Olympischen Spielen* (Göttingen: Arete Verlag, 2012), 74.

2. Wolfgang Decker, *Antike Spitzensportler. Athletenbiographien aus dem Alten Orient, Ägypten und Griechenland* (Göttingen: Arete Verlag, 2014), 38–57.

3. David C. Young, *The Olympic Myth of Greek Amateur Athletics* (Chicago: Ares Publishers, Inc, 1984), 7–14.

4. Decker, *Antike Spitzensportler*, 51.

Olympic Games. This may strengthen the argument above that professionalism in the Games of antiquity was not an exception but the rule. Therefore, it is interesting to consider how professionalism became such a challenge for the modern Olympic Games, whereas it was not a problem at the ancient Olympic Games at all. When analysing this, we must take into account that athletic excellence has been a core value of the modern Olympic Movement ever since it was decided to re-establish the modern Olympic Games in 1894.

### **Pierre de Coubertin and the request for athletic excellence**

Baron Pierre de Coubertin did not just invent the Olympic Games simply as an international gathering of athletes organized every four years. For him, the Olympic Games formed only the institutional framework for what he initially called the “Olympic Idea” and for what he referred to as “Olympism” after 1910.<sup>5</sup> The concept of Olympism can be understood as an educational project, which considers competitive sport as a conduit of social and moral values and international sport meetings as a platform for athletes and spectators to develop transcultural tolerance.

Coubertin never tired of explaining this concept in numerous articles and speeches.<sup>6</sup> As to the latter, his broadcast “The Philosophic Foundations of Modern Olympism” for the radio station *Swisse Romande* on 4 August 1935, is well known. Three days later, a printed version of this speech appeared in *Le Sport Suisse*.<sup>7</sup> A careful reading reveals that it is the athlete who was at the centre of Coubertin’s Olympic idea and who provided the focus for most of his educational thinking.

A central element of Olympism is that it is built on striving for athletic excellence. This can be understood as a clear indication that Olympic sport

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5. Norbert Müller, *International Olympic Academy. Thirty Eight Years of Lectures 1961–1998* (Lausanne: International Olympic Committee, 1998), 11.

6. See Part II: “Olympic Dimensions” in *Pierre de Coubertin 1863–1937. Olympism. Selected Writings*, ed. Norbert Müller (Lausanne: Comité Internationale Olympique, 2000).

7. Pierre de Coubertin, “The Philosophic Foundations of Modern Olympism,” in *Olympism*, 580–583.

is driven by the goals of achievement and records, as expressed in the famous motto *citius – altius – fortius*. But one has to be careful interpreting the motto. It has to be stressed that it draws on the individual's desire to strive for the best result possible. According to Coubertin, individual efforts towards athletic excellence would lead to the development of self-discipline, honesty and goal-orientated behavior. He believed that these character traits, which should be enhanced in competitive sport, could be easily transferred to life beyond sport.<sup>8</sup>

Coubertin never stopped stressing that athletes would only benefit from this educational experience when their athletic achievements were based on the rules of fair play and respect for the equality of opportunity. According to him, the worship of athletic excellence as an educational tool was under constant threat of destruction by professionalism. The unilateral orientation of professional athletes towards athletic success as a means for making one's daily living would too easily lead to manipulation and the disrespect of fair play in competition. So professionalism was generally accused of promoting unlimited and uncontrolled performance development.<sup>9</sup> Coubertin highlighted the educational link between athletic excellence and amateurism in his article "La Psychologie du Sport":

*The task that he [the sportsman] accomplishes is one that he has set for himself. Since he does not need to return to this task the very next day to earn his living, there is no reason for him to conserve his energy. In this way, he is able to cultivate effort for effort's sake, to seek out obstacles, to place a few obstacles in his own path, and always to aim a little higher than the level he must achieve.*<sup>10</sup>

### **Athletic excellence and the issue of amateurism**

The honourable expectation to link athletic excellence with the codex of amateurism had already become a challenge for the IOC in the early years.

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8. Pierre de Coubertin, "The Philosophic Foundations of Modern Olympism," in *Olympism*, 582.

9. Stephan Wassong, "Citius – Altius – Fortius: The Challenging Motto of the Olympic Games," in *Olympism, Olympic Education and Learning Legacies*, ed. Dikaia Chatziefstathiou and Norbert Müller (Newcastle upon Tyne: Cambridge Scholars Publishing, 2014), 157.

10. Pierre de Coubertin, "La Psychologie du Sport", in *Olympism*, 148.

Even in the decades before WWI, athletes did not refrain from utilizing their athletic excellence for financial purposes. There are two prominent examples of this: Jim Thorpe (USA), pentathlon and decathlon gold medallist at the 1912 Olympic Games in Stockholm, was stripped of his amateur status in 1913.<sup>11</sup> He evidently played semi-professional baseball in 1909 and 1910 and had received monthly payments of between \$60 and \$80 during those years.<sup>12</sup> Paavo Nurmi (FIN), who won six individual gold medals in distances from 1,500m to 10,000m at the Olympic Games in 1920 (Antwerp), 1924 (Paris) and 1928 (Amsterdam), was not allowed to participate in the 1932 Los Angeles Olympic Games. He was accused of making excessive expense claims for races in Germany.<sup>13</sup>

After WWII, the world of sport continued with its process of transformation due, above all, to growing commercial and political influences. Olympic Games athletes put themselves under immense pressure to achieve athletic success. An Olympic gold medal fuelled the individual athlete's expectation for lucrative financial benefits, such as gate money from participation at national and international athletic meetings and endorsements from companies.<sup>14</sup> Other factors which motivated athletic excellence came as a result of politics, as with the emergence of the two new super powers in Olympic Sport, namely USA and former Soviet Union; Olympic medals were used as a means to demonstrate national strength and power.<sup>15</sup> In order to meet individual and political demands to perform well at the Olympic Games, athletes accepted highly intensive training workloads and a more professional preparation for competition. An area of evidence to support this is in the documents of joint IOC and NOC

11. Volker Kluge, *Olympische Sommerspiele. Die Chronik I. Athen 1896 – Berlin 1936* (Berlin: Sport Verlag Berlin 1997), 363.

12. Andrew Strenk, "Amateurism: The Myth and Reality", in *The Olympic Games in Transition*, eds. Jeffrey O. Segrave & Donald Chu, Champaign, IL: Human Kinetics Books 1988, 309.

13. Leif Yttergreen, "J. Sigfried Edstroem and the Nurmi Affair of 1932", *Journal of Olympic History* 15, no. 3 (2007), 21–32.

14. Stephan Wassong, "Citius – Altius – Fortius: The Challenging Motto of the Olympic Games," in *Olympism, Olympic Education and Learning Legacies*, eds. Dikaia Chatziefstathiou and Norbert Müller (Newcastle upon Tyne: Cambridge Scholars Publishing, 2014), 156–158.

15. Alfred E. Senn, *Power, Politics, and the Olympic Games. A History of the Power Brokers, Events, and Controversies that Shaped the Games* (Champaign: Human Kinetics Books, 1999), 65–155.

sessions which reveal that between 1960 and 1968, swimmers increased their training distances from 594.7km to 1,064km per year.<sup>16</sup>

Without doubt, it was increasingly difficult for athletes to combine the new training schedules and methods with the expectations that they fulfil educational and professional obligations alongside an almost professional life in sport. It became obvious that the old amateur rules were out of touch with the current reality. But unfortunately, the IOC remained unimpressed and preferred to stick to a consistent but conservative application of the amateur code. (After 1971 this became the Eligibility Code.) In the main, it was IOC President Avery Brundage who fought like a real-life Don Quixote against the windmills of professionalism. According to him, the death knell would ring for Olympic athletic excellence if the doors were open to commercialization. The logical consequence of this strict adherence to old-fashioned amateur rules was the emergence of a disguised professionalism to secure eligibility for participation at the Olympic Games. Professional athletes were camouflaged as collegior, respectively, state-amateurs. Covert “under the table” payments made to athletes became an open secret. The amateur athlete, who was to have been a role model for honourable athletic excellence, was tempted to become a “cheat by outdated amateur rules”.<sup>17</sup> Eugene Glader observed:

*Many felt that the rules were so rigid, restrictive, and aristocratic that there were in actuality very few, if any, amateurs participating in the Olympic Games during this period.*<sup>18</sup>

In the 1980s, the IOC reacted to this development in order to safeguard its demand on athletes to display honest athletic excellence. Under the presidency of Juan Antonio Samaranch, the IOC dismantled amateur regulations. The first “open” Olympic Games were celebrated at Seoul in 1988. Since then, the professional athlete has no longer been branded as someone guilty of undermining the credibility of athletic excellence – at least in terms of

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16. Stephan Wassong, “Citius – Altius – Fortius: The Challenging Motto of the Olympic Games,” in *Olympism, Olympic Education and Learning Legacies*, 158.

17. Stephan Wassong, “Citius – Altius – Fortius”: The Challenging Motto of the Olympic Games,” in *Olympism, Olympic Education and Learning Legacies*, 156–158.

18. Eugene A. Glader, *Amateurism and Athletics* (West Point, N.Y.: Leisure Press 1978), 158.

eligibility.<sup>19</sup> However, the guiding principle of the Olympic athlete to strive for and to display an ethically responsible achievement orientation has been challenged by another issue: namely doping.

### **Athletic excellence, the issue of doping and education as an anti-doping strategy**

Doping did not suddenly appear as a problem for the Olympic Movement with the acceptance of professional athletes in the 1980s. As research shows, doping has been on the official agenda of the IOC since its 37th Session in Warsaw in 1937.<sup>20</sup> Without doubt, it was not a priority in those days, but since the 1980s, this has changed with the growing popularity of the Olympic Games. New commercial initiatives have transformed the Games into the most important international sporting event. One can refer, amongst other things, to the implementation of the TOP-Program and new strategies in the negotiations of broadcasting rights. The effectiveness of new financial strategies, adopted since the 1984 Los Angeles Olympic Games, is illustrated in the chart below:<sup>21</sup>

Source	1977– 1980	1981– 1984	1985– 1988	1989– 1992	1993– 1996	1997– 2000	2001– 2004	2005– 2008	2009– 2012
Broadcast	108	389	727	928	1,251	1,845	2,232	2,570	3,850
TOP Program	----	----	96	172	279	579	663	866	950

All figures in the chart above have been rounded to the nearest US\$1 million.

19. Stephan Wassong, “Clean Sport: A Twofold Challenge in the Contemporary History of the Modern Olympic Games”, in *Pathways: Critique and Discourse in Olympic Research. Ninth International Symposium for Olympic Research*, ed. Robert K. Barney, Michael K. Heine, Kevin B. Wamsley and Gordon H. MacDonald (London: ICOS University of Western Ontario, 2008), 85–88.

20. Jörg Krieger & Stephan Wassong, “Munich 1972 – Turning Point in the Olympic Doping Control System”, in *Problems, Possibilities, Promising Practices: Critical Dialogues on the Olympic and Paralympic Games. Eleventh International Symposium for Olympic Research*, eds. Janice Forsyth and Michael K. Heine (London: ICOS Western University Canada, 2012), 62–63.

21. Robin Austermann & Stephan Wassong, “Two sides of the coin: the economic and media challenges for the Olympic Movement”, *Journal of Qualitative Research in Sport Studies* Vol. 8 (2014)1, 1–16.

A direct consequence of this commercial development can be seen in the fact that excellent athletic performance at the Olympic Games has further raised the individual market value of athletes. Athletes are financially rewarded for their victories at the Olympic Games by new or better contracts with commercial companies, lucrative advertising contracts, and by their respective NOC in many cases. The clear danger of this situation is that athletes have been tempted to develop a unilateral orientation on athletic success as the basis for current and even future standards of living. But of course, this focus is quite limited and can prove dangerous. One has to ask what happens if athletic success is short lived or if one is outperformed by fellow competitors. Athletes who define themselves by sporting excellence alone, risk losing their self-worth and the prospect of making their living during and, more so, after a sporting career is compromised. In this context, we are talking about a personal crisis. In order to avoid such a scenario, it is all too likely that an athlete might turn to doping as a counter strategy.<sup>22</sup>

In the fight against this problem, the IOC introduced intervention strategies at a scientific,<sup>23</sup> legal<sup>24</sup> and educational level. The latter is probably most important in firmly establishing attitudes against doping in the athletes' character. An information campaign has been gradually introduced, particularly since the implementation of the IOC Athletes' Commission in 1981. At conferences, workshops and in brochures, athletes were informed about the health risks of doping along with the moral position that doping violated the ideal of fair play.<sup>25</sup>

Since 2000, the IOC has become more proactive in the field of education in order to tackle the problem that a unilateral orientation on athletic excellence could lead to a personal crisis with all its negative consequences. This was

22. Karl Heinrich Bette, "In the Claws of the System. Why Athletes Dope?", in *The Olympic Values and the Future of Sport. 13th European Fair Play Congress*, eds. Andreas Höfer and Manfred Lämmer (Frankfurt: Deutsche Olympische Akademie, 2009), 117–129.

23. Mario Thevis, *Mass Spectrometry in Sports Drug Testing. Characterization of Prohibited Substances and Doping Control Analytical Assays* (Hoboken: John Wiley & Sons, 2010). Krieger & Wassong, "Munich 1972", 62–67.

24. Tanja Haug, *Doping Dilemma des Leistungssports* (Hamburg: Merus Verlag, 2006).

25. Stephan Wassong, "The Olympic Athlete as a Role Model", in *Intersection and Intersectionality in Olympic and Paralympic Studies*, eds. Janice Forsyth, Christine O' Bonsawin and Michael K. Heine (London: ICOS Western University Canada, 2014), 107–112.

probably due to the increase of problems from doping, of which the Festina scandal at the Tour de France in 1998 was only the tip of the iceberg. This scandal gave rise to public cynicism over the credibility of athletic excellence and developed into a massive challenge for the IOC.

In 2002, the IOC, through its Athletes' Commission, "identified that one of the key issues facing athletes is the successful transition to a career after sport".<sup>26</sup> In fact, discussion on this topic took place at the first IOC International Athletes' Forum. A program was to be developed in support of athletes. This was intended to enable them to follow an educational training process during their active career in order to assist them in finding a role in the professional world later. Actually, this educational initiative could not be regarded as new, for many National Governing Bodies of Sport such as the United States Olympic Committee (USOC) and the German Olympic Sport Association (DOSB) had already implemented athletic career programs.<sup>27</sup> The IOC regards these programs as important at national level. However, as the world governing body of international sport, the IOC has also felt a responsibility to introduce an international educational program, accessible to all Olympic athletes.

In 2005, the first edition of the IOC's Athlete Career Programme (ACP) was launched in cooperation with Adecco, a company regarded as "one of the world's leading providers of human resources solutions".<sup>28</sup> The collaboration between the IOC and Adecco was renewed in 2007 for a further six years. The IOC website outlines the ACP mission:

*[...] to assist athletes with their career development, career support and job placement. The role of the ACP is to look after the athletes at the conclusion, but also during their athletic careers through education, seminars and meetings with employers. The ACP has to be flexible to the career needs of athletes with a wide range of career requirements and desires.*<sup>29</sup>

26. IOC, *Athletes' Kit. The IOC Athletic Career Programme* (Lausanne: IOC, 2014), 6.

27. Natalia B. Stambulova and Tatiana V. Ryba (eds.), *Athletes' Careers Across Cultures* (Hove: Routledge, 2013).

28. IOC, "Press Release: IOC announces extension of IOC Athlete Career Programme agreement," July 5, 2012, accessed June 16, 2014, <http://www.olympic.org/news/press-release-ioc-announces-extension-of-ioc-athlete-career-programme-agreement/167869>.

29. IOC, "IOC Latest News: Assisting athletes in their career development during and after

Without doubt, the program has not been implemented merely as an educational tool explicitly to tackle doping. Nevertheless, implicitly it can be seen as such, as the exclusiveness of athletic excellence for making one's living has been questioned by it. The IOC put even more emphasis on this challenging topic at the XIIIth Olympic Congress in Copenhagen in 2009. A whole session was devoted to the role of athletes and the particular challenges they face. This can be regarded as a reaction to the Balco scandal, in which Olympic medallists were involved, and also as importantly ahead of the implementation of the Youth Olympic Games (YOG). As to the latter, there was public criticism that the new IOC initiative would bring with it dangers of overstressing athletic excellence to young athletes.

At the congress, Frank Fredericks stressed the importance for active athletes to build up a practical strategy for entering professional life. It was surely no accident that Fredericks was chosen as the keynote speaker on this topic. Jacques Rogge, then president of the IOC, pointed out that Fredericks was not only an outstanding athlete but had also been successful in his non-sporting career, built on academic studies which included a Master of Business Administration Degree (MBA). In his speech, Fredericks was realistic enough to address the difficulties combining the pursuit of athletic excellence with educational and professional training in order to secure a smooth transition from athletic into post-athletic life. It was a process which should not be left to the athlete alone.<sup>30</sup> The discussions on this have further encouraged the IOC to implement an "Entourage" Commission with the intention that representatives of the personal and institutional environment of the athlete should contribute to support the athlete's efforts to follow a dual career in sport. This objective has also made its way into the Olympic Agenda 2020 as the members of the working group "Athletes at the Heart of the Olympic Movement" clearly recommended giving

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competition", 12 December 2006, accessed on 4 March 2015, <http://www.olympic.org/content/news/media-resources/manual-news/1999-2009/2006/12/12/assisting-athletes-in-their-career-development-during-and-after-competition/>. "By the end of 2013, the program had already supported more than 15,000 athletes in over 100 countries and five continents with training opportunities and job placements", quoted from <http://www.olympic.org/ioc-athlete-career-programme>, accessed on 18 June 2014.

30. Frank Fredericks, [http://www.olympic.org/Documents/Congress\\_2009/XIII%20OLYMPIC%20CONGRESS%20-%20PROCEEDINGS\\_WEB.pdf](http://www.olympic.org/Documents/Congress_2009/XIII%20OLYMPIC%20CONGRESS%20-%20PROCEEDINGS_WEB.pdf)lympic Agenda, accessed on 4 March 2015.

encouragement to athletes “on and off the field of play” to seriously pursue a career alongside sport.

Concluding, one can say that the double demand on athletes to excel in sport and at the same time to prepare for a life after sport is a complex challenge. This expectation is a revised version of the idea fought for in the time of Coubertin. The difference to Coubertin’s concept is that the trained and educated athlete no longer has to be an amateur. This eligibility policy is in accordance with the modern development of sport.

By valuing the revised idea, one has to keep in mind that success of an athlete’s participation in a career program does not only depend on the active collaboration of all members, partners and institutions of the athlete’s entourage. It also requires that, amongst others, athletes, NOCs, IFs, representatives from the media, public authorities and sponsors appreciate the fact that striving for educational and a professional training alongside participation in top level sport should limit the exclusive expectations to permanently display athletic excellence. The concept of a dual career requires that training and competition schedules have to be adjusted to those relevant for educational and professional training. In particular, this is true in times when educational and vocational obligations have to be prioritized over athletic training and competition in particular. Of course, this could cause conflicts among all involved in the coordination process, including athletes, coaches, parents, sport officials, teachers and employers. But the conflicts have to be managed in such a way as to assist the athlete to achieve both: to perform with excellence in his/her sport and to prepare for a career during and after sport. This is a challenge for the future and one will see whether it can be met properly or whether it clashes too much with the code which rules top-level sport: namely, victory and defeat.

## PERFORMANCE AIMING AT INTEGRITY

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*What does being reasonable mean, what is the source of reason? [...] Man can dream of possessing all powers, dominating nature starting with his own. He almost achieves it. With a wealth of experience how can he determine what needs to be done whilst remaining reasonable and human?<sup>1</sup>*

### Introduction

“Olympic values” as the Session’s theme is not at all surprising in this symbolic site where, year after year, we try to preserve Coubertin’s beautiful ideal. Are we heard all these years, in this place, are we heard by the people to whom the prayer is aimed at, thus allowing the Olympic world to really incarnate a beautiful path of humanity? Or are we destined to the confidentiality of naïve hopes?

Whatever the impact of these speeches, and although we need to remain modest regarding their potential, they have the merit of being presented publicly before this wise and cosmopolitan assembly. They have the merit of being heard, registered and listened to, all around the world thanks to technology. So

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1. Axel Kahn, *Raisonnable et humain*, Paris, Nit éditions, 2004, p. 131.

thank you, Mr President, Mr Dean, for allowing me to take the floor, whatever its reach, because this is a symbolic place and it is therefore a great honour for me to be invited for the first time to this rostrum.

Moreover, if in the past we had to choose passion instead of reason on this rostrum, we have to admit that more than ten years now the speech is less agreeable, it may upset sometimes, but thanks to diplomacy and the respect we owe to this institution, everything is possible and the Olympic world is progressing, if it is not blinded. It is a strong sign of its perspicacity, its authenticity and successful adaptability to our contemporary worlds.

“Performance aiming at integrity” sounds as something obvious to us who are gathered here to promote sport as an educational tool. Doesn’t Olympism aim at “preserving human dignity?”<sup>2</sup> Doesn’t the 2020 Olympic Agenda<sup>3</sup> mention two recommendations<sup>4</sup> on the athlete’s integrity? This is a topical subject, a burning subject maybe?

It is not about reducing integrity during competition only, but also during the life of the athlete, including the training program or even his personal life. The follow-up of the recommendation no. 5 of the Athletes’ Commission states that we should take into account “the overloading of programs and training and competition calendars that can harm the athletes, in particular junior athletes, regarding their performance, their health and personal investment” and recommends that “appropriate measures should be taken in order to present this escalation...”<sup>5</sup> Will the Olympic Movement be sick of this escalation? Under what conditions can the values of excellence remain an educational tool?

Of course, this thinking should first be heard as a philosophical test perhaps, although this is not my training, a partial thinking obviously, maybe partial as well, focused on my French culture, and thank you for accepting these limitations rightaway.

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2. Fundamental Principles of Olympism, 2, in *Olympic Charter*.

3. Version of 9 December 2014: <http://www.olympic.org/agenda-olympique-2020>.

4. Recommendation 15: «Change the approach in favour of the protection of upright athletes» (The IOC’s ultimate role is to protect the upright athletes) and Recommendation 17: “Honour upright athletes” (...)

5. Recommendation no. 5, Follow-up of the 13th Olympic Congress, Copenhagen, 2009.

## I. Definitions

Usually, we start our thinking by defining the terms, those which are fraught with meanings, history and ideology. Referring to them is therefore not neutral. We have to agree on the meaning.

### A. Performance

The term is ambiguous and requires us to stop for a moment in order to avoid misunderstandings. The word “performance” in English takes a very generic dimension that refers to having achieved something, a production, an interpretation, an execution. Performance is used in the artistic world as the simple fact of offering one’s contribution without any particular connotation to excellence.

In French, the first meanings of the word “performance”<sup>6</sup> refer to “the result calculated (in time or distance) of an athlete or a horse at the end of a competition, the victory obtained by a team, an adversary with a better ranking, a feat or impressive success in any domain” and more generally to meaning, “the result obtained when executing a task”. By proposing this intervention, therefore, the title *Performance aiming at integrity* should be understood as a discussion between a *very high performance* in English, the *all-time high* (historic record), how *to reach an all-time high*, with reference to an external system of rules, on the one hand, and the simple accomplishment of something, on the other, for which the only reference system remains the individual’s appreciation of his performance.<sup>7</sup> This distinction is certainly important for our discussion.

### B. By virtue of

“By virtue of” means “as a consequence of”, “because of the right” and performance in the title of my intervention would therefore be hanging from the condition of integrity. Performance is only achieved in the name of integrity,

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6. In 1867, performance referred to the “outstanding (sporting) result, the feat” (*Le Sport*, 29 mai in Petiot : *Le turf a pris performance à la langue anglaise*).

7. Isabelle Queval raises this issue very clearly in her Essays: I. Queval, *S’accomplir ou se dépasser?, Essais sur le sport contemporain*, Paris, Gallimard, 2004; much earlier Austin speaks about performativity which is autoreferential, so as to distinguish it from performance, in John L. Austin, *Quand dire, c’est faire*, Paris, Éditions du Seuil, 1970.

the purpose for integrity, and it is therefore a *sine qua non* condition of its achievement and, going a step further, as long as there is any expectation for such integrity, performance could no longer exist. The only expectation that applies therefore would be achieved by virtue of integrity.

### **C. Integrity**

Integrity is an attitude which involves being what we really are, to be us. It refers to the two sides of the same object, complete integrity on the one hand, probity or honesty on the other. This is the difference which the English language makes between entirety and integrity.<sup>8</sup> Entirety refers to the motivation of remaining one's self, without any part of us being hampered, touched or altered, remaining whole, in its totality. Probity refers to a psychological attitude that requires the individual to conform to his or her own principles and not be corruptible. Therefore, for us today, *Performance by virtue of integrity* would be the best sporting service we could offer to ourselves, both at physical and ethical level.

## **II. The blows to integrity and its mechanisms**

### **A. Potential distortion factors**

Many authors, including people who are gathered here today, have said that sport is a carrier of both positive and negative values. It takes elements from the context and the actors and only they give it meaning. When we raise the issue of undermining integrity, many explanatory elements emerge. In other words, during his performance, the athlete may be led, consciously or unconsciously, for personal reasons or conditioned by external motives, to behave in ways that undermine integrity.

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8. De Kock A.; Tolleneer J., 2013, Sport, ethiek en integriteit, *Ethische perspectieven*, 23(2): 175–189 (incl. Sport, ethiek en integriteit: naar een conceptueel kader, in *Expertseminarie Sport, ethiek en integriteit*, 14 maart 2014, Leuven: Interfacultair Onderzoekverband Sport en Ethiek KU Leuven, in de context van de onderzoeksopdracht van Minister Muyters (2012–2014) gegeven aan consortium van Internationaal Centrum voor Ethiek in de Sport (ICES) en vier Vlaamse universiteiten. Et Tolleneer J., 2013, *Sport et éthique. Développement de modèles transdisciplinaires sur les valeurs sportives: vers un management de l'intégrité*, Paris: Académie Nationale Olympique Française (ANOF), 15 October.

The athlete may be conditioned by symbolic or real motives. At a symbolic level, the appeal of victory and the state of jubilation that is linked with the domination of others may lead to psychological pitfalls. These pitfalls may, in turn, lead to taking risks in order to win at all costs. The search for notoriety or posterity includes the risk of megalomania and may lead to improper behaviors consisting in using unreasonable means for achieving one's objectives. To be in power may also prove to be a way of undermining integrity. The athlete may feel himself caught in a wild race for "always more" from which he cannot escape. This situation leads him to a psychic state which he cannot control.

Over and above these symbolic stakes, material and financial advantages are also part of the mechanisms we know. They commit the athlete to find the means, whatever they may be, in order to achieve the best possible performance. Among individual mechanisms, the athlete may have to deal with inferiority or a complex, an account he must settle with himself. A weakness may lead to behaviors which do not conform to decorum, the sporting spirit or a regulation. These attacks may be combined with risks to the individual's integrity.

The athlete, however, is never really alone and isolated when he has to make decisions without referring to his staff, coach, physician, official... He can be submitted to pressures<sup>9</sup> that commit him to reprehensible behaviors. Subjected to blackmailing, the obligation to achieve a result at the risk of rejection, humiliation etc., the athlete may find himself subjected to an environment that drags him willy-nilly.<sup>10</sup> Forced, isolated, the athlete may be dragged in a gearwheel that compels him to be performing, performing more and more. Without any way out, he may be led to use means that may affect his whole, his entirety or probity, his honesty.<sup>11</sup>

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9. "Les athlètes et les équipes sont exposés à des pressions des medias, des sponsors, de la société, des entraîneurs, de la famille..." (The athletes and the teams are exposed to pressures from the media, the sponsors, society, the family...), see Popi Sotiriadou, Veerle De Bosscher, *Managing High Performance Sport, Foundations of Sport Management*, Routledge, 2013, p. 352.

10. Mike McNamee, *The Integrity of Sport: Unregulated Gambling, Match Fixing and Corruption*, in *Sport, Ethics and Philosophy* 7 (2):173-174 (2013).

11. Jan Tolleneer, *Sport et éthique. Développement de modèles transdisciplinaires sur les valeurs sportives: vers un management de l'intégrité*, Paris: Académie Nationale Olympique Française (ANOF), 15 October 2013.

### ***B. The blows to integrity through sport***<sup>12</sup>

At the physical level, potential blows to integrity are numerous and varied. They cover sudden traumatic lesions during movement, competition or training. The lesions may also come from too frequent rehearsals that wear down, prematurely, the cartilages, the tendons or the joints. In the case of accidents or chronic pathologies, performance is sometimes achieved in spite of the body's own rhythm or possibilities.

At psychological level, dangerous malfunctions may appear. Among the numerous examples, Bernard Andrieu explains that bodily passion is endless.

*By committing one's integrity in using drugs, sex or sport, the subject hopes to give his body back and materialize. However, the search for indefinite sensation needs to be renewed because of habituation. Increasing the doses is necessary in order to feel the same pleasure. The subject can never definitively take shape, the sensation is ephemeral and its evanescence leads to alienation.*<sup>13</sup>

At social level, the quest for performance may lead to isolation. This blow to integrity can exist insidiously in the mind without really appearing. By concentrating exclusively on preparing their sport's performance at the highest level, young people in particular separate themselves from the world that surrounds them, neglecting the classical stages of adolescence.

Thus, top performance takes Man to higher levels which are never reached, close to the limits set out by the rules. This has led a number of authors to note that "the growing intensity of training and competition shows us today in top performance sport an experimental laboratory for the improvement of man".<sup>14</sup>

### **III. The ambiguities of sport**

Practicing competition sport may generate paradoxical behaviors.

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12. Tara Magdalinski, *Sport, Technology and the Body: The Nature of Performance*, Routledge, 2009, 200 p.

13. Bernard Andrieu, *La nouvelle philosophie du corps*, Eres, Toulouse, 2014.

14. Isabelle Queval, *Ethique du sport: du projet éducatif à la performance extrême*, In Bernard Andrieu (sous la direction de), *Ethique du sport*, Editions l'âge d'homme, Paris, 2013, pp. 227-237.

**A. To what extent are performance and integrity a contradiction in terms?**

Are performance and integrity contradictory? In other words, is the quest for the highest level or the individual's highest level compatible with respect for one's self in fine? Is extending one's limits a beneficial or fatal exercise? This is not a new issue and it is mainly dealt with by philosophers. Lambert Amougou, doctor of philosophy, raises the question "Can performance exclude ethics?"<sup>15</sup>

Certainly, if we agree that performance is a personal contribution, very close to accomplishment, we may think that the athlete guarantees his integrity and comes true when he performs, by ensuring cohabitation at the best level with respect for one's self and makes this, in fact, his condition, as we said a little earlier. It is at this price that performance can be achieved.

If we consider performance as an external system of values, as the other athlete's record that needs to be beaten constantly, it sounds risky to think that we can continuously improve performance... Is the human machine destined to progress constantly? Will the human body discover each day a potential margin for progress? We need not consider the full potential of this marvelous body; the only thing we will have to do is train in order to respond to this permanent challenge. Among the Olympic symbols, the motto *Citius, Altius, Fortius* does not leave any ambiguity: these three words encourage the athlete to give his best and strive to achieve personal excellence. Excellence consists in giving one's best on the field or in life. The objective is not simply to win but to participate and progress in order to achieve the objectives that we have set and try daily to exceed them... But if this appears to be so clear, why should we question it? Does the Olympic reality lead an individual to perform without respecting his integrity? Unavoidably, the issue of the limits of this progression does arise.

**B. The system of modern sports as the vehicle of these paradoxes?**

The birth of modern sport at the end of the 19th century is correlated with the Second Industrial Revolution, during which profitability emerged as a fundamental element of the economic system applied.<sup>16</sup> The notion of time

15. Lambert Amougou, La performance excluerait-elle l'éthique?, in *Sport et plein air*, January 2015, pp. 22-25.

16. Allen Guttman, *From ritual to record, The nature of Modern Sport*, New York, Columbia University Press, 1978, translated by Thierry Terret, L'Harmattan, 2006.

and its corollary, timekeeping, have now become the masters of the game. This situation found its equivalent in sport by introducing time-measuring as the norm. Measure is rational, no one can object to it. In addition to winning, as was the case in the Games of antiquity, a performance was needed, which means to record one's "time", in order to compare it to others, the same day, at the same place, but also elsewhere and later. Michel Bouet points out that the record is one of the main drivers of modern sport.<sup>17</sup>

Since the end of the 19th century records were constantly broken. The ideology of an endless progress is pervading. The process of disseminating sport at planetary scale takes the time of the 20th century.<sup>18</sup> Sport was rationalized, meaning that it had obtained an instrument that was aiming at optimal return. The material, the uniforms, the spaces, as well as training itself through planning and modeling techniques have led to optimum efficiency.

Countries whose priorities could not be reasonably focused on the quest for sports performances took the time to discover sport and experience their own abilities to train, move faster and longer, with some success, in fact. When man has trained methodically, leaving no room to chance, when sport will finally cover the whole planet under its veil, records will fall, one by one, little by little and they will be the only ones who are still fighting. The whole logic of training focused on beating this performance and the means provided in order to rationalize, as much as possible, the most efficient move. Where certainty reigns, where the venues are determined by regulation, where we shall have sterilized so much practice conditions and, finally, where the athlete and his coach have methodically and rationally planned their progress, we feel that there is a stumbling block and the question is: Can we imagine the end of records?

In order to ensure the permanent renewal of this universal engine, the means that are used sometimes step beyond the authorized limits. The most skillful ones play with the limits of the rules; they get close but never cross the "yellow" line. Wishing to win at all costs, the teams around the champion and the champion

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17. Michel Bouet, *Signification du sport*, Editions universitaires, Paris, 1968. These elements under an intense form were used by the most radical criticism of the Olympic Movement.

18. Jim Parry, *The Ethical and Political Values Of the Olympic Movement*, (especially "Is Universalism Ethnocentric?"), in Brownell Susan, Parry Jim, *Olympic Values and Ethics in Contemporary Society*, Olympic Chair Henri de Baillet Latour-Jacques Rogge, Belgium, 2012.

himself have set as their priority to beat the record before all others. These means may affect the physical or mental integrity of athletes. When the body is exploited to its limits, how can we galvanize the crowds if we do not produce a feat? Since the feat becomes the supreme objective, the ultimate objective to be reached, the means that are used appear to be secondary.<sup>19</sup> Many authors who have tried to trace curves in order to follow the evolution of records in the 20th century noted a drop in numbered performances. They were established thanks to the scholarly calculation of future probabilities regarding the beaten records and announced the probable ending of records around 2030.<sup>20</sup>

#### **IV. The recommendations**

##### ***A. Live performance as an opportunity for self-fulfillment***

Keep in mind that any effort that aims at putting one's body in motion in order to achieve one's best level is a healthy and precious exercise in itself. Sport allows self-fulfillment and self-esteem through accomplishment. If sport and, through it, performance appears as an educational tool, this is certainly due to the fact that the exercise itself involves virtues. Among these, effort is by no means the less important. Through effort, sport commits the individual to persevere despite adversity. To fight against time, against space or against the other requires effort. This effort can only be bearable if other virtues or other skills are added. Effort requires self-denial, renunciation, self-sacrifice for a higher cause. This attitude makes it possible to learn and accept difficulty.

Confrontation offers to the individual an opportunity to measure and estimate his own level compared to others. This sometimes brutal reality demands from us to take on the rank assigned by performance. This acceptance allows us to make the experience of pushing abnegation into the background. The athlete learns to accept a defeat.

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19. Suzanne Laberge, Sports et activités physiques, modes d'aliénation et pratiques émancipatoires, in S. Laberge, J. Harvey (sous la direction de), *Le sport*, volume 27, no. 1, pp. 53-74.

20. For example, Geoffroy Berthelot, *La fin des records*, Les entretiens de l'INSEP, 2010. Chercheur INSEP à l'Institut de recherche biomédicale et d'épidémiologie du sport (IRMES), <http://www.canal-insep.fr/fr/sport-science-et-societe/la-fin-des-records>.

***B. Avoid temptation through an awareness-raising and prevention policy***

With the younger people, we need to make them, as early as possible, assimilate the idea that performance exists only by virtue of integrity. The objective is to associate, in a systematic way, the quality of the performance to this premise, without which the result is nothing. Although they are vigilant, educators know how high the risk is of being confronted with the temptation of using any available means in order to achieve one's aim, because the threats that float over integrity do not originate from sick or abnormal people. They concern us all.

Education cannot forgo the sincere exchanges with athletes in order to establish, as evidence, the idea that cheating does not mean winning. How naïve you can be. You are right, if talking were sufficient in order to settle all affairs, sport would be much better. We therefore have to focus on the education of upright men and women, capable of judging and discerning; it is on them that we need to bet. This group of standing men cannot be satisfied by a narrow technical approach. It cannot restrain the development of a performing sport to that of a machine that repeats, even if it does so perfectly. The higher the level of humanity in the training of the athlete, the more chances there are of guaranteeing his or her integrity by imposing this quality on the faculties acquired, at the centre of which human dignity will be placed. It will be the coach's duty to promote such an education, to be charismatic himself, in order to allow us to maintain sport and its respect for people. Does the support given to top level athletes provide sufficient space for this imperious need? Is the technician the only guarantee for this approach? Isn't the diversity of skills among the athlete's staff excessively focused on result at all costs? How can he, therefore, concentrate his efforts on integrity?

***C. Draw attention to the responsibility of sports and the Olympic Movement***

Pierre de Coubertin's ambition posed as a principle edifying man through the practice of sport, making him better, educating him and making him worthy. Thus, any individual should be able to reach his own level of excellence. This ambition seems to have gone through changes with time. The global political, economic and social system has transformed competition more into an end in itself rather than a means at the service of man's fulfillment. By placing Olympic competition among the principles of the record to be beaten, the IOC has

undertaken a strong responsibility, faster, higher, stronger, and some people have taken it literally and are ready to use various means in order to achieve this.

The IOC's responsibility is committed in the choice of competitive models, events and ranking. The Youth Olympic Games were originally conceived in order "to bring together the best young athletes in the world and celebrate this gathering" and "to share and celebrate world cultures with a view to promoting the Olympic values". Why have these initial<sup>21</sup> generous and relevant intentions been diverted to a large extent in order to make the YOG the anti-chamber of the great Games?

## Conclusions

Our modern Games are relatively recent, their 119 years of existence have much to envy from the over 1,000 years Games of antiquity. The ancient Games, however, did not have instruments that measured time. Champions were born during each edition. Thus, the formal entry of an explicit norm that had to be beaten, a norm that now exists despite the stadium, outside the stadium, objectively constitutes the record to be beaten. We need to do better. Can we do better?

We cannot refrain from thinking, in a field that is not so far away, of the permanent overbidding of a candidature in order to become the host city of the Olympic Games. Who shall have the audacity and the ingenuity of presenting a humble face in this frantic overbidding, a human face that accepts its fragilities and limits? Who accepts to be underperforming? What would be the price for accepting to be underperforming? What are the mechanisms that need to be put in motion, in order to make this potential regression possible? Do not believe that this argumentation denigrates top performance. It is the accomplishment of perfection and serves as a model to millions of other people; it will serve as a model if it is credible, but shall be credible if the performance is obtained by virtue of integrity.

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21. IOC, Information sheet on the Youth Olympic Games (<http://www.olympic.org/Documents>, version December 2013).

Our contemporary times are marked by positivism, which considers the idea of “progress” as one of the founding elements of our society. This ideology has allowed major developments. Rational man is obliged to note that this race was not without an ending. This applies to economic progress and the use of the planet’s resources. A strong current, carried by the highest decision-makers of our world and by the most common of mortals, has drawn attention with a view to revising our behavior in the world. The Olympic Movement is the highest level of modern sport and carries the responsibility of also looking at our life styles. Through the bids for staging the Games, the notion of legacy constitutes, over several Olympiads now, a crucial point for obtaining the Games. If the IOC has grasped the importance of these issues, it may be embarrassing to question the nature of the events. Should we stop comparing records? And if the IOC does no longer pay attention to this question and simply elects an Olympic champion, won’t the records to be broken remain in any case the major attraction of the performing athlete? Do we need excesses, which arouse our conscience, in order to be reasonable and take a collective step in order to preserve human dignity?

How can we value the upright athletes? What can we invent in order to glorify those who know how to combine performance and integrity?<sup>22</sup> Will we accept to go back? Who will be daring enough to accept losing? Our top athletes will not be less beautiful, or less good, but they will also not be supermen or superheroes. We bet that the future will know how to protect us from these blows in order to lead us to humanity.

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## THE VALUE OF EXCELLENCE FOR A SOUND SPORT: MYTH OR REALITY

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### **Introduction**

We are living at a time where moral values are being questioned, world views and ideologies are being developed according to relevant interests, while ethics and principles are changing depending on the social trends that prevail during a specific period; hence, it is extremely difficult to build mentalities based on principles and values, whilst excellence is now a subject of exploitation.

The prospects for sport and society are not promising either. Every day we hear of acts of violence, hooliganism, doping, bribery, even racism; events that downgrade human beings.

There is, however, another side, the optimistic one, that tells us that there is hope, there is a way. I am talking about *Beneficial Sport* as an outlet and when I refer to the principles and values of sport, I mean excellence.

But can *Useful Sport* really contribute to the improvement of this society or is this a utopia? *Is it a myth or reality?*

The answer is not easy. I shall try in the time I have to share some thoughts with you, starting from a few realities, with the hope that in the end we will be able to discuss and conclude on what is happening exactly and what can be done. I will try, based on my energy and limited knowledge, to judge objectively and without prejudice the characteristic aspects of our times with respect to the

ideals that we serve. In any case, when you serve Olympism, you learn to leave aside the service of personal views or selfish interests.

## **History**

The end of the 19th century will remain a glorious milestone in the history of mankind because of its splendour.

We must keep in mind that the 20th century was the luckiest of all. It found the arts in full bloom, sciences in fruition and the cultivation of all humanist values widely disseminated, with the value of excellence being the target of the new generation.

Together with the wealth which it received, the 20th century bequeathed what was considered one of the most important events for global society. The revival of the Olympic Games and the celebration of the first modern Olympiad in Athens, in 1896, was the event that signalled the beginning of modern sport.

Undoubtedly, Baron Pierre de Coubertin and the other visionaries inspired to revive the Olympic Games, never counted on today's development and the outcome of sport. Nor could they imagine the evolution of sport as a philosophy and then as a social phenomenon of such dimensions and acceptance. Today sport is considered and in fact is the biggest and most important social phenomenon of our times.

A world phenomenon with which millions of people, of every race, every religion, every social or financial standing, deal with daily, a phenomenon which originates from Man and is aimed at Man, its ultimate objective being to improve not only himself and his living conditions, but the whole of society as well.

## **The importance of Olympism**

The importance of this phenomenon is mainly due to the fact that it is based on five essential parameters that determine the specifications of the value of excellence, which is a basic ingredient of Olympic philosophy.

The *first* parameter refers to the philosophy that rules sport, a philosophy of principles, values and ethics that enhance Man. Unquestionably, being involved in sport with such acceptance has created the conditions that make it the only social sector where national, cultural, social and economic groupings can be abolished, allowing us to say that sport is the missing link that can unite people, theoretically at least, by overcoming all borders.

The *second* parameter is the contribution of sport to the promotion and maintenance the most valuable human good, *health*. Today, we are fully aware of the benefits of physical health and social prosperity; they are achieved through a way of life that involves sports activities on a regular basis.

“*Lifelong exercise*” certainly contributes to another just as important need of Man: *recreation*.

The *third* parameter concerns the fact that both health and the principles and values contained in sport philosophy are acquired through the sporting effort, fair play, excellence, but also with the legacy of sport and its high ideals, underpinned by solid and not hermaphrodite principles and values that safely lead to social progress. This legacy, for us at least, should be the guiding principle of our work.

The *fourth* parameter mainly focuses on a contemporary need: *A useful society*, based on principles. Understanding, excellence, getting to know people, accepting the opponent as a “partner” and not as “an enemy”, the ability to work in the community, respect for our fellow men – opponent, fraternization, solidarity, altruism, acceptance of the best, respect for regulations and rules, accepting decisions, are only a few sports principles that compose the value of excellence, leading to Man’s socialization and the creation of a useful society.

It is obvious that being involved in sport generates the values which constitute the essence of sport and which are expressed through the competitive effort. Living these values is, unquestionably, the most important weapon, which will help to cope with modern society’s needs.

Finally, the *fifth* parameter refers to the fact that sport aims at and activates all people, irrespective of their age, confirming the view that “*Sport for all*” is a phenomenon of maximum importance, both for a well-intended globalization, based on acceptable principles, which are beneficial for recognizing Man and society and satisfying Man’s broader needs.

## **The essence of sport**

Sport in contemporary social evolution is not only a biological but also a social need. This need is expressed by its own principles, which govern an individual's social behaviour and social and labour relations.

Sport's growing role in building biological parameters, as well as personality development, has created opportunities for physical exercise, thus contributing to the improvement and direction of Man's mental processes for the development of his character. We should not forget that Man conquers his own nature through exercise.

We also know that sport and athletic competition have a strong sentimental impact as a spectacle. I want to emphasize Stoytsef's definition of athletics "as an important element of the social mechanism for satisfying the cultural goods of society". Finally, the whole process of sport should reflect the effort of consolidating the value of excellence, which honours Man.

I have tried, very briefly, to analyze the essence of sport and its achievements up to the present. The main question, however, which overwhelms all of us, is whether all these positive things can apply today and whether perfection and excellence can be a value and not a means for obtaining material goods.

## **Concern**

This is indeed a harrowing question raised, e.g. whether the need for a useful sport today is a myth or a reality.

Sport today can indeed become a medium for exploring a pure and really modern global society, if we take into consideration the fact that it is a reflection of society (with all its good and bad facets).

Can the purity of sport allow distinction through selfless processes based on moral rules?

Sport's progress is indivisibly linked with the course of social organization, its predominant characteristic being competition. The latter finds in the field of sport all the possibilities for its implementation and expansion.

Idealization and commercialization have led to the alienation of both the sporting ideal and the athlete. The changes of the sporting spirit are born and grow within today's society of distinctions, interests and lawlessness.

Violence, doping, poor quality show, rigged games, organized fanaticism, non organized vulgarization, environmental destruction, inequality, gigantism, racism, xenophobia, are only a few forms of sport's alteration. For sport to find again its original purpose, a different national and international policy is needed.

It is true that sport feeds the democratic fantasy of equality. It is also true that all around sport ideological constructs regarding a superior race, national supremacy and others are being stated, which have led people into adventures and annihilated excellence.

This is clearly opposed to the intention of making sport a global phenomenon with a generous and angelic, even, perception of human relations.

But is fraternization achievable through sport?

In fact, sport can facilitate the individual citizen's social and cultural integration within a value system. It only needs a common denominator of the "current values" of a modern society with its human symbols and messages.

But is this achievable today? Can what is daily, vulgar or survival coexist with what is eternal and unselfish? This is the dilemma. Is it a myth or reality, or are false visions created?

## **Competition**

The progress of sport is indivisibly linked to the course of social organization.

The major characteristic of today's socioeconomic activity, e.g. competition, finds in sport all the possibilities for its implementation and expansion. Mystification and above all commercialization, statism, making equality a myth and the spectacle around sport, all have alienated both the sporting ideal and the game.

Today's reality and the contemporary social trends, which unfortunately affect sport, compose a mirror of social relations that lead to exploitation.

## **The pursuit of excellence**

The development of today's society with sport as its receiver, bring us face to face with games of logic or luck. They either give us the illusion of domination or that of human limits. Sport brings Man face to face with nature, man with

man. But do we know how to fight? Do we know how to win honestly? And the final question, who are competing in the stadiums: “systems” or men? Are we seeking excellence or are we only interested in the result, whatever it may be?

Sport which moves between culture and politics must find spaces for developing freely.

### **Deterioration**

Emile Borel once said that the taste of the contest is more global than the taste of bread. But violence, doping, poor quality show, rigged games, organized fanaticism, unorganized vulgarization, inequality, have altered the meaning and the content of the game.

Violence has become more visible than the sporting idea and aggressiveness (individual and/or national), more important than the outcome. Sport as practised today proves as a reflection of society and underlines the rift between modern and traditional society.

### **Social trends and sport**

A few more essential elements that influence sport today and originate from the prevailing social trends are certainly individualism, unfair competition, chauvinism, aggressive nationalism, sexism, racism and even elitism. These are all important elements that will not leave many margins for optimism if specific measures are not taken.

The stand that each responsible institutional agent will take certainly depends on his human qualities, his ethics, his ideological approach and his experiences. The choice of the human factor is a fundamental condition for maintaining the moral status of sport.

Regardless of any individual approaches, however, the critical question remains: Can sport today overcome contemporary social trends when we know that the changes observed in sport are born and grow within society?

In a society of discrimination, interests, in a lawless society where the rules of the game constantly change, answering this question is by no means easy. No

one can affirm that we can now apply and use sport as a means for overcoming negative social phenomena and trends or even change society, if its sound implementation and function may be a way-out.

### Sport ethics

This is, however, the only hope. The values, the principles and the ethics of sport in general are timeless. Fair play and the spirit of sport can become key characteristics in a world of recession, social justice, perspective and hope.

These are all elements considered to be outdated, such as abiding by the rules, order, logic, measure, communication through the practice of sport, but will have to return in exchange for any sacrifice or effort.

### **What needs to be done**

Something more is needed, however, than simple participation and victory. Relationships of friendship, solidarity and understanding need to become stronger in sport. To achieve that, a different national and international policy is needed, sport institutions need to be redefined. Sport ethics must prevail, through legislation if need be. Essentially, what we need is the *education* of all officials, especially of young people, and make sure that ideology will prevail over cold reality. What is also needed is persistence and insistence in order to apply the above. Finally, excellence should become an incentive for all those involved.

### **The position of the Olympic Movement and the role of National Olympic Academies**

Before all these features of our times and the problems that mankind is facing, what are the solutions the Olympic Movement can propose? Will it turn a blind eye to all these challenges or put forward its own positions and views?

Can the Olympic Movement declare in all directions that its way of life and philosophy, taking shape since its birth and until today at global level, is the

most appropriate, yet without being a panacea? Is the answer of all of us who continue to believe in the values and ideals of Olympism affirmative? We can affirm that we have our own philosophy and proposals for dealing with all the problems that mankind is facing today. Indeed, excellence, the fundamental value of Olympism, can become an inhibiting factor in the negative conditions of our times.

If we look at the principal objectives of the Olympic Movement, we will see that these do not differ at all from what mankind is seeking today: people should fight in order to balance their individual rights with mankind's common good. Olympism is a social philosophy which focuses on Man and promotes the role of sport for global development, mutual understanding and peaceful coexistence between people. At the same time, it is also a way of life that stems from a deep internal faith in the timeless values of humanism and an endless effort in order to achieve the ideal of *kalokagathia* and approach excellence in all sectors of human quest.

Olympism's central message is fair play under conditions of peace, fraternity, equality, justice and freedom.

In other words, Olympism is an act of humanitarian education, in the broader sense of the term. This reality is enshrined in the *Olympic Charter* of 1999. Paragraph 2 of the Charter states that "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.

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

To this effect the Olympic Movement engages alone, or in cooperation with other organizations and within the limits of its means, in actions to promote peace.

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

This is, therefore, the meaning of the existence and role of National Olympic Academies: to promote and express the objectives of the Olympic Movement and its transformation into an act of Olympic ideology.

*Olympic education* is similarly important. We must understand that there is an imperative need for it to become part of each country's educational program.

I cannot say that I am pessimistic. Sport has shown that it is the most ideal medium for improving society, provided it is practised rightly and within the framework of its ethics. Sport ethics must prevail at any cost. The fact that sport ethics are in contradiction with reality should not disappoint us.

Morality is timeless, it is the essence of excellence and will prevail if the human factor can rise to the occasion.

### **The human factor**

Political and sport leaderships have the obligation to realize the magnitude of the responsibility they are taking. Nothing can be achieved with rules, laws and punishment. What needs to be constantly improved in the ethical sector is the human factor. It needs a vision with prospects, knowledge and a deep awareness of the fact that sport ethics are a subject of human conscience. And this, with a view to fully understanding the unquestionable fact that sport, well-intended sport, is the most important sector that will lead us to a fair society in modern times. This, of course, can be achieved through teaching the relevant education.

### **Conclusion**

The vision of a beneficial sport in modern times should not simply be an object of legislation or regulations. It is a matter that concerns all of us who are in some way involved in Olympism. If respect and understanding can prevail and we operate guided by measure, honesty and justice, if we take good and constructive advantage of today's views regarding the financing of sport, e.g. commercialization, if we consider the environment as an essential element for achieving our goals, if we avoid the scourge of doping, if we make equality a reality, if we look at our team mate as a *Human Being* without discrimination,

if we experience sport, then Yes! There is hope... there is a vision... there is dignity.

Then Yes! We can also improve the human factor, which is the quintessence for beneficial sport in a fair society.

## Epilogue

We should not lose track of the fact that Olympism's fundamental conception is to see Man as a single and complete entity that is fighting daily in order to surpass himself. He fights constantly for the harmonious development of the body, spirit and soul, which constitutes the quintessence of Olympism and leads to the value of excellence. In any case, the Olympic motto *Citius, Altius, Fortius*, which means that every young athlete should be faster in his/her athletic performance and perception, higher in his/her ethical performance and bravely stronger in the contests of life.

## Personal view

The major question that arises, however, is how, by what means that is, can all the things I mentioned before be attained. The answer lies, as is the case for most of modern problems, with the ancient Greeks. We should imitate, as much as possible, the educational system of the ancient Greeks and build an education which, over and above knowledge and skills, is based on sport, ensuring that its principles and values will be lived, provided that we all agree, of course, that they help Man.

The classical Greek education, which created the *kalos k'agathos* (good and virtuous) person and led to the development of the insuperable Greek civilization, leaned on three giant pillars: *Knowledge* that contributes to the development of *science* and *art*, which looks after the scope, the measure and the rhythm, and *sport*, whose ethical base, e.g. principles and values, contributed not only to the development but also to the creation of civilization.

Living the principles and values which are achieved through active participation in sport, combined with education (learning), will lead us maybe

not to the *kalos k'agathos* individual of the ancient Greeks, but certainly to a culture of *kalokagathia* whose outcome may probably be the improvement of the human factor's components.

With the active participation in sport *inter alia*, two very important facts for Man can be observed. One concerns performance and the other life experiences based on principles and values, the difference being that performance and distinction are provided, overcome and forgotten, but experiences last throughout our life. And if these experiences result form a beneficial sport, we can reach excellence in all its facets.

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## THE STRIVE FOR ATHLETIC EXCELLENCE: A CENTRAL ELEMENT OF OLYMPIC EDUCATION

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The endeavor to success is one of the features characterizing modern (post-industrial) societies. The ability to achieve an intended goal is a basic criterion of efficient activity. Knowledge, talent, diligence, thoroughness and perfectionism constitute a variety of values required to attain perfection. Striving for excellence and success is, at the same time, the most significant distinguishing feature of professional sport, seen as a cultural phenomenon and an important sphere of social life.

### **Excellence as a moral virtue**

Excellence is a category deriving the ethic branch. The language tradition suggests also other meanings, such as: unusual nature, extraordinariness, exceptionality, uniqueness, proficiency, artistry, championship, perfection etc. It constitutes a virtue (Lat. *virtus*, Gr. *arete*), therefore a positive moral value recognized by various ethic concepts as the highest goodness, since its characterological features build the moral ideal of the human being. The most outstanding thinkers (especially in the domain of education philosophy, such as Socrates, Plato and Aristotle amongst others) repeatedly cited excellence as a moral virtue while formulating postulates that shape the perfect human being.

Ancient Greeks created the foundation of European culture (including many

fundamental sciences and fields of knowledge, like philosophy, mathematics, logic, medicine, literature, music and art, law and sport) and tried to determine what was noble and worthy of effort and attention. The theory of *arete* was created that way, defining which human qualities were outstanding and thus most deserving respect and social recognition. Persons having such advantages were defined as *aristoi*, which means “the best”. It also underlined that nobody becomes good by coincidence (Plato, *Menon*) and that perfection requires a lot of effort, perseverance and hard work.

Without going into the complexities of interpreting *arete*,<sup>1</sup> it was a feature most often attributed to the aristocracy. It was identified with bravery, courage on the battle field, force, strength, fitness, resistance and psycho-physical resilience.<sup>2</sup> To acquire *arete*, to become *agathos*, meant an affiliation to the elite.

Despite the passage of time, modern culture often refers to the wisdom of ancient Greeks. As H. Reid has written:

*The moments of aretic ecstasy – experienced within sport, as well as other performances including music, poetry, and drama – can play an important part. To do this, however, we need to heal the breach between art and athletics, as well as between ethics and aesthetics more generally. Arete again needs to be central to our culture and that means that instrumentalism needs to give way to autotelicity* (Reid, 2014, p. 5).

Seeking new ways and solutions for his pedagogic concept, at the turn of the 19th century, Coubertin referred to the Greek tradition, attempting to transfer to the modern times what was best in it: *kalokagathia* (Platonian model of education for a versatile human being, whose basis was precisely *arete*) and *ekecheiria* (the idea of “God’s peace”, meaning a ceasefire for the duration of Holy Olympics).

Today, more than a century after the pedagogic experiment was initiated by Coubertin, the Hellenic model of a versatile human being is still pertinent.

1. Jaeger lists the following kinds of *arete*: heroic (Homer), customary (Homer), juridical (Hesiod), political (Pericles), individual (Semonides of Amorgos, Mimnermus of Kolofona), civic (Solon), noble (Teognis), as a moral beauty (Sophocles, Pericles), as a health of soul (Hippocrates), democratic (Sophists) and moral (Socrates, Plato, Aristotle).

2. In such a way, heroic *arete* is described by Homer in *Illiad* and *Odyssey*. He requires from the noble born: competition, proud, responsibility for the fate of polis society.

Creating his idealistic vision of the world, where sport extensively shapes an individual and serves peaceful co-existence, he believed deeply in the educational results of his sport pedagogy, which refers directly to the Olympic education today.

The philosophic and pedagogic concept of Olympism, of fundamental importance for the Olympic Movement, created at the same time the theoretical basis for the creation of modern age sport on the turn of the 19th century. From the beginning, it was a conglomerate of certain ideals; "ideal" (as it is known) also means perfection, the highest aim of aspirations and desires. Coubertin was not an athlete, but primarily a pedagogue and a humanist fascinated with the idea of a versatile human being, the individual achieving existential fullness thanks to a balance of *physical* and *psychical* virtues. That is why sport had to be the way to achieve the pedagogic ideal, taken from the ancient Greek world. How is it today? Can Olympism still constitute one of the philosophical bases of modern didactics and education or is it barely an ornament for the Olympic Games, serving them as a unique alibi?

This question seems to be rather rhetorical if one takes under consideration the assumptions of Olympic education.

### **Self-Improvement as a main value of Olympic education**

Endeavour to reach an ideal was a key message in the Coubertin's vision of Olympism, especially in the domain of education. He perceived athletes as "the representatives of aristocracy, the elite of egalitarian origins, defined only by body advantage and physical characteristics leveraged to the certain level by the will of self-improvement" (Coubertin, 1935).

Olympic education represents an extraordinary, diversified axiological structure. It offers a plethora of values, among which cognitive ones come up first. It is knowledge in the field of ancient history (on the tradition of antiquity), modern history (referring to the period of the reconstruction of the modern Olympic Games, investing them with a picture of political, civilizational, as well as cultural events of that period). It is about learning world geography, a multitude of cultures and customs from countries taking part in the Olympic Games,

their history and their heroes. It is a knowledge stimulating the development of intellect and passion. It also steps into the aesthetic sphere as well as into the range of hedonistic and utilitarian values leading us toward the summit of beauty (body, movement, spectacle, drama of competition) (Lipiec, 2014).

A unique offer, however, is the ethical values, including questions referring to normative ethics, formulated especially by Coubertin and the *Olympic Charter*. The overriding prerequisite is the perception of sport's role in the category of duty, as a domain of human activity characterized by purity of intentions. They embrace a range of the most important values being scheduled into moral canons of human civilization (equality, justice, brotherhood, solidarity, friendship, freedom, dignity, honour, bravery, perseverance, assiduity, thoroughness, and above all, chivalry being identified with fair play).

Ethical education takes place during individual sport experience. The activity on a sports field represents a unique lesson of respect and tolerance, as well as an opportunity for mutual understanding. In the microscale, Coubertin's view found here, as one looking at his life's work from a distance of nearly forty years within the Olympic Movement, verifies somewhat his views concerning the capacity of the Olympic Movement to play the ambassador's role for world peace. He stated: "The requirement that people love one another is a kind of childishness. To demand them to pay respect to each other is by no means utopian. In order to respect one another, one has to learn to know each other"(Coubertin, 1935). By taking part in sports (as a spectator), we can also identify a number of patriotic feelings specifying cultural and social identity.

Among social values, beyond fundamental ones, referring to relations human being to human being, the perfectionist virtues go to the forefront (self-improvement, ambition, bravery, thoroughness, etc.). Their medium is the heroes of sport stadiums. A reference to their concrete actions or attitudes may constitute an extraordinary visual lesson for schoolchildren and university students.

## **Heroes of the Olympic stadiums**

The Olympic sport created its heroes from its beginnings. Many of them were recognized because they were exceptional in the time they lived. Weissmuller, the

swimming star of the 1924 Olympic Games, would not even qualify for the 400m freestyle in 1972 with his 1924 winning world record performance of 5:04.2 minutes. Gould won the Munich event finishing in 4:19.04 minutes. Some stars were accompanied by unusual events. The first Marathon victor, Louis, interrupted his race for 15 minutes to drink a glass of wine. Konstantinidis, who won the long distance bicycle race in 1896, lost his vehicle twice because of puncture and collision and he twice borrowed a touring bicycle from onlookers! One obviously cannot imagine such anecdotes in connection with today's Olympic Games. Past records of Nurmi or Wilma Rudolph may be forgotten, but have Nurmi and Zatopek and the "gazelle of Rome" disappeared behind or with their records? Sporting performances cannot be separated from those that achieved them (Lenk, 2014).

The heroes of stadiums, like creators, are one of a kind. Paavo Nurmi, Emil Zátopek, Vladimir Kuts, Ron Clark, Abebe Bikila, Kipchoge Keino, Lasse Virén, Miruts Yifter – each of them was different, although they all ran the same distance. The difference is not in the results which are more and more exorbitant.

A lot of Olympic champions and athletes achieved highly prestigious positions in political life (former U.S. Congressman Mathias, twice [1948, 1952] gold medalist and Governor Anderson, Olympic champion in ice hockey in 1960), in business, even theology and philosophy (Hans Lenk, Olympic champion in rowing, Rome 1960, professor of philosophy). One Olympic silver medalist (Noel-Baker, 1500 meter run, 1920), was awarded a Nobel Prize.

Personal examples of outstanding sportsmen play a fundamental social role constituting an effective tool for educational interactions. Reference to the term of personal models in Olympic education does not require detailed justification, because its use is meaningful everywhere, where people's attitudes and behavior are exposed to analysis.

Contemporary sport heroes should be perceived similarly to protagonists of mass culture. They play a role close to that which the classic heroes fulfilled in the past, whose death in defense of specific values constituted a pass to immortality in collective memory. It is however a heroism of lighter weight, because sports do not require health and life sacrifice (Zdebska, 2006).

Sporting success brings glory, prestige and money, and the cause of general

admiration may be a score in the decisive moment of an important match. Sport heroes impress with athleticism, sporty silhouette, problem solving ability (including their own weaknesses), hard work undertaken during training, endurance on the way to achieve championship, thus strive towards perfection. Results of these efforts are a subject of public systematic evaluation in the equal conditions of sport competition. They prove that sporting competitions differ from real fights (war) and that the competitor is not an enemy, but a partner who deserves to be respected. They are also attractive to the youth, as competitors are mostly young people (there is no generation barrier). A sporting success is a springboard to achievements in other fields (personal, material, social). Some of them play a role usually assigned to celebrities, creating a specific way of dressing, hairdressing (Beckham *casus*). It should be emphasized that, in contrary to other heroes of mass culture, the strive to perfection is still their characteristic feature. A basis for social admiration is provided by a sporting success (the more it is repeated the better, best in popular discipline, sometimes achieved in extraordinary dramatic circumstances) as well as by personality characteristics (e.g., skills aimed “at trying to attract” the public). A sport hero cannot be created artificially, as it happens occasionally with some stars of the stage.

### **Overcoming of perfection borders – records**

A sport hero overcomes consecutive steps of sport mastery by setting new records. These new records are a reward for the effort undertaken to achieve self-improvement, attracting large audiences (often thousands, sometimes millions of spectators) to the stadiums and in front of TV screens.

The significance of records was already noticed by P. de Coubertin. As H. Lenk suggests:

*In spite of his often rather traditional terminology and sometimes strict evaluation (as on the role of female athletes and team sports), he, for example, was not an old-fashioned educator. He did see that the greatest educational advantage and effect of the modern Olympic Games would be gained by being modern, attractive and oriented towards world records*

*and by top level achievements meticulously measured and compared in the athletic events. (The athletic records should dominate sports like Newton's axioms were doing in physics) (Lenk, 2014, p. 38).*

Not questioning the role of records in modern sport, it has to be noted that there are risks in pursuing a success at any cost. Among these, doping (use of prohibited drugs) is the biggest disgrace in sport by being an attempt "to take a shortcut". Overcoming personal weaknesses also entails dangers, especially regarding the health of contestants. Medical staff take steps in order to enable participants to compete, despite suffering a physical trauma (often serious). Similar situations are not only tolerated, but in addition they somewhat contribute to the glory of the victory. Sportsmen are even expected to present such an attitude, while their health becomes of less importance because in the end only the result counts. Striving to achieve the aim in such circumstances causes post traumatic stress among the competitors, as sport psychologists argue (Blecharz, 2006; Blecharz, Siekańska, 2005).

The Olympic Games history also brings to mind absolutely extreme situations, where the Olympic medal was on one scale, and the human being life on the other. The author of the well known statement "Si no gano, muero!" ("If I do not win, I will die"), which circled around the world, was the then 17-year-old Felipe Muñoz. Before the start of the Olympic Games, he took an oath in church that he would commit suicide if he did not win the 200 meter classic swimming race. The local press published the promise before the competition started, thus putting him under increased pressure. His rivals did not know it, Muñoz had little chance to win. He was the favourite of a previous race, the 100 meter classic style, which he lost. Over the 200 meter distance the swimmers aged 20 years prevailed over him decisively. However, Muñoz won!

Such extreme situation enhances the dramatic aspect of sport competition; but is this really necessary? In the end, sport should constitute an affirmation of life, of the human being's physical dimension – but not of self-destruction manifested by lack of respect to health and life. Years after, Muñoz mentioned that event in one of his interviews: "It was a crazy act – but without that decision I would not win, I would not be the Olympic champion. I can neither regret what I did then nor be ashamed of it, as I was simply prepared for everything that

time. Today I would not repeat it again, obviously” (Hądzelek, Rejf, Zdebska-Biziewska, Żukowski [ed.], 2014, p. 93).

There are also situations, however, where to be a sportsman/sportswoman allows competitors to speak out on important issues beyond the scope of the sport domain. Such was the case of Tahmiha Kohistani from Afghanistan, who was the first woman from her country that took part in the Olympic Games in London 2012. The social role of a woman in that cultural circle did not allow for public sport activity, thus it was a break of a certain taboo. Tahmira did not achieve a sporting success in London (she was the last in the 100 meter race eliminations), but she did in fact gain victory by taking part in the Olympic Games. Her attitude contributed to a change in the way of thinking among many people in her country.

In the Olympic arenas we have been witnessing situations proving that sport brings close athletes from countries that are considered to be enemies. A scene which made an enormous impression on the spectators during the Olympic Games in Beijing occurred when, after a women’s shooting competition (pneumatic pistol), Nino Salukvadze from Georgia sincerely congratulated the Russian representative Natalia Paderina on her victory which she achieved literally with her last shot. It was in 2008, during the second day of the Russian invasion against Georgia, when the Russian main battle tanks fired at Georgian citizens and demolished their country. And they – Olympians from two warring countries – embraced each other and cried! “We live in the 21st century”, said Salukwadze. “We cannot drop to the level of carrying out wars against each other” (Hądzelek, Rejf, Zdebska-Biziewska, Żukowski [ed.], 2014, p. 93).

## Summary

The education system, realizing a given upbringing, shapes to a large extent the human being’s condition. The most interesting side of Olympic education is visualization of models reflecting often tangible acts and attitudes of sport heroes. The quality criterion is without a doubt the most significant in their evaluation with perfection moving to the foreground. This is important because modern sport has often been described by quantitative criteria: Which club has

the largest budget? What sport constructions are the biggest in size? What salary can attract the most expensive players and coaches? What event attracts the largest public?

The choice of sportsmen, providing personal models for the youth, is not without significance. Media promote different “sport” spectacles, attracting admittedly a large public, although the border between real and kitsch sport is clear (e.g. strongmen competition, MMA, KSW). The decisive question, whether it is still sport, should have an ethical context. Thus, the question should be phrased as follows: what positive influences does the player have on his way to success and what are the results of the undertaken activity? In every instance where the rules (or lack thereof) permit or allow for the devastation of an athlete as a human being, the answer to whether a certain activity is a sport, shall be negative.

Olympic education is an extraordinarily attractive and effective way to exploit opportunities created by teaching through game and enjoyment. It shows how to be healthy and fit, while teaching many dispositions that are useful beyond sport life. It displays to people how to be happy. This eudemonic trait constitutes an opposition to schemes of nonsense and incapability still present. As an overriding goal, it assumes the achievement of an ideal that implicates excellence. Achievement of that virtue is not always possible, but the undertaking of the effort toward that state deserves recognition.

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## THE IDEAL OF *KALOKAGATHIA*

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### **Introduction**

In this paper I shall draw upon my previous accounts of the ancient Greek ideal of education – *kalokagathia*. Firstly, I shall introduce the word *kalokagathia* itself and indicate its place within the ancient Greek context. Secondly, I shall discuss the idea of an ideal, and thirdly, I shall present a possibility for the interpretation of the ideal of *kalokagathia* – as “harmonious human being”. Finally, on the basis of this interpretation of the ideal, I shall suggest a way in which each of us might try to move towards it.

### **The word *kalokagathia***

The word *kalokagathia* (καλοκαγαθία) is a compound of two adjectives usually translated as “beautiful” (καλός – *kalos*) and “good” (αγαθός – *agathos*) connected by the conjunction “and” (και – *kai*, which is reduced to *k’* before a vowel). Although, presently, the word “*kalos*” is often translated as “beautiful”, in ancient times it had a wider scope of meaning than that we presently usually associate with the word “beautiful”. It meant a highly favourable evaluation related to physical, aesthetic and moral aspects of the human being. The meaning of the word is also covered by our words “fine”, “noble”, “admirable” and “excellent”

(Cooper, 1997, 898). The ancient Greek word “*agathos*” means “good” and is usually taken as a positive evaluation of the morality of a human being. Some say that the meanings of these two ancient Greek words merge (e.g. Patočka, 1997, 130 ff.). In the context of ancient Greek culture, *kalokagathia* was also referred to by phrases such as “*kalos kai agathos*”, “*kalos te kagathos*”, “*kalos kagathos*” and “*kalos te kai agathos*” – since each author preferred a different one.

*Kalokagathia* is an educational ideal that derives from ancient Greek culture and that motivates us to become beautiful and good, which is an expression of the overall excellence of the human being. It relates to the ancient Greek inventions of the *gymnasion* (γυμνάσιον), philosophy and democracy, as well as belonging amongst other ancient Greek ideals, such as the concept of *areté* (ἀρετή) (Eyler, 1981), the agonistic ideal (Reid, 2010), the importance of the “golden mean”, and the sense of wholeness (Fairs, 1968, 14–23).

When we refer to ancient Greece, it is clear that we cannot speak of *one* single understanding of the ideal of *kalokagathia*, since it was continuously developing, along with the social, economical, political and cultural changes within ancient Greek city-states, over a period of several centuries (Bourriot, 1995; Olivová, 1983). Also, we need to keep in mind that every effort to understand any historical culture and philosophy is our interpretation, influenced by our own culture’s understandings. Some scholars think that today it will be hard or even impossible to reconstruct the ideal within the context of ancient times (Yalouris, 1976, 53); and some think that we tend to over-idealize it (Šíp, 2008, 11–33). Both of these arguments are especially important for historians who would like to interpret the ideal and explain it from the point of view of the ancient Greeks. However, I do not wish to talk about the ideal of *kalokagathia* from the historical perspective, because I am interested in its educational potential for today. So now it is important to ask what this ideal can offer to us, especially to present-day school children, athletes and everyone involved in physical culture.

### **What are ideals?**

Ideals are ideas that direct our lives and our development. They are the highest aims we set for ourselves; they are models of proposed perfection and excellence

(see more in Loland, 2000, 48; Martínková, 2013a, 19 ff.). Ideals that capture the perfection and excellence of the human being are ideas that are supposed to lead our human development to the possibility of its highest realization – they are the aims that define a direction for human beings to follow. An ideal depicts what *we are not*, and what *we can be* and *wish to be*, or what educators set out as worthwhile for human beings to accomplish in their lives.<sup>1</sup>

Ideals operate at the most general level, seeking to provide direction for all humans, so it is inappropriate to also expect them to operate as procedures. Since they are set out in a general and abstract way, we cannot ask for them to be either too concrete or particular. Ideals always have to be worked out from the general, and applied to concrete practice in particular circumstances. The overall task is part of the work of philosophers, and applications are necessary work for each educator.

### ***Kalokagathia* as an educational ideal in Physical Education and Sport**

The two main contexts in which we often speak about the ideal of *kalokagathia* are in Physical Education and in sport.

The first context is that of Physical Education, which tries to emphasize the importance of physical development for the human being, and to give a higher status to Physical Education in schools (as opposed to the dominance of intellectual development). This approach is the result of our ontological view of the human being as dualistic (the human is made of two parts – body and mind), and also the value we ascribe to each part (the body is of lesser value in education than the mind – value dualism) (Kretchmar, 2005, 50 f.). A common complaint of physical educators is that present-day education is focussed on the development of the human intellectual potential, while the body is de-emphasized, and often even omitted. Some educators therefore try to re-emphasize Physical Education, and they sometimes look for support in ancient Greece and its ideals to justify the

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1. However, ideals can have some problematic consequences, if we do not understand them as ideals – as we can see in Weiler's papers on "inverted *kalokagathia*" (2002, 2010). See also Martínková (2013b).

place of Physical Education in schools, referring to the ancient Greek *gymnasion* and its emphasis on balance, being based on both “gymnastics” and “music” (Mouratidis, 1994, 69). This kind of education is described, for example, by Plato (*Republic*, 403c, 411e ff.) and Aristotle (*Politics*, 1337a ff., 1338b ff.) and is also highlighted by present interpreters of ancient Greek culture (e.g. Despotopoulos, 1992). At first, this effort has been directed towards gaining a place for Physical Education as a subject in schools, and secondly, nowadays, when and where Physical Education actually does form a part of school education, the ideal is sometimes used in the effort either to give higher status to Physical Education and/or to preserve it as a valuable subject against moves to reduce its role in schools (Hartman & Marshall, 2000).

The second context in which the ideal of *kalokagathia* appears is that of sport itself (both within and outside of Physical Education in schools). Because of the tendency in sport to attend mainly to the “physical”, the development of other aspects of the athlete is often neglected. So some voices in the sportsworld emphasize the necessity of a more holistic approach. The ideal of *kalokagathia* is used here to highlight all-round human development.

This emphasis is also visible in modern Olympism, which advocates education through sport, and thus calls for the education of both body and mind (Müller, 1994). The main ideas of Olympism come from the father of modern Olympism, Pierre de Coubertin, who tried to implement the idea of harmony into sport.<sup>2</sup> This is one aspect in which Olympism (together with its ideals) differentiates itself from other ways of practising sport (e.g. sport world-championships), which emphasize performance and focus mainly on physical development (Coubertin, 2000b, 543). The word *kalokagathia* may not have been used by Coubertin himself (he rather spoke of harmony, balance and *eurhythmie*), but it is often used by other representatives of Olympism, for example, by Otto Szymiczek (1981, 59 ff.).

Even though the idea of *kalokagathia* is emphasized in these contexts, something is missing here.

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2. Even though the connection of body and mind may be quite problematic, because it is usually understood in a dualistic way (see Martínková, 2001), it is better than talking about sport in purely physical terms.

*Kalokagathia* is often presented in a simple definition taken from the word itself, that is compared with an alleged impoverished state of sport in the present-day situation, without being more thoroughly worked out as an up-to-date meaningful ideal. Thus the ideal is not presented in such a way to be *an ideal for us*, which would not only attract us, but also help us to become good and beautiful. Rather, the ideal remains more as a motto that refers to a more holistic and harmonious possibility for the development of the human being, without showing a way towards it. This superficial approach is reflected in practice, which usually fails to aim towards the ideal.

In defence of those who promote *kalokagathia* in this superficial way, it is necessary to say that it is not easy to define the ideal in a straightforward and at the same time profound way, and it is better to mention the ideal briefly rather than not to mention it at all. So this superficial account is nevertheless important, since it *gives us a possibility* to open space for asking deeper questions about important matters relating directly to human life, such as the wholeness and harmony of the human being, human beauty and goodness, and an education that respects these values.

Now, it will be important to discuss *kalokagathia* in more depth. First, it is important to say that there are more possible interpretations of the ideal. For example, (1) *kalokagathia* conceived as an ideal of the harmony of the body and mind, which focuses more on the *wholeness* of the human being and his/her overall harmony; and (2) *kalokagathia* conceived as an ideal of the beautiful and good human being, which focuses more on the aesthetic and moral aspects. (Martínková, 2010)

I shall speak only about the former interpretation.

### ***Kalokagathia* conceived as an ideal of the harmony of the human being**

One way of approaching the ideal of *kalokagathia* in a more thorough way is to ask questions about what it means to be a harmonious human being. These questions arise from researching the ideal on the basis of relating the two adjectives that form the word *kalokagathia*, that is, beautiful (*kalos*) and good (*agathos*), to the carriers of these characteristics, that is, the human body and

mind. On the basis of such a translation it is possible to understand *kalokagathia* as an ideal of harmony of the body and mind.

This idea of harmony was an important one in ancient Greek culture. We can find it in philosophical texts by ancient Greek authors, and it is also visible in statues:

*The balance and harmony we see in artistic images of ancient athletes reflects not so much how the athletes really looked but was rather an expression of the desired state of their souls. [...] Even “portraits” of human athletes set up in religious sanctuaries, were probably aimed less at representing an individual’s actual appearance than they were an attempt to merge that individual into a culturally valued paradigm of kalokagathia derived from ideas about the nature of gods (Reid, 2012, 284–285).*

In this approach to the ideal we can identify two main concepts – of wholeness of the human being and of human harmony. However, before we can talk about harmony, it is necessary to know what it is that the harmony relates to. So, in terms of *kalokagathia*, we need to give some account of what a whole human being is.

The understanding of the whole human being within the idea of *kalokagathia* is usually directed by an understanding of the human as a “unity” of the body (to which the aspect of beauty relates) and mind (to which the aspect of goodness relates). This is not a surprising concept, since this understanding of the human being is frequently advocated also today. This understanding derives from “substance dualism”, in which the human being is conceived as a sum of two different substances – material and mental (or, physical and spiritual). A dualistic understanding of the human being is problematic, since it raises the question of how these substances can be unified into a whole human being. The short answer is that they cannot. The ghost passes through the wall, because spiritual substance cannot interact with material substance. But humans are not ghosts. Nor are we purely physical beings, as for example a stone is. This is why it is important to ask questions about human wholeness, before we start talking about harmony. Since harmony means a balancing of the parts within a whole, we need to understand the parts of the human being – e.g. what they are and how to harmonize them. Because it is not possible to unite the body and mind

(when thought of as different substances), and therefore also impossible to harmonize, a different conception of the human being is necessary.

One way out of this puzzle is to consider a completely different approach to the wholeness of the human being, for example, an understanding of the human being rooted in phenomenology,<sup>3</sup> for example as *Dasein*, as described in the early work of Martin Heidegger within his analyses in the work *Being and Time (Sein und Zeit)*. Heidegger derives the understanding of the human being (*Dasein*) from our first person experience, and this shows a completely different view of a human being from the dualist body/mind view.

Heidegger tries to provide an account of *Dasein* (the human being) from a careful analysis of our experience of being human. He is asking: what is it to be a human being? As an individual, my own human being is always mine and I am always interested in my being here – in my own existence. (Heidegger, 1978, I § 9). But Heidegger's *Dasein* is no isolated subjective being, but rather the human being always relates to the world ("Being-in-the-world"), to others ("Being-with others"), to things, etc. Being already in the world, *Dasein* already, in some way or other, has some understanding of the world, of others and of his/her own existence. This understanding is usually "inauthentic", which means that it does not derive from one's own existence in itself, but from how others understand things, and from what they say about them. We take our meanings from others – from "society".

However, genuine, original understanding of our human existence is called "authentic understanding" by Heidegger – and this is an understanding derived from a deep understanding of one's own existence, not from what others may say. This does not mean that everyone should highlight his or her uniqueness, but rather try to understand, from an analysis of one's own experience, the common aspects of being human (Martínková and Parry, 2011). We should not take this understanding from anyone, not even from Heidegger himself, but try to arrive at it ourselves – and verify it through our existence. Obviously, those theorists who have been dealing with this problematic might be able to help us in our task, but we should not be led or blinded by them.

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3. As an introduction to phenomenological thinking as applied to sport, it is possible to see in Martínková and Parry (2011).

So: what are the parts that are supposed to be harmonized in this theory? Within the Heideggerian take on *Dasein*, it is possible to see the “parts” as the aspects of human existence that are divergent from an authentic understanding of human existence in its wholeness. One way to look at the harmonization of our being is to identify what is inauthentic in my (self-)understanding, e.g. what aspects that I identify with, are not understood in a genuine and original way.

For example, let us see the aspect of existence called “Being-with others”. This aspect of existence tells us that humans cannot exist separately, on their own. To become an adult human being means that one has been created into a human by human society – having been brought up and educated with the help of others. In this way, we have taken over some of the values of the given human society, often without much thought. Some of these values may be too individualistic and prudential, oriented selfishly on one’s own benefit only, without much awareness of this necessary aspect of “Being-with others”. So, we might simply take this inauthentic understanding from society (e.g. that other people are merely obstacles to our success or benefit, rather than those who help us to grow in some way or other, and without whom we would not become who we are as adult humans).

We can demonstrate this understanding in sport. Being an athlete, I may think that the most important thing in my life is victory in my discipline. After all, this is what others say (media, coaches, often parents also, etc.). But if I try to understand this aspect of existence as “Being-with others”, I will find that victory in sport, as the most important aim in my life, is not in harmony with this important aspect of human existence of “Being-with others” (since, when one athlete wins, the opponents are necessarily denied victory, and this will cause disharmony on their part, and on our relationship – given that the victory is the opponent’s most important aim, too). Simply said, in contemporary competitive sport, in which there prevails a tendency to compete, to overcome, to reach one’s best performance without respecting oneself, the opponent, one’s health etc., we can see how disharmony might develop after the desired victory has not been reached. And the aim of victory is an exclusive one, so it is not possible for all opponents to reach it – in fact, only a few athletes out of those who have participated ever reach it. Thus we can see here that harmony does not refer only to my own harmony, but it needs to include others too. This does not have

to mean that we must stop doing sport, because it is competitive and its aim of victory is exclusive just to some, but rather that we have a choice to play sport for other values (such as joy of movement and mastery, playing with others, etc.), with victory as just one part of the whole picture.

So, thinking about harmony can support harmony in an athlete's performance, and thus limit the present tendency to win at all costs. In a disharmonious society, the first step on the way to pursuing harmony is thus thinking about the meaning of harmony, so that we can understand what we wish to reach, and this will also reveal a path to it and be a basis to living my life. This understanding can then direct the living of one's life, with respect to the ideal of *kalokagathia*. Since I always am a result of being with others, I influence others (their values and way of life) as well.

The above mentioned concept of the harmonious human being can be related to the two positive aspects of beautiful and good that the ideal of *kalokagathia* highlights. In the dialogue *Republic* (400c ff.), Plato nicely connects both of these ideas together:

*So if our young men are to do their proper work in life, they must follow after these qualities wherever they may be found. And they are to be found in every sort of workmanship, such as painting, weaving, embroidery, architecture, the making of furniture, and also in the human frame and in all the works of nature: in all these grace and seemliness may be present or absent. And the absence of grace, rhythm, harmony is nearly allied to baseness of thought and expression and baseness of character; whereas their presence goes with that moral excellence and self-mastery of which they are the embodiment.*

## Conclusion

So, if we wish to have *kalokagathia* as a worthwhile ideal, it is important to understand more than a short definition of the ideal. It is important to ask:

1. Who am I as a human being? (Who are we as human beings?)
2. What is it for us to be harmonious human beings (or beautiful and good humans)?

3. What practical plans can we make to become harmonious or beautiful and good human beings ourselves, and to assist others in their journeys?

This is an approach to *kalokagathia* that highlights the nurturing of our (*self*) *understanding* and developing *self-knowledge*. After all, it was Coubertin himself, who highlighted self-knowledge, based on the ancient Greek approach that he held as the “be-all and end-all of physical culture” (Coubertin, 2000a, 163).

So: the ideal is not about facts that we will learn and teach others to repeat, but about how we understand our life and how we live (Martínková, 2008). And so: the ideal can be interpreted in different ways, but always with respect to genuine understanding, e.g. with the aim to improve our understanding in relation to situations we have to deal with, with respect to the rest of humanity. While the ideal itself has to be explained at a general level, its application needs to be concrete, set into a concrete situation, taking into account the given individual, culture and society, while always referring back to the ideal. This requires the development of an active, sensitive understanding and a responsible approach to our existence that we all have to work on if we wish to follow the ideal.

If we are successful, then, in education, we will become not only exemplary humans who show the youth an example of a meaningful way of life, but also educators who can pose intriguing questions that can help the youth to develop their understanding of the world, others and the self – and thus themselves become *kaloí k’agathoi*.

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*Prof. Irena Martínková receives a commemorative gift by the IOA, offered to her by the IOA Director, Dr Dionyssi Gangas, after the end of her lecture.*

## EQUALITY OF OPPORTUNITIES AND EXCELLENCE

**Maha ZAOUÏ (TUN)**

*President of the National Olympic Academy of Tunisia*



### **The values of Olympism**

Before I begin, I would like to seize this opportunity to pay homage to the three great French athletes who died in a tragic helicopter accident in Argentina last March. Camille Muffat was three times an Olympic champion at the Olympic Games of London 2012.<sup>1</sup> Alexis Vastine had won a bronze medal at the Beijing Olympic Games in 2008.<sup>2</sup> I remember in particular Florence Arthaud who was called “*the little fiancée of the Atlantic*”, the first woman who won, in 1990, the Route du Rhum, the famous transatlantic single-handed yacht race. She won recognition in record time against male battle-hardened sailors. Her victory opened the way to a new generation of women sailors, a beautiful example of equal opportunities and excellence; a thought also for the other victims of the accident.

You probably remember the moving story of “Eric the eel”, who achieved his 100m freestyle less than half the time of his competitors at the Sydney Olympics in 2000. Eric Moussambani, this athlete from Equatorial Guinea, was able to compete thanks to a derogation which allowed developing countries that

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1. The 25 years old swimmer had obtained three medals: gold in the 400m freestyle, silver in the 200m freestyle and bronze in the 4 x 200m freestyle.

2. The young boxer had made it to the quarter finals in London, 2012.

did not have the necessary means to train high level athletes, to participate in major competitions. Despite the incongruous style of his performance and his placing last, the swimmer became an idol for the spectators and the media, who greeted his courage and self-surpassing in order to finish his race.

Do you remember the story of Terence Parkin, the South African who was deaf from birth, who won two silver medals in the world short-course swimming championship in Athens in 2000? He renewed his feat a few months later, at the Sydney 2000 Olympic Games, and obtained a silver medal in the 200m breaststroke.

Do you remember the London Olympic Games of 2012, where we saw, for the first time, Saudi Arabian female athletes parading, even if they walked behind their male colleagues? This “victory” crowned the long negotiations of the International Olympic Committee (IOC) with the Saudi Arabian Olympic Committee with a view to giving an opportunity of Saudi athletes to take part in sporting events of international scale, despite the fact that they were not allowed to compete in their country.

All these examples, as well as many others, perfectly illustrate Olympism’s philosophical impact, based on ethical principles and values which all refer to the respect for the other and one’s self. It is also a philosophy of education and development, governed by the reference to its values. Olympism aims at harmony between the spiritual and physical dimensions of human beings, reconciling sport, culture and education, thus guaranteeing its humanist approach. Sport is one of the rare domains where all social, economic, religious, cultural or ethical barriers fall, in order to make room for the ethical and Olympic athletic values (Talleu, 2011).

*Citius, Altius, Fortius*, an expression which Pierre de Coubertin borrowed from Henri Didon (1840–1900) and made it the motto of the modern Olympic Games, summarizes alone the fundamental values of Olympism. This invitation to give the best of one’s self and strive for excellence should be understood over and above the translation of these three words in English: “Faster, Higher, Stronger”. Indeed, “to be first” is the ultimate victory for any athlete; struggle and self-surpassing should also be considered as victories.

The IOC found inspiration in Coubertin’s original intentions for the diffusion of Olympism through three fundamental values that express human

and moral aspects; these are friendship, respect and excellence. The value of friendship incites us to consider sport as an instrument for reconciliation and mutual understanding between people, all over the world. The Olympic Games represent an ideal event for encouraging mankind to overcome political, economic, racial and religious or gender differences, and build friendships despite these differences. The value of respect includes self-respect, respect for one's body, the others, the rules of sport and the environment. In the sporting field, respect is synonymous with fair-play, the battle against doping and any other behaviour that is contrary to ethics, key criteria for being admitted to the Olympic Games.<sup>3</sup> Regarding excellence, apart from the fact that we must contribute the best of ourselves in the field and in everyday life, it also means remaining faithful throughout our journey in friendship, solidarity and respect for others. Excellence also represents one of the values of the World Anti-Doping Code (WADC).<sup>4</sup>

### **Equal opportunities in sport**

According to Ramond (2013), equal opportunities are the horizon of modern and democratic societies. However, from a sociological viewpoint, there are always difficulties and a social conflict when we want to define equality, because it is always interpreted in a dynamic way in a society of generalized competition, where there is continuously a balance of power and different forms of manipulation (Rosanvallon in Godmer & Smadja, 2011).

Indeed, the polysemy of the term equality, like the ambivalence of the term opportunity, always generates ambiguities and confusion whenever the subject of equal opportunities is raised (Baron, 2003).

Equal opportunities is a demand according to which the social status of one generation no longer depends on the moral, ethical, religious and, in particular, financial and social characteristics of previous generations. It demands the right for an equitable and fair distribution of goods and opportunities. No person can

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3. *Olympic Charter* (2014), p. 80.

4. World Anti-Doping Code.



*The lecturer Maha Zaoui, Dr Dionyssis Gangas and Prof. Konstantinos Georgiadis take part in the discussion after the lecture.*

be discriminated on grounds of specific characteristics (sex, age, colour of skin) or social status (education, profession and income), the aim being to reduce certain inequalities in order to make them acceptable (Moyses, 2012).

In the field of sport, where competition is soaring, the concept of equal opportunities takes all its meaning. According to the *Olympic Charter* (2014) “*The practice of sport is a human right. Every individual must have the possibility of practising sport in accordance with his or her needs*”. This fundamental principle strengthens Coubertin’s idea for a sport for all. A sport governed by identical international rules in the whole world, allowing the different cultures and nations to compete against one another in the same sport by respecting the same rules. Equal opportunities imply equality among the candidates and this is why men and women were separated in almost all sports. Candidates were separated according to their weight, in a large number of sports; they were also separated between disabled candidates and able-bodied athletes and were controlled to make sure that there was no cheating that would call into question the candidates’ equality (Ramond, 2013). Distinctions between

athletes and their teams (rigged matches and illegal bets) would not be tolerated, in order to prevent certain people from obtaining unfair advantages during the competition. Moreover, officials and referees must be impartial and may not favour a team or a competitor with regard to the other.

Flagrant disparities in the quality of the equipment may threaten the equity of the competition and the meaning of sport itself. For example, the International Swimming Federation (FINA) has forbidden the use of wetsuits,<sup>5</sup> which gave swimmers a more hydrodynamic form and allowed them to beat records at an impressive speed. Indeed, with the polyurethane wetsuits, records were broken in almost all events during the World Championships in 2009.<sup>6</sup> This equipment, which improves performances, would have consequences on equal opportunities and on the fairness of the results, since not all swimmers use it or do not have access to the same type of swimsuits. Consequently, forbidding the use of swim suits was justified by the fact that swimming is, historically, a sport in which individual talent, perseverance and excellence should be favoured and encouraged – not the equipment.

Since a number of years, the IOC constantly works for equal opportunities. Through its Commission for Olympic Solidarity and its Woman and Sport Commission, the IOC tries to minimize or eliminate inequalities linked to financial characteristics or gender. The first Commission makes sure that all athletes will have the same opportunities for taking part in the Games by granting scholarships that will allow them to have access to high level sports installations and benefit from a specialized training program and adequate scientific and medical follow-up. This Commission finances the training of sport officials and technical staff, as well as the improvement of facilities and the administrative conditions of sport organizations.

The second Commission works for gender equality. It has a double

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5. In 1999, shortly before the Sydney Olympic Games, FINA authorized the use of wetsuits that covered all the swimmers body.

6. According to a study on the impact of wetsuits on the Rome World Championships' performance, which was carried out, in 2009, by two researchers of the Sport Biomedical and Epidemiological Institute in France (Irmes) for the newspaper *Le Monde*, 85% of the world medals and records were associated with the all-polyurethane swimsuits and the remaining 15% by the 2nd generation swimsuits (plate swimsuits).

objective. On the one hand, it focuses on increasing the number of women in the administration and management of sport, proposing regional seminars to women at different intervention levels. On the other hand, it tries to facilitate access to sport for female athletes in general and the Olympic Games in particular. According to the *Olympic Charter*, “it strongly encourages, by appropriate means, the promotion of women in sport at all levels and in all structures, with a view to the strict application of the principle of equality of men and women”.<sup>7</sup> This challenge was taken up by the IOC during the Olympic Games of London 2012, which almost became the “equality games”. Indeed, in addition to the equality at sport level (women were competing for the first time in the history of the Games in all sports), we also saw that women were present in all the National Olympic Committees (NOCs), thanks to the participation of women athletes in the delegations of Saudi Arabia, Qatar and Brunei Darussalam.<sup>8</sup> The IOC, true to its equality policy, decided that any integration of new sports in the Olympic program should imperatively include female events. From now on, based on the equality imposed by the IOC, the various national and international sport organizations of nearly all the nations belonging to the Olympic Movement, are now implementing development programs so that women can now practise as many sports as possible and, in particular, competition sports aiming at sporting excellence. However, there are still practises which are “momentarily unequal” (Ramond, 2013), since we still see women’s limited presence in decision-making posts, in the IOC in particular. The objective of entrusting at least 20% of decision-making posts to women has not yet been attained in all sport structures.<sup>9</sup>

The IOC also works for guaranteeing the universality principle of the Olympic Games. To achieve it, it collaborates with the International Federations (IF) and the Associations of National Olympic Committees (ANOC). This collaboration made it possible, on the one hand, to develop qualification systems, through the continental qualification of athletes and teams with a view to allowing the

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7. *Olympic Charter* (2014), p. 16.

8. International Olympic Committee (2012), London 2012 – Facts and Figures, Information Sheet (Updated in November 2012).

9. The IOC had suggested for the end of 2006 a 20% quota of women in all decision-making structures.

best to compete in every sport at the Games. Furthermore, this made it possible to guarantee the principle of universal representation, which is a fundamental aspect of these Games, allowing a number of NOCs without or with very few qualified athletes to take part in the Olympic Games through the allotment of invitation places by the Tripartite Commission (IOC/ANOC/IF),<sup>10</sup> whilst respecting the specific admission conditions for each sport.

### **Excellence in sport**

Excellence is defined as “a high level of human accomplishment” (Murray, 2010). According to the author, excellence is a source of efficiency, prestige, power, material or symbolic benefits and distinction. The quest for excellence, common for all sports, is the specialized development of each individual’s natural talents by showing courage, perseverance and honour. Excellence appeals to the value of courage, which consists in taking risks in order to reach a higher objective. It also appeals to perseverance, which involves continuing to work in order to reach an objective despite frustrations and constraints. We also find honour, which involves doing what is right in the face of multiple temptations in order to reach the objective more easily. Murray (2010) also highlights the relationship between what is by sport and the meaning of sport itself. Sport allows individuals to develop their skills in terms of courage, perseverance and attachment to honour. It also plays an important role in the individual’s development, which improves other people’s lives and takes part in the success of social, economic and political institutions to which they are faithful. This Olympic ideal involves giving one’s best on the field of play, in the professional domain or in every day life with determination.

Sport excellence is by definition a concept based on discrimination through performance. This discrimination must be based on sporting fairness, which loyally respects the rules and fair play. The results and the performances will

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10. The Commission is composed of one representative of the National Olympic Committees (NOC), one representative of the International Federations (IF) and one representative of the IOC. NOCs are represented in the Commission by the Association of National Olympic Committees and the IFs by the Association of Summer Olympic International Federations (ASOIF).

lead to the praiseworthy and virtuous development of individual talent. Sporting excellence must therefore be an expression of human excellence.

On the other hand, if we analyze sport performances during national, regional and international competitions, we see that excellence is dependent on the resources which teams, federations and nations have. The more resources they have (infrastructure, management, training courses, participation in competitions, financing, etc.), the more their performances and results improve.

Thus, some athletes are obliged to expatriate in order to train under better conditions and therefore obtain better performances. I can quote the case of two Tunisian athletes. Swimmer Oussama Mellouli, Olympic champion in the 1000m freestyle and bronze medalist in the 1500m freestyle at the London Olympics in 2012, is training in the United States. Habiba Ghribi, world silver medallist and Olympic silver medallist in the 3000m steeplechase in the same Games,<sup>11</sup> is training in France.

### **Equal opportunities, yes... but to what extent?**

The history of women's participation in the modern Olympics bears witness to the changes that have taken place during the last century in world society (Donnelly, 1995). Sport culture (as a practice, an institution, a show and a place of sociability) historically and socially supports masculinity building (Louveau, 2006). Coubertin until the end of his life obstinately refused the participation of women in competition sports.<sup>12</sup> Nevertheless, women managed to participate in the second Olympiad, despite the fact that their presence remained discreet. In 2012, they represented 44% of the participants. There were more women than men in the USA delegation (269 versus 261). Another proof of these Games' parity was that for the first time women were present in all disciplines thanks to the admission of women's boxing in the Olympic program.

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11. Habiba Ghribi became an Olympic champion at the Olympic Games of London 2012, when the Russian athlete Yuliya Zaripova was disqualified for doping.

12. Coubertin wrote in 1931 "We must eliminate this detestable habit of admitting women in competitions reserved for men. It is not only a problem of hygiene, it is a civilization prejudice, a question of ethical order".

Hailed for being the Games of parity, the London 2012 Olympics nevertheless opened a debate on the participation of the Saudi athletes who wore a veil. For some people this was a proof of tolerance and equal opportunities towards women in countries where the veil is a religious obligation imposed by the State. For others, this goes against the secular character of the Olympic Games. The problem was raised moreover when some Muslim countries had asked that the date of the Games be changed in order not to put at a disadvantage the Muslim athletes. In order to respond to these criticisms, the IOC had issued a press release in order to remind people of the secular character of this planetary event. In order to give a chance to practising Muslim athletes, many Muslim religious authorities issued "Fatwas"<sup>13</sup> which allowed fasting to be suspended during the Games.

The issue of equal opportunities was also carried further when the IOC ordered a scientific study to be made by professors in two French hospitals in order to explain the "outstanding" performances of some female athletes. The study showed that some athletes have in their genetic inheritance the male chromosome Y, which gives them an advantage in the competitions compared with the other female athletes.<sup>14</sup> What do we do in this case? The IOC's regulation on feminine hyperandrogenia remains vague and subject to debate. Indeed, there is no minimum official testosterone rate; each dubious case will be treated separately.

In the same sense, what can we say about the physiological, psychological, social, cultural and other differences? What are we going to do about the huge disparities concerning the different methods of training, nutrition or scientific follow-up? We cannot talk about equal opportunities at any of these levels. How can we have equal opportunities if, in a rugby competition, for example, no indications are provided on the players' height or weight, on the individual situation and conditions of the players, which are totally different. Equal opportunities can only be achieved in totally similar conditions that include age, height, health, culture, etc. Is this possible in sport? How far can we go in order

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13. A "fatwa" in Islamic religion is a legal opinion issued by a religious authority concerning a dubious case or a new question and the resulting decision or decree. <http://www.larousse.fr/dictionnaires/francais/fatwa/32988#sjJuiFbeqvJf6qo>.99.

14. <http://www.ladepêche.fr/article/2013/04/26/1614796-ces-athletes-feminines-qui-sont-sont-aussi-des-hommes.html#1KpP0l2bpkrdhbfJ>.99.

to guarantee equal opportunities in the practice of sport without falling short of the Olympic values?

### **Excellence yes... but at what cost?**

The quest for excellence can lead to delicate and sometimes conflicting situations with the values of Olympism. Indeed, the preparation of top level athletes for international competitions traditionally goes through talent detection. This detection process will identify athletes who have the potential of excelling in a sport through the creation of an appropriate environment. It is also a means for predicting performances by evaluating a given individual's chances for athletic success, which reveals hidden qualities that make it possible to know the potential for reaching a higher level (Tomás & Fleurance, 2007). We therefore have to exclude from the start those who do not have any potential. In this process, support has a secondary role since it is dependent on selection. Another approach would be to accompany the largest possible number of athletes until they are closer to the international deadlines. This approach, which is based on equal opportunities for all in order to reach the highest level, may prove costly and difficult to apply.

The quest for sporting excellence may also lead to unfair practices that blot the history of sport and contradict the spirit of Olympism. Doping remains the no. 1 enemy in all the governing bodies of sport for a very long time. The official anti-doping tests in the Olympic Games started in 1968. The scandals, the champions who were deprived of their title, even after many years later, are numerous and sometimes spectacular. Despite the risk of being disqualified, some athletes continue to take this risk. What motivates such perilous behaviour? Is the quest for sports performance worth fighting for?

### **Are equal opportunities and excellence compatible?**

Despite the moralizing speeches on human excellence and sports ethics, sporting excellence remains today fundamentally discriminating and discriminatory:

discriminating in the sense that all top level sports events, individual or team, anticipate winners and losers, despite the fact that such discrimination is based only on performance criteria. It is discriminatory in the sense that only winners are entitled to stand on the podium, win medals, bonuses, media coverage, sponsors, etc. We glorify the winners and forget the losers.

How can we teach to young athletes the values of sport and Olympism, so that they develop their talents with courage, overcome difficulties and persevere in order to go further with the moral obligation to respect the rules? What speeches can we deliver to amateur athletes when the media, wishing to fuel the spectacular dimension of high level sport, report on the athletes' outstanding feats, incredible salaries, fantastic publicity contracts and even behaviours outside the field of play? How can we inform young people of the dangers of the sports, show and the search for excellence at all costs?

Despite these excesses sport remains a bearer of values and morality that we must preserve. It is the only universe where community bonds can be developed without discrimination of gender, origin or social status. This is why, permanent work on young people must continue. The teachers, the volunteers, the leaders must get down to work on young people's course at physical, intellectual and moral level. By giving it a touch of morality, we shall keep our belief in the continuity of amateur sport and professional sport, because it is supposed to incarnate sporting excellence (Lestrelin & Sallé, 2004).

Should we move away from the model of selecting and recruiting the best from an early age in order to create an elite? Even if such an approach leads to exclusion instead of inclusion, integration and equal opportunities, we cannot avoid it. In addition to these elites, which will have to be supported and equipped with sporting values leading to human excellence that cannot be dissociated from sporting excellence, we need to work on the mass, in order to accustom young people to live together and get to know, accept and respect one another, by teaching them sporting values like friendship and respect.

We all have to work in order to update the motto *Citius, Altius, Fortius*, ensuring that excellence aims at offering one's best, committing fully, fighting fairly without cheating, or doping products, in an atmosphere of friendship and respect for the others and the rules. We must also work in order to free sport from media pressure as well as political and financial excesses.

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## EXCELLENCE AS AN EDUCATIONAL VALUE IN YOUTH OLYMPIC GAMES

**Prof. Silvia DALOTTO DE MARCÓ (ARG)**

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Organising Committee*

*Director of the National Olympic Academy of Argentina*



Over the years I have learned in this academic institution, from all those who are present here today and also from those who are not today sharing the Session with us, about the enormous cultural and educational diversity in the world we live in. Despite globalization, technological advances, speed communications and all the efforts that the Olympic Movement has made and still does to make Olympism and sports a tool for peace and the education of young people, the world constantly exhibits an enormous diversity and faces us with many challenges.

Social networks have greatly contributed to the flow of information and undoubtedly they have facilitated communication between youth and adults who live in the most isolated places of the world. This immediacy in communications saves us time and permits us to be more efficient. Technology provides countless possibilities with a simple “click”.

Yet, without criticizing our youth and the technological reality in which they live in the 21st century, this immediacy in communication has made them lose the concept of “process”. They live in what I call “the culture of Twitter”. In this reality, life is lived in 140 characters. Everything has to be immediate, fun, entertaining, with an instant reply and solution. And everything that takes time, dedication, effort, perseverance, is really discarded.

It is from this perception that I want to rescue the concept of “process”. In Latin it is *processus* and can be defined as:<sup>1</sup>

1. Action to move forward.
2. Time course.
3. Set the successive phases of a natural phenomenon or an artificial operation.

As a former athlete and teacher, I understand the process as a set of successive phases. If we ask a doctor about how he became a neurosurgeon, he/she will certainly answer that it was not from one night to the next morning, but that he/she went through a process which most probably began with the first biology class at school. Professor Horacio Anselmi (an Argentine trainer, very well known in the world of sports) recently during a lecture asked an auditorium: “Which is the fastest way to lose weight?” Those of us in this room probably would have answered: “Diet and aerobic work”. Anselmi replied: “Cutting a leg. Today you weigh 80 kilos, without one leg you will surely weigh 20 kilos less”. The audience said: “You are absolutely crazy”. To which he replied: “No, I’m not crazy. I asked what was the fastest way, not what was the best way”.

Not always the quickest way is the best, and not always giving an immediate result is what we seek. The processes, and especially the educational processes, take time; and the time has to be very well implemented.

Sometimes it is very difficult to explain to young people how necessary it is to dedicate time on things in order to achieve excellence. The concepts of “process”, “dedication”, “perseverance” etc., are often intangible at High School level. Study habits are very difficult to internalize. But these concepts are much more feasible to visualize and experiment through sport. For all of us here, it is clear that an elite athlete, an Olympic champion, is not “made” in a matter of days or months. You need years of work. And even a big investment in a very talented person is not a guarantee that he/she will achieve excellence.

An athlete achieves his/her objective when he/she works on a daily basis through a process that includes training, resting and nutrition, mental and emotional balance. He/she should also be motivated and willing to constantly pursue excellence. Even in individual sports, training an athlete is team work,

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1. *Dictionary of the Royal Spanish Academy.*

where so many people take part in the process: family, coach, leaders, referees, sponsors, managers, doctors, physiotherapists, psychologists, etc.

Therefore, it is in sport, in contrast to other life activities, where the dichotomy between immediacy and process arises more strongly. And it is in this contrast where the opportunity appears for all those involved in the education of an athlete, where values can be taught through sport as a tool for life.

The Olympic Movement speaks of “Olympic Values”. These are by definition:<sup>2</sup>

- Excellence: Doing the best that we can, on the field of play or in our professional life. The important thing is not winning, but taking part, making progress and enjoying the healthy combination of body, mind and will.
- Friendship: This value is at the heart of the Olympic Movement. It encourages us to see sport as an instrument for mutual understanding between individuals, and amongst people all over the world.
- Respect: This value includes respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment.

Values are learned at home, consolidated at the school/club, and practiced in life. Is it bad to strive for excellence? When we talk about the value of excellence it means that what we are striving to find, is the excellence in the human being. Excellence is not becoming “number one”. Excellence is becoming the best version of yourself in sports, in life and as a human being.

Is it bad to strive for excellence in sport? Dr Jacques Rogge, IOC Honorary President, in a very clear statement on teaching values through sport said:

*Our world today is in need of peace, tolerance and brotherhood. By blending sport with culture and education, the Olympic values can deliver these to us. Sport is more than just competition. It is a state of mind. The challenge of the Olympic Movement is to educate and encourage young people to practise sport, and to teach them values. Sport helps people, especially young people, to escape daily concern, to respect each other and to learn that rules exist and how important it is to respect them. Sport also brings hope, pride, a sense of identity and health, thus shaping the body and mind.*

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2. Factsheet (January 2014). *Olympic Values Educational Programme*, p. 1. International Olympic Committee.

*With Teaching Values, we intend to introduce young people all over the world to the values of respect for self and others, fair play, excellence, joy in effort and the balance of body, mind and will. We will thus be moving forward by making the teaching of universal ethical values a priority, and by promoting physical education and sport and its benefits to society in general. Ultimately, this is something that affects us all because the Olympic Movement of tomorrow is in the hands of the young people of today. Our hope is if young people can learn to respect each other on the field of play, they may transfer this sentiment to other elements of their daily lives.*<sup>3</sup>

If you read carefully these last two paragraphs, the emphasis is placed strongly on ethics and moral training of the athlete.

The pursuit of excellence through sport is then transformed into a tool to achieve a better quality of life, but primarily a way to build a better society.

Aristotle (384 BC–322 BC) said:

*Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.*

Anyone seeking excellence in sport will surely look for it in all areas of their professional and personal lives. Is it bad to strive for excellence in the Youth Olympic Games (YOG)?

After Rogge became President of the IOC, during the 119th IOC Session in Guatemala City in July 2007, the YOG were introduced in the Olympic calendar as a new sporting event for young athletes.

There is constantly a negative discourse about training young people for high performance sport, but human beings, in real life, always seek for maximum performance: excellence. Sport is neither good nor bad. Good or bad are the coaches and the institutions that carry it out. If the coach and the institution that promotes high performance assume positive values, then the sport will be a good activity. If the coach who leads the athlete says, “Go and break him a leg,

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3. IOC. *Teaching Values, An Olympic Education Toolkit*, 2007.

because they are better and it is convenient for us to play with one player less in the opposing team”, then sport becomes bad.

In this case, what should be debated is the ethical status of the coach or the institution. The pursuit of excellence in the YOG is not only in the sporting aspect.

*The YOG are unique. They are not mini-Olympic Games. They are the ultimate multi-sporting event, inviting athletes from all around the world to compete, learn and share. In addition to the sports competitions, the athletes take part in a number of Learn & Share activities (known previously as Culture and Education Programme [CEP]) along with several innovations in the competition formats; this is what makes the YOG different from other sports events.<sup>4</sup>*

The new formats of competitions – more attractive, interactive, dynamic and fun for young people – seek to encourage sport competition against sedentary life. These new formats also respond to a very demanding television audience whose attention it is necessary to attract and retain.

But these new formats have to do with the YOG’ philosophy, which, besides looking for sporting excellence, seeks to promote excellence in human relations, where a common young people, who do not share language, religion or culture, and the only link they have is sporting excellence, are faced with a situation in which they should make the best of themselves as human beings to be able to achieve the sporting objective.

As Rogge said:

*The vision of the Youth Olympic Games is to inspire young people around the world to participate in sport, but also to teach the traditional values of the Olympic Games, which are the pursuit of excellence, friendship and respect for each other, respect for social values, like the environment. We also want them to learn about important issues such as the benefits of a healthy lifestyle, the dangers of doping or their role as sports ambassadors in their communities.<sup>5</sup>*

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4. Factsheet (June 2014). *Olympic Values Educational Programme*, p. 4. International Olympic Committee.

5. IOC Newsletter (August 2010), Shokoohi, K. “Games They Can Call Their Own”.

Sport teaches us to respect the opponent, the referee, our body, the field of play, the coach, the public. It teaches us to strive for excellence, to find the best version of ourselves in the development of sports, but also in the development of ethical and moral skills.

The Olympic values are promoted outside of the sporting arena through the “Learn & Share” activities, which are one of the YOG’ Innovative elements, offering various interactive workshops and forums based on five themes:

1. Olympism
2. Skills development
3. Well-being and healthy lifestyle
4. Social responsibility
5. Expression

*The program offers a unique experience for the young athletes and other participants equipping them with key skills to become champions on the field of play and life champions off the field of play.*

*Workshops are offered on subjects such as careers in sport, time management, nutrition, environmental responsibility, media training and ethics. The lessons learnt allow the participants to return to their communities as ambassadors for sport and Olympism. These young Olympians also become advocates of a healthy lifestyle.*

*A number of Olympians and champions are also nominated by their respective International Federation to attend the YOG and share their experience as Athlete Role Models. This IOC-run program has proved very successful as the young participants’ learning process is made more impactful and inspiring with ARMs joining them in Learn & Share activities and also sharing tips and recommendations through Chat with Champions sessions.<sup>6</sup>*

Despite planned activities outside sport, many coaches are still striving for excellence only in the field of play, often even discouraging athletes to participate in the “Learn & Share” program. Could the IOC impose, as a condition of

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6. *Factsheet (June 2014). Olympic Values Educational Programme*, p. 3. International Olympic Committee.

participation in sport, the participation in a certain amount of activities of the educational and cultural program?

Finally: Is the value of excellence as an educational tool a legacy of the YOG?

*The YOG legacy must be taken into account throughout the planning and operational phases. The YOG provide a platform for the athletes to compete, learn and share. They can also serve as a catalyst and produce a number of long-lasting benefits in the areas of sport (number of young people who join local clubs), healthy lifestyle and enhanced fitness level or knowledge management (skills development among local young people). A number of sustainable approaches and technologies can also be applied throughout the organization.*

*These can range from ethical sourcing and sustainable procurement methods or other sustainable solutions applied to food and beverage or licensing. Organizing an event of this size requires maximum attention and a real vision to deliver a sustainable legacy to the city and its young people.<sup>7</sup>*

The YOG are an opportunity for the city that hosts the Games and for society as a whole; an opportunity to promote the values of Olympism to its citizens; an opportunity for everyone, to practise the excellence from the place they have to live the Games.

Learning by doing is a concept we can extrapolate from the educational field to the sports field, and it applies perfectly to the YOG. Learning by doing is the best way to practice excellence in promoting sport with values, a society with values and a better world.

I began this presentation by mentioning the diversity that separates us and unites us at the same time. “Unity in Diversity” is the motto that reflects the thinking of the IOC President, Dr Thomas Bach, regarding the Olympic Movement. And he explains this motto by saying:

*Unity in Diversity means first of all respect for different cultures, gender, social backgrounds, perceptions, attitudes and opinions. There is not just one single true concept for the future of the IOC. The secret of the Olympic*

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7. Factsheet (June 2014). *Olympic Values Educational Programme*, p. 4. International Olympic Committee.

*magic is diversity and universality in all aspects. This universality and diversity we have to preserve and even enhance in all our activities whether with regard to our structure, the Olympic Games, our educational, cultural and social projects.*<sup>8</sup>

Striving for excellence requires time and the YOG are a very important educational tool to teach the athletes to work hard in the field of sport and to also work hard as human beings to become the best role models for the youth of their communities.

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8. T. Bach (2013). Manifesto for the candidature for the Presidency of the International Olympic Committee.





# SHORT PRESENTATIONS BY THE PARTICIPANTS











## ACTIVITIES OF THE OLYMPIC ACADEMY OF ANGOLA IN 2014

**Demóstenes António Ananaz DA COSTA (ANG)**

*Delegate, NOA of Angola*

This report briefly reviews the activities of the Angolan Olympic Academy throughout the year 2014 as follow as:

### **Race Walking**

Last year we held Race Walking by initiative of the Angolan Olympic Committee and the Angolan Olympic Academy, to commemorate the Olympic Week from 16 to 23 June, with 3,000 participants as a way to encourage people to sport, under the motto “Sport and Health Holding Hands”.

### **Painting and Art Sessions**

We organize a session of Painting and Art under the theme “The Olympics” in the following schools: 1st cycle school no. 3008 in the district of Ingombota; “Friends of Africa” school in the district of Ingombota, both in the Luanda province; and in the Namibe province in Gabriel Kwanhama school during the National Schools Games.

### **Course for National Directors of Olympic Solidarity and Course of Sports Leaders**

We conducted the first National Directors Course of Olympic Solidarity

(DNSO) attended by 23 trainees and had as guests and prolectores PhD Conrado Durántez, President of Panibérica Association of Olympic Academies, the Chairman of the Olympic Academies of ANOC and PhD in History and Professor David Sequerra, former Member of the Olympic Committee of Portugal. We held three Courses for Sports Leaders in Luanda, at the Institute of Physical Education and Sport in Kilamba from 30 April to 5 May with a total of 38 trainees, at the Command of the Army (Ex RI 20) from 4 to 9 August 2014 with a total of 30 trainees, and in the province of Lunda-Sul during the National Games from 21 to 27 August with a total of 35 trainees.

### **Technical Support provided during the National School Games**

The Angolan Olympic Academy has provided technical support during the National School Games, taking advantage of the particular event in order to promote the Olympic spirit among young participants.

### **Lectures**

We held lectures on the occasion of the Angolan Olympic Committee birthday celebrations and during the Olympic Week in schools of 1st and 2nd cycle as well as secondary schools across the country, with the aim of reconciling education with the Olympic values.

### **International Activity**

Participation of the Angolan Olympic Academy director Ms Sara Tavares in the XVI Congress of Panibérica Association of Olympic Academies (APAO) which took place from 18 to 22 May 2014 in Cascais – Lisbon, Portugal. She also attended the 1st Meeting of National Olympic Academies in Africa held from 12 to 15 October in Tunis, Tunisia.

## **Future Prospects**

The Angolan Olympic Academy aims to continue to investigate, promote and disseminate the Olympic ideals in antiquity and the modern era, their effects on educational and philosophical fields, and on sports, mostly among young people, thus integrating the study of Olympism in school curriculum. Also, it aims to continue to train staff and take advantage of the Olympic scholarships.

## 2014–2015 Argentine Olympic Academy Report

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

*Executive Secretary, Argentine Olympic Academy*

**Mario MOCCIA (ARG)**

*President, Argentine Olympic Academy*

The Argentine Olympic Academy, which was founded in 1982, is a Commission that is part of the Argentine Olympic Committee.

Since 1982, it has organized sessions for the young, attended by representatives of the different national federations and from different regions in the country.

Participants must be between 20 and 34 years old. A maximum of 40 people attend these sessions; after being evaluated, two representatives of the Argentine Olympic Academy are selected to attend the International Olympic Academy.

Our sessions last five days, the participants get together at a club with conference and sport facilities, very similar to those of the IOA. They attend the conference in the morning and they have discussion groups and sport activities in the afternoon.

In the year 2014, the session was held between the 14 and 18 October, and we were honoured with the special presence of Dr Conrado Durantez Corral, Honorary President of the Argentine Olympic Academy.

The session was very fruitful and Mrs Marian Morea and Mr Santiago Mercadé (a top-performance Panamerican athlete) were selected to attend the 55th Session in Olympia for Young Participants in the year 2015.

To represent the Argentine Olympic Academy, Javier Villarreal Doldan attended the 21st Postgraduate Seminar on Olympic studies at the International

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1. Prof. Silvia Dalotto made the presentation.

Olympic Academy. Javier Villarreal Doldán works at Universidad Nacional del Litoral (one of the most prestigious universities in Argentina) at the Education and Sport Department.

For the first time since its creation, the Argentine Olympic Academy has organized an exclusive session for sport journalists, understanding the importance of getting to know Olympism, sometimes totally unfamiliar to the press.

This session was held in the city of San Salvador de Jujuy, between 1 and 4 October, with an intense lecture and working group program.

The questions (three per group) were an interesting trigger that fostered group debate and interaction during the lectures.

A total of 30 journalists from different provinces and media in our country attended this session.

Additionally, since 2010, the Argentine Olympic Academy has organized a session every two years which targets adults over 35 years who have never attended any other session of the Olympic Academy, and who are now working in education and sport and/or health.

In 2014, this session was held between 27 and 30 November and 32 people were involved.

It is worth mentioning that the Argentine Olympic Academy fully covers lodging and meal expenses, didactic material, etc. for all sessions and all participants.

The Olympic Education Program, which stems from the Argentine Olympic Academy, continues with its ongoing training on Olympism.

The year 2014 saw two courses delivered in Entre Ríos province.

The most relevant activity in Olympism training was the I National Congress of Olympic Education which gathered together all the faculty and students who had earlier attended the Olympism courses.

The congress was held in the city of Concepción del Uruguay where the National School is located (and whose Dean José Zubiaur was the original member of the 1st International Olympic Committee).

The congress took place on 11 October 2014, with the presence of Dr Conrado Durantez Corral, the AOA President, Mario Moccia, and a group of well-known speakers, on a full day and with the attendance of 300 people.

Also, in order to tackle the problem of the lack of physical activity in general and the little attention that sport is given at school, on 25 and 26 November,

the II National Congress “Sport in School Age” was held with the meaningful participation of people involved in sport and education.

The Olympic education bibliography played a very important role in the development of the Olympic education program.

a) After the Sochi Olympic Games in 2014, the *Olympic Education Guide Number 1* was updated, both in its paper and digital version.

b) *Olympic Education Guide Number 2* was also published, both in paper and digital.

This second guide consists of:

- Didactic material with a higher degree of complexity in the activities
- It is a complement to *Olympic Education Guide Number 1*
- Starting from the Physical Education area, it is possible to perform different and varied activities in all curricular areas, trying to integrate and relate all institutional content and actions in the same educational project

c) Both guides are published in [www.coarg.org](http://www.coarg.org), so that most teachers and education-related persons can have access to

d) Both guides are also published in English in [www.coarg.org.ar](http://www.coarg.org.ar)

For the schools to work on Olympic education, we encouraged the contest “Olympic Values Go to School”, where the schools had to make an audiovisual presentation (video, power point, with photos and/or music) for a maximum duration of two minutes, showing an activity done in the Physical Education class (activity that could include the participation of other areas, even as an institutional educational project) promoting and spreading Olympic values at school and in society.

The Contest was open to three categories:

1. from 6 to 8 years old
2. from 9 to 12 years old
3. from 13 to 17 years old

Each school could submit one work per category.

The best in each category deserved a prize which consisted of:

- Four footballs
- Four multi function rubber balls
- Four volleyballs

- Four handballs
- Two volleyball nets
- One basketball ring
- Four basketballs
- Four cones to mark zones

The works selected can be viewed at [www.coarg.org.ar](http://www.coarg.org.ar)

Because the city of Buenos Aires has been appointed venue for the III Youth Olympic Games for 2018, the Argentine Olympic Academy is now working on the training schedule and the activities that will take place in this city, for the Olympic Education Program.

On 4 August, 2014, the Argentine Olympic Committee, represented by its General Secretary and President of the Argentine Olympic Academy, Mario Moccia, MA, and the Litoral National University, signed a Cooperation and Exchange Framework Agreement, as well as a Deed of Agreement, by virtue of which both parties are bound to generate synergy in order to foster education and spread Olympism and its values.

The result of this important agreement was the implementation of the elective material “Olympism: sport, culture and values”, which started being delivered in September of 2014.

In the meantime, the Centre for Olympic Studies continued publishing articles on [www.coarg.org](http://www.coarg.org) in the relevant section.

During 2014, and with the support of the Argentine Olympic Committee, the Argentine Pierre de Coubertin Committee continued spreading and communicating the life, work and ideas of the restorer of the Games in the Modern Era, under the presidency of Mr Daniel de la Cueva, former student of the AOA and the IOA.

The Association of Participants of the AOA also continued with the promotion and communication of Olympism. This institution has become an important source of collaboration for the Argentine Olympic Academy, founded in 2000. Its current president is Mr Ramón Vallejos.

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

## OLYMPIC EDUCATION ACTIVITIES AROUND THE WORLD



ANGOLA



ARGENTINA



CROATIA



CZECH REPUBLIC

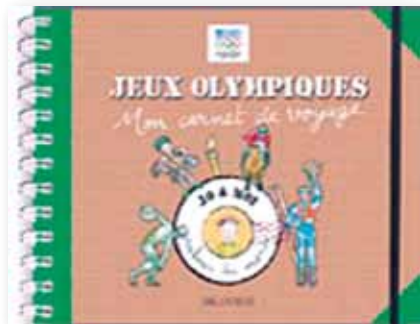




FINLAND



FRANCE





GREECE

MALAYSIA





*HUNGARY*



*IRAN*





JAPAN



LESOTHO



LITHUANIA



MAURITIUS





POLAND



ROMANIA



*Russia*



*SLOVAKIA*



SPAIN



UGANDA



UKRAINE



ZIMBABWE

## PRESENTATION OF THE OLYMPIC ACADEMY OF CAPE VERDE

**Emmanuel Charles D'OLIVEIRA (CPV)**

*President, NOA of Cape Verde*

Our Academy was born only a few weeks ago; thus, we could not produce any report or annual balance sheet. On the other hand, my team and I are determined to do everything possible in order to allow our Academy to fulfill its function in the best possible way.

With your permission, I will therefore talk about our projects and intentions.

1. Cape-Verde, a Portuguese-speaking country, wishes to benefit from the experience of other countries that belong to the same linguistic group. The Olympic Academy of Cape Verde is no exception and wishes to follow closely the actions of these countries and acquire the necessary knowledge in order to meet our objectives, a process already underway.
2. Creating an exclusive space, modest but dignified, is also one of our concerns.
3. The Olympic Day this year will mark our take-off with many field actions. One of the three pillars of the Olympic Day, the “learning” pillar, will be our responsibility.
4. Since the annual sessions of the National Olympic Academies are a point of honour for our organization, we intend to closely watch what Portugal is doing, in order to obtain the necessary information and experience with a view to organizing our very first session next year.
5. We have a team ready to explore all our social communication media and vigorously disseminate the Olympic ideals and philosophy in Cape-Verde.
6. We intend to reach schools through physical education teachers and work with the country's sport federations and municipalities.

7. We shall use all the possibilities provided by Olympic Solidarity and take part in all the activities of the IOA, in particular the Sessions for Directors of National Olympic Academies, for Young Participants, for Educationists and High Physical Education Officials; also the seminars on Olympic Studies for postgraduate students and, finally, the Master's Degree in Olympic Studies, Olympic Education, Organization and Management of Olympic Events.

We think that with these important activities we can begin with an Olympic Academy in Cape Verde. For the next Session (the 14th), we will have a balance sheet to present and plan more actions for the dissemination of the Olympic ideals and philosophy in our country.

## **CROATIAN OLYMPIC ACADEMY: PROMOTION OF OLYMPIC VALUES AND THE VALUE OF EXCELLENCE AS AN EDUCATIONAL TOOL**

**Dr Sasa CERAJ (CRO)**  
*Director, NOA of Croatia*

### **Introduction**

In the implementation of its regular annual programs, the Croatian Olympic Academy (COA) pays special attention to the promotion of Olympic values and fundamental principles of Olympism, striving for excellence and implementing it in all its actions. The COA fosters excellence in educational programs and in the Olympic Education Program, which was introduced as a separate subject in the coaching education curriculum in 2014 in order to disseminate knowledge on Olympism, the Olympic Movement, values and excellence as a special category in education.

### **Promotion of excellence through programs of the Croatian Olympic Academy**

In 2014, the Croatian Olympic Academy (COA), together with the Croatian School Sports Association, implemented the program School Sport and the Olympic Movement on the topic of the Winter Olympic Games. It included a large number of elementary and secondary school students and children with intellectual disabilities, as well as art and physical education teachers. Each school organized an art contest at a school level and selected two best works of art, which were exhibited at an art exhibition during the National Primary and Secondary School Sports Championships final. A jury selected three best

works of art in the elementary and secondary school categories and presented the schools with special awards – sports equipment and implements. The COA distributed to the participants 2,100 educational flyers on the topic of Olympism and promotion of Olympic values and excellence. The objective of this program was dissemination of Olympic education, the Olympic spirit, popularization of sport and excellence, with a special emphasis on spreading active synergy between the worlds of art and sport, in accordance with one of the fundamental principles of the *Olympic Charter*, which, among others, points out that Olympism blends sport with culture and education.

The COA is in charge of the organization of the International Olympic Day in Croatia. The 2014 Olympic Day celebration included various activities in cooperation with numerous partners (the Croatian Olympic Committee, the Croatian School Sports Association, the Croatian Sports Museum, the Croatian Olympic Philately and Memorabilia Society and the Croatian Olympians Club). The objective was common action aiming at the promotion of sport and its positive values, as well as dissemination of Olympic principles and excellence among children and youngsters. The COA also marked the 120th anniversary of the IOC in a special way: it organized a philatelic exhibition titled Olympism through Philately in cooperation with the Croatian School Museum and Croatian Olympic Philately and Memorabilia Society. It also included four educational workshops for secondary school students on the topic of Olympism and Olympic Philately. The COA also created a special exhibition poster on that occasion. In cooperation with Croatian Post, special postcards were made, as well as two postmarks with the date 23 June, featuring the number 120 to emphasize the anniversary of the IOC foundation and the birth of the modern Olympic Movement. The central Olympic Day celebration was organized in cooperation with the Croatian School Sports Association. It included around 800 elementary school students from throughout Croatia, around 100 physical education teachers, around 30 volunteers and a number of Croatian Olympic athletes. The students learned about the Olympic values and excellence in sport, and they demonstrated their sports knowledge and skills at 21 event stations. The children received t-shirts with the Olympic Day logos, gold medals and IOC and COC diplomas. All national TV companies covered the event.

The Croatian Olympic Academy marked Olympic Day 2014 by organizing

six program activities, which included over 5,000 participants, especially children and youngsters, who were acquainted with the Olympic values in an interesting and dynamic way.

To raise awareness on the importance of preserving the seabed and the environment in general, the Croatian Olympic Academy carried out the 2014 SUB ECO BOL action of cleaning the seabed around the island of Brač, which took place for the fifteenth time in a row. Together with the Croatian and Slovenian Scuba Diving Federations, the COA gathered around 300 scuba divers, elementary and high school children. All participants received educational flyers and Olympic Day promotional materials, while a banner with the Olympic Day logo was symbolically placed underwater as an expression of strong commitment by sport and the Olympic Movement to environmental protection in accordance with the IOC Code of Ethics.

Within its publishing activities in 2014, the COA, in cooperation with the Olympic Museum in Lausanne, prepared the document *The Main Olympic Topics* translated into Croatian and printed. After the book titled *How Well Do You Know the Olympic Games?*, this was the second one that the COA printed in Croatian, aiming at the promotion of Olympic values and acquainting as many participants of the Sport Movement as possible with the fundamental principles and values of Olympism.

## **Conclusion**

In 2014, the COA participated in the organization and staging of various program contents aiming at the promotion of the fundamental Olympic principles and values at a national and international level. It cooperated with the International Olympic Committee, the International Olympic Academy, the European Olympic Committees, BEGOC, the Turkish Olympic Committee, the Croatian Olympic Committee, the Croatian Olympians Club, the Croatian Sports Museum, the Croatian Olympic Philately and Memorabilia Society and the Croatian School Sports Association. It participated in and implemented 55 programs, which included 5,510 participants from Croatia and 20 partner institutions.

# THE MOST IMPORTANT ACTIVITIES OF THE CZECH OLYMPIC ACADEMY IN 2013 AND 2014<sup>1</sup>

**Zdeněk ŠKODA (CZE)**

*Member, NOA of Czech Republic*

**Prof. Dr Antonin RYCHTECKY (CZE)**

*Charles University in Prague, Faculty of Physical Education and Sport,  
Czech Republic*

## **Introduction**

In this short paper, we would like to inform you about the most important activities on which the Czech Olympic Academy (COA) has focused over the last two years.

The Czech Olympic Committee (COC) and COA, in promotion, understanding and practical dissemination of the Olympic values, consider how young sportsmen identify themselves with the Olympic ideals and how they create and shape positive attitudes towards them.

These approaches became a starting point in the designs of two major projects, on which we wish to briefly comment here.

## **Versatility of Olympic Winners Badge**

Czech Olympic decathlon winners, Robert Zmelik (OG 1992) and Roman Sebrle (OG 2004), try to fight against the growing childhood obesity by introducing the

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1. The presentation was made by Mr Zdeněk Škoda.

versatility training program: “Versatility Olympic Winners Badge”. It is based on a long tradition of fitness badges in the Czech Republic. The other aim of this project is to increase personal physical activity in as many children and young people as possible. Since 2008, this project has been implemented every year. Today more than 2,000 schools throughout the Czech Republic participate in this program. Children at their schools train and compete in teams consisting of eight persons of both genders. The Versatility Badge comprises of the following disciplines: four are in athletics, one in swimming, one in gymnastics, one in game skills, two explosive strength tests and three dynamic strength tests. Every year, during March and April, the competitions are held in every class, and thereafter in school, municipality and regional rounds. In September, the best participants attend the National finals in Prague’s Strahov Stadium (<http://ovov.cz/>).

The participation of youth in the “Versatility Olympic Winners Badge” project positively influences their motivation and contributes towards improvement of their own physical fitness as well. Beside this, it brings positive results in other areas, which are equally important. For example, they play an important role in the prevention of socio-pathological phenomena such as: drug and alcohol addiction; truancy; vandalism; gambling; idleness; violence and ethnic conflicts. As part of this project a variety of meetings and meetings of students with successful athletes and Olympians are held, during which the young people can meet with their idols and models.

### **Olympic Days for Children and Youth (ODCY) in the Czech Republic**

Since 2003, alternating summer and winter ODCY are held. The aims are to enable young people (aged 6–18 years) to enjoy sports and culture, experience the noble Olympic ideals (lighting of the fire, ceremonies, atmosphere in competition, etc.) and enhance healthy activities and competitiveness among young people. The ODCY is also a prestigious sports competition at the highest level in a given age group. The basis of the ODCY is the days organized at school, regional and national levels. Governmental and non-governmental institutions and organizations as well as the former Olympians may give their patronage to

the ODCY. The Czech Olympic Committee is the leading organization in this project. The Ministry of Education Youth and Sport and the COC financially support the organization of the Republic ODCY. Over 2,500 young sportsmen from all the regions of the Czech Republic participate in this event and help to spread the Olympic ideals among their peers ([www.olympic.cz](http://www.olympic.cz)).

We would also like to briefly mention the scientific and educational activities of the Czech Olympic Academy.

### **Seminars and conferences**

In the last two years, the Czech Olympic Academy has held two conferences. At the end of 2013, in cooperation with the Charles University in Prague, Faculty of Physical Education and Sport, there was the international seminar entitled “Pierre de Coubertin – 150 years anniversary and the Olympic Movement” with the participation of guests from Slovakia and Germany. Last year, a seminar dedicated to the 120 years of the Olympic Movement was held. Both seminars focused not only on history, but also on the current problems and future of the Olympic Movement.

### **The New Olympic Study and Information Center**

The Olympic Study and Information Center (OSIC) was established in 1996. Currently, with support from members of the Czech Olympic Academy, the Center has been rebuilt and revitalized. Its archive currently contains over 3,000 titles (around 10,000 volumes), over 500 films and about 150,000 digitalized and classic photographs. Everything is available to students, historians, the media and all who are interested in the Olympic Movement. A list of the entire fund will soon be made available on the website of the Czech Olympic Committee ([www.olympic.cz](http://www.olympic.cz))

## OLYMPIC ACADEMY OF FINLAND

**Petri HAAPANEN (FIN)**  
*President, NOA of Finland*

The Finnish Olympic Academy was founded in 1987. Our mission is to make known and promote the values of Olympism in Finland.

Our program for this Olympiad is very challenging. Ever since 2006 NOA, has co-operated with the Paralympic Committee of Finland. Over the last two years we have had really good results working together with the Education Department of Finland and with the Sport Associations in Finland. We all have one mission: The welfare of children.

### **Education program**

During the past years we have implemented an Olympic education for children and young people in three events. Most important of these have been our school programs. Ski to Sochi 2014 reached 300 schools and day-care centers.

The Ski to Sochi duration of events varied greatly based on the feedback we got from schools. About one quarter of the respondents participated in day events, about one quarter in 2–3 days events, and one quarter in 4–5 days events. On Olympic education for more than five days 17%, while 11% participated in smaller events throughout the year. For the first time network material was divided into four sets. The vast majority, 56%, stated that the guidance should be a one-time publication year and 31% were in favour of such a publication series. Only 47% of respondents received the approval of the network, while the paper's release was supported by 31%. Ski to Sochi

was carried out in cooperation with Finnish Schools on the Move and the Paralympic Committee.

The other two events were the Olympic Day Program and they were held in the capital of Helsinki and the city of Pori. In our Olympic Day program the children were introduced to a number of sport. Events were attended by a total of 20,000 children and young people.

### **2013 IOC Trophy: “150 Years, Pierre de Coubertin, Sport as a School of Life” was awarded to Varala Sports Institute**

Varala Sports Institute has promoted the Olympic ideals over several years. The Varala Sports Institute has incorporated Olympic education in their own operations. This has been applied in different kind of programs for coaches, students and the staff. Finland celebrates its 100th anniversary in 2017. Varala Sports Institute will hold the International Olympic Education seminar in the same year.

### **Our plans for 2015**

The National Training Event for Educators is the largest event for the education and training sector in Finland. This event will gather 20,000 educators together. Our Department has collaborated with a number of other organizations.

Our forthcoming activity is the Olympic Day at the Suomi-Arena in the city of Pori in July. Olympic Day program will be implemented in cooperation with Sport Clubs of Pori. In the future, similar events will be held in a number of cities in Finland.

We have been involved in preparing the Olympic education material for the Muuvit Adventure. Muuvit takes classes on virtual voyages through a combination of learning and exercise. By clocking up points in up to thirty days, kids get to journey across a map. Points are earned by doing physical exercise.

We will start the next school program Fairly to Rio in 2016. Our aim is to reach more than 2,000 communities and 200,000 children, of whom 400

communities to implement it during the year in various themes. The material will be applied through a four-line version of the publication.

Finally, this year we arrange the Olympic Educational Seminar “Finland is one of the world’s mobile sports nation – 2020” take place in Olympia, Greece in June.

During 2014 the Finnish sports field was based on a single central organization called Valo. Our common goal is that Finland becomes one of the world’s mobile sports nation by 2020. The Finnish Olympic Academy supports this objective by inviting key actors that work with children and young people on the Olympic education seminar in Olympia, Greece.

The Olympic education seminar is carried out in cooperation with the regional organizations. Finland is divided into fifteen regional organisations. Our aim is to bring together these organizations, their mentors and sports federations, their youth leaders. The mentors and youth leaders will cooperate with the different schools in the region. Representatives of regional organizations are committed to attend this seminar.

This Olympic education seminar will be held in two separate training sessions. In September Finnish Olympic Academy seminar will be held at Lohja, Finland.

**Websites:**

<http://www.sport.fi/olympiakomitea/olympia-akatemia>

[www.muuvit.com](http://www.muuvit.com)

<http://www.liikkuvakoulu.fi/in-english>

## THE NATIONAL OLYMPIC & PARALYMPIC ACADEMY OF IRAN (NOPA): ACTIVITIES IN 2014

**Mohammad Reza OVEYSI (IRI)**

*Director, Education Center of National Olympic & Paralympic Academy (NOPA)*

The National Olympic and Paralympic Academy of the Islamic Republic of Iran, which is affiliated to the National Olympic Committee of the country, is established with the aim of disseminating the principles and objectives of the Olympic Movement. The Academy further pursues the objective of educating and training the youth forces of the country and encouraging people at large to practise sport for the sake of their health and well-being. Moreover, the Academy shall be responsible to devise programs which could help promote sport culture and science, encourage participation in sport scientific and technical activities and to share the achievements in these areas of activities, and provide sport facilities for athletes, coaches and others involved in sport activities.

The National Olympic and Paralympic Academy shall also embark upon activities in sport science, education, research, culture and art on national and international levels.

The recipients of the NOPA's variety of services will be elite and talented athletes, coaches, referees, clubs, educational centers, sport managers and others involved in sport and cultural activities.

### **NOPA's objectives**

- To promote the fundamental goals of Olympism and familiarize the society with the goals and ideals of the Olympic Movement

- To promote the spirit chivalry and strengthen the fundamental ethical values
- To identify and improve talents and to conduct research and study programs, using sport sciences for the development of sports quantitatively and qualitatively
- To provide the required facilities and training, educational, research and sports medical services
- To prepare national elite athletes for participation in the Olympic, Asian, Regional and Islamic Solidarity Games
- To organize educational seminars and scientific symposiums at national and international level
- To organize cultural and art programs and hold sport books or photo exhibitions and sport, cultural and educational film festivals
- To promote mutual scientific and cultural cooperations with other centers at national levels

National Olympic and Paralympic Academy currently includes several centers as follows:

1. Olympic Education Center
2. Library & Information Center
3. Aquatic Exercise Center
4. Physical Fitness Assessment and Improvement Center
5. Sports Medicine Center
6. Sports Psychology Center
7. NOPA Hotel

The National Olympic & Paralympic Academy of I.R. IRAN accomplished approximately 42 educational programs with an aim to develop and promote sport in 2014. These programs consist of the Olympic education programs for teachers and university students, several international and national courses and different scientific classes. Altogether 1,500 people took advantage of these programs. The objective is to promote the principles and goals of the Olympic Movement and familiarize the society with the goals and ideals of the Olympic Games.

Iran NOPA in cooperation with Olympic Solidarity (OS) held educational courses for active attendance athletes in the Olympic Games. One of these activities is holding the IOC Athlete Career Program (ACP), delivered in cooperation with Adecco, supporting athletes while they prepare for, and go through, their career transition. It provides resources and training to athletes enabling them to develop their life skills and maximise their educational and employment opportunities. A total of seventeen athletes participated in the first course in September 2014.

The other activities of the NOPA of I.R. Iran are organizing educational courses and preparing national elite athletes for participation in the Asian Games, Olympic Games and Youth Olympic Games.

Iran achieved positive results during last year. It participated in the 2014 Asian Games in Incheon and finished their Asian Games campaign with 57 medals (21 Gold, 18 Silver, 18 Bronze) and fifth place.

The Olympic Week was held on different occasions on 21–26 June 2014 and many people, in different ages, participated in different sections of this ceremony for six days and got familiar with this event. All days were arranged for specific themes and objectives such as: “Olympic Games and Environment”, “Olympic Games and Women”, “Olympic Games and Elderly”, “Olympic Games and Children”, “Olympic Games and Disable” and “Olympic Games and Man”.

The Olympic Day Run was held on 23 July with different programs performed separately for men and women. The aim was to gather the public together and create friendship and brotherhood among them through the tournament.

## OLYMPIC EDUCATION ACTIVITIES OF THE JAPAN OLYMPIC ACADEMY (JOA) IN 2014

**Prof. Dr Naofumi MASUMOTO (JPN)**  
*Tokyo Metropolitan University*  
*Executive Board Member, NOA of Japan*

### **I. Annual activities**

The Japan Olympic Academy (JOA) conducted the following regular annual activities.

#### ***1. Visiting lectures of Olympic and Paralympic Education (OPEd)***

The JOA sent lecturers of OPEd to schools and institutions in the vicinity of Tokyo to disseminate the Olympic Movement.

#### ***2. OPEd Research Division***

This division collects a variety of information concerning the OPEd in both Japan and abroad.

#### ***3. JOA Colloquium Division***

Every month, JOA Colloquium Division held colloquia for the JOA members especially to learn about Olympic history using Olympic images and TV coverage of the Opening and Closing Ceremonies. In January 2015, this JOA Colloquium held a commemorative colloquium celebrating its 150th session.

**Part 1:** The Special Topic featured the cooperation network between the Higher Education Sector and the lessons learned from the PODIUM for the 2020 Tokyo Games.

**Part II:** Forum of the general overview and the foresight of the 2014 Nanjing YOG.

**4. JOA Pierre de Coubertin Research Division**

The PdC Research Division has a close relationship with the International Pierre de Coubertin Commission. Especially, this division held the first youth forum entitled “Coubertin–Kano Youth Forum 2015” for high school students in Tsukuba in March 2015.

**5. Annual Lecture Series at the JOA General Assembly**

Lecture No. 020: The Olympism of Pierre de Coubertin inherited in the 21st century, by Kochi Wada.

**6. Annual Session and Lecture Series**

The 37th JOA Session in commemoration of the 50th anniversary of the 1964 Tokyo Olympic Games: Diffusion and Promotion of Olympism.

**7. JOA Editorial and Publishing Committee**

This Committee is engaged in editing the *Olympic Dictionary* for children to be published by a private publisher. The committee together with the JOA personnel will publish a new edition of the *JOA Concise Olympic Dictionary*.

**8. Public Relations Committee**

The Publicity sector of JOA is going to provide much information related to the OPEd and many research meetings and workshop. This committee arranged the JOA website and Mail Magazine for the publicities.

**II. Specific activities**

**1. The training for the Japanese Young Ambassador for the 2014 Nanjing YOG and the training course for the participants of the 2014 Nanjing YOG**

Training meeting for the Young Athletes of the 2014 Nanjing YOG by the Young Ambassador; and training of the Young Ambassador herself.

## **2. JOA activities in cooperation with the 2020 Tokyo Olympic and Paralympic Games**

- (1) Tokyo Governmental Preparation Office (TGPO) for the OPEd: Approval of 300 OPEd promotion schools in Tokyo and training courses for the OPEd school teachers of the designated schools to conduct Olympic education
- (2) Three members of the JOA joined the advisory board members for the OPEd in the TGPO
- (3) Four JOA members joined the editorial board members for the Textbook for the OPEd for the 2020 Tokyo Games in the Educational Guidance Department of Tokyo Government
- (4) Three members of the JOA advisory staff joined the office for the cooperation network between the Higher Education Sector and 2020 TOCOG.

## **3. Others**

The JOA served as a mediator to dispatch many lecturers at public and private meetings and workshops concerning the Olympic and Paralympic Games, especially for the 2020 Tokyo Games. Moreover, JOA also gave lectures to a number of Japanese Olympians who will serve as teachers in their Olympic Education classes.

## THE EDUCATION OF LITHUANIAN CHILDREN AND YOUTH VALUES ORIENTATION BASED UPON OLYMPIC PEDAGOGICS

**Assoc. Prof. Dr Asta ŠARKAUSKIENĖ (LTU)**

*Council Member, NOA of Lithuania*

**Jūratė VAINILAITIENĖ (LTU)**

*Director, NOA of Lithuania*

The Lithuanian Olympic Academy was established on 27 October 1989 at the Physical Education Institute of Lithuania and in 2014 celebrated its 25th anniversary. On the occasion, Academy members, councillors, rectors, politicians, Olympians, and all those who supported the movement for many years gathered for the Gala Session.

The celebration was hosted in the Lithuanian University of Educational Sciences and more than 100 guests honoured this significant event by the Olympic Movement. The President of the Lithuanian Republic gave her congratulations. Isidoros Kouvelos, the President of the International Olympic Academy and its Director Dionyssi Gangas as well as colleagues from Ukraine, Azerbaijan, and Germany expressed the joy of such occasion.

Daina Gudžinevičiūtė, the President of the National Olympic Committee of Lithuania, Edis Urbanavičius, General Director of the Department of Physical Education and Sports under the Government of the Lithuanian Republic, Dailis Alfonsas Barakauskas, the Minister of the Interior of Lithuanian Republic, and other respectful guests gave their welcome and appreciation speeches. Guests from Latvia and Estonia also visited the Session to commemorate the anniversary.

The most prominent members of the Academy and advocates for the Olympic Movement were handed with the Medal of Merit by Lithuanian Olympic Academy President, Assoc. Prof. Dr Artūras Poviliūnas.

The Lithuanian Olympic Academy is an independent educational public sport organization with a goal to explore, cherish and develop Olympic ideas and the cultural heritage of the Olympic Movement, to pursue human spiritual and body perfection, and to mobilize scientists for the growth of physical education and sport in Lithuania.

Since September 2014, Lithuanian Olympic Academy has broadened its spectrum of Olympic education activities and now, alongside preschool and school age children, they are targeted towards university students and academic staff as well.

### **The publications around the topic of Olympic education**

In 2014 Assoc. Prof. Dr Zina Birontienė and Dr Asta Budreikaitė prepared the methodical book *The Programme of Preschool Age Children Olympic Education*. It was the first publication dedicated to implementing the Olympic education program for preschool children. The information on Olympic education in Lithuania is also provided by the Children and Youth Olympic Education project, which runs twelve years in Lithuania, introduced in the publication. The authors formulated a comprehensive Olympic education program with theoretical and practical activities. Also the fairy tale for the little ones was created about a rabbit named *Olimpiukas* and his adventures in the forest Olympic Games. P. Karoblis, I. Neseckienė prepared the book *Olympism at School*. In 2014 the book *On the Olympic Way – The Fourth of the Age* was also published.

### **The education of Olympic values**

In Lithuania the project “Children and youth Olympic education at the country’s schools” is implemented. The aim of the project is to implant humanistic Olympic ideals and culture for children and youth, to educate their spiritual values and attitudes, in order to formulate harmonious, creative and open personalities. The introduction of pupils to the world of values is an essential task for the formal and non-formal education process, which has a social and moral worth.

The spread of project ideas goes in to the seminars for preschool and school education pedagogues, in conferences. Students, seeking for professional qualification of physical education pedagogy, are encouraged to convey the Olympic ideas to pupils during the pedagogical practice. On the occasion of the Lithuanian Olympic Academy 25th anniversary, Klaipėda University Physical education and sports pedagogy, students pursued sport events in six comprehensive schools, which had the core of Olympic knowledge content, helping young persons to create the basis for Olympic culture, related with the real situations of today's life. During the events the ambitions to integrally develop pupils' Olympic knowledge, sports power, artistic creativeness and generous honorable behavior were pursued.

Lithuanian Olympic Academy organized quizzes, competitions and debates on the Olympic topic for pupils and students. It was ensuring that all the educational institutions and communities absorb the values of Olympism, formulate children and youth with a critical attitude towards contemporary sport problems, while developing their motivation for systematic exercise. This is because every orderly and future caring nation ought to educate healthy – both spiritually and physically – human beings. In a growing body, the soul has to grow too; that's the meaning of physical life.

## **TRAINING OF TRAINERS (TROT FOR NOA SESSION): THE WAY TO EFFECTIVE TRAINING**

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

### **Introduction of the 18th NOA Session**

“Educating Youth through Sport” is a core mission of the Olympic Movement and one of the three pillars of the Olympic Agenda 2020. This was also advocated by Pierre de Coubertin in his vision to “blend sport with culture and education”, as it was in the ancient Games. However, in the pursuit of sporting excellence, the cultural and educative function of sport seems to have been pushed to the background. It is therefore felt that the time is right for NOA Malaysia to proceed with a thorough review of whether the Olympic Movement is serving the mission assigned to it. Through the years, the balance has tilted overwhelmingly in favour of sport, but there remains a strong desire for sport to play a stronger educative role to provide balance and harmony in the lives of people. It becomes especially important now for today’s youths to learn and live the ideals of Olympism and practise the Olympic values in order to become wholesome and balanced individuals. The 18th NOA Session (2015) hoped to provide the motivation and become a catalyst for youth sports leaders to stride forward and play a more significant role in spreading and upholding the ideals of Olympism and the Olympic values.

### **Aims of the NOA Session**

The aims of the 13th NOA Session are: to enable youth sports leaders to be educative and principled-led leaders and become exemplars of being wholesome

and balanced individuals through sports; and to provide the arena for youth sports leaders of Asia and beyond to interact, bond, network and be sporting ambassadors of their respective sports and countries.

This year, as a follow-up plan for youth leaders for the NOA of Malaysia, an additional component has been added to our annual NOA Session. We have planned a Training of Trainers Session to prepare interested and potential young leaders, graduates of our NOA Sessions, to become facilitators, trainers, educators and ambassadors who will spread Olympisim at grass root level.

### **First Training of Trainers (TROT) – NOA Session for Youth Leaders**

Competent and dedicated trainers make training programs meaningful and effective. Participants from such programs will show improvement in work attitude and work performance for their organizations. To become an effective and exciting trainer, he or she must know what training is and posses skills in training methodologies and techniques; be innovative, with a developmental perspective in his or her training approach; also be stimulating, inspiring and proactive in his or her interactions. These attributes will contribute greatly to achieving the objectives of the training program and fulfilling the wide range of needs of the participants.

### **Aims of the TROT – NOA**

The Training of Trainers program (TROT-NOA) is designed to develop competent trainers/facilitators for the National Olympic Academy (NOA) Session in accordance to the International Olympic Academy (IOA) programs and to meet the multi-varied present and future needs of the participants, the OCM and the National Sports Associations.

### **Objectives**

At the end of the course participants would be able to:

- Differentiate between training, teaching and education
- Apply andragogy in their training activities
- Demonstrate critical skills of training
- Play the role of facilitators in training
- Conduct and manage group discussions and presentations
- Evaluate the participants' performance
- Explain the philosophy and ethos of NOA Sessions
- Manage and conduct NOA Sessions in their relevant fields of expertise

## Content

- Training vs Teaching vs Education – the content, output and outcome of training
- Andragogy vs Pedagogy – considerations of andragogy in adult training
- The Skills of Training: Briefing, opening strategies, engaging techniques, Sustaining activities, closure; managing the critique sessions; linking, interconnecting, *gestalt*
- Training Methodology and Training Technology for NOA Sessions – participant-centred, experiential, inter-group and intra-group discussions
- The Ethos and Curriculum of NOA Sessions
- Facilitating, Managing, Realigning & Sustaining the activities of NOA Sessions
- Conducting and Managing the Reflection Sessions
- Evaluating Participants Performance – criterion-referenced and norm-referenced
- Role, Responsibilities and Tasks of facilitators in NOA Sessions – Planning, Budgeting, Coordinating, Safety & Security Measures, Documentation, Report Writing, Protocol

## Course strategy

The course will require active participation and interaction both in intra-group and inter-group activities. Participants will be required to demonstrate selected

skills of training methodology, training techniques and the management of group discussions and critique sessions. Trainers will act as facilitators, resource personnel and tutor coaches as the situation and the discussion warrant it.

## **Schedule**

This is a four-day residential course scheduled to be held between 14 and 20 March 2015.

14–15 March 2015 (Theory)

16–20 March 2015 (Practicum)

**Venue:** Olympic Sports Complex

**Room:** 3rd Floor, OCM Training Hall

**Address:** Wisma OCM

Jalan Hang Jebat

50150 Kuala Lumpur

Malaysia

## **Participants**

The course is specially designed for graduates of the IOA Session in Athens, Greece and participants of NOA Sessions who wish to contribute towards NOA/IOA programs. The course is also suitable for people from the National Sports Associations (NSAs) and members of educational institutions who have interest to become trainers/facilitators in sports-related developmental programs and leadership training programs. The ideal number of participants for this course is 30.

## **Course facilitators**

The facilitators of the course will be the Director of NOA, experienced facilitators of the NOA and IOA programs and invited experts from relevant training institutes and organizations, from the OCM, the NSA's and institutes of higher learning.

## Certification

Participants who attend all the sessions of the program and actively participate in the learning activities and complete all assignments will be awarded a certificate of participation awarded by NOA/OCM.

### NOA/OCM Human Resource Development Program

#### Training of Trainers (TROT) for NOA Session

<b>Program Schedule (14th –15th March 2015)</b>	
<b>Day 1</b>	
9.00 am – 9.30 am	Welcoming Address & Course briefing
9.30 am – 10.30 am	Group Dynamics
10.30 am – 11.00 am	Coffee Break
11.00 am – 12.00 noon	Purpose, principles and techniques of group dynamics
12.00 pm – 1.00 pm	The Philosophy and ethos of NOA Session
1.00 pm – 2.00 pm	Lunch break
2.00 pm – 3.00 pm	The curriculum and training model of NOA Session
3.00 pm – 5.00 pm	Training vs Teaching vs Education Andragogy vs Pedagogy vs Heutagogy
<b>Day 2</b>	
9.00 am – 10.30 am	The Skills of Training and Trainer’s Characteristics
10.30 am – 11.00 am	Coffee break
11.00 am – 12.30 pm	The Roles, Tasks and Responsibilities of Facilitators
12.30 pm – 2.00 pm	Lunch break
2.00 pm – 3.00 pm	The Skills of Training
3.00 pm – 5.00 pm	The Skills of Training (practicum)
5.00 pm – 6.00pm	Training Methodology for NOA Session
Day 3 – Day 7	The Skills of Training (practicum)

Participants will be guided by the trainers to facilitate and have hands-on session during the running of the 18th NOA session from 16-20th March 2015.

## OLYMPIC EDUCATION PROGRAM “ME YOU WE” IN THE NETHERLANDS

**Fabienne VAN LEEUWEN (NED)**

*Project Manager, NOC\*NSF Olympic Education, The Netherlands*

Hereby we present a short overview of our Olympic education program in the Netherlands, but also a part of the process we went through over the last two years with Olympic education.

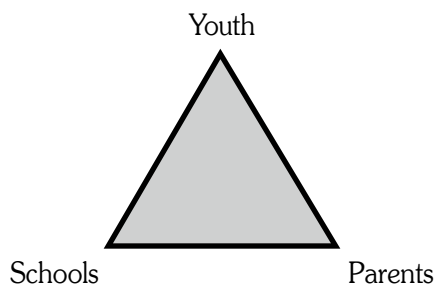
Olympic education is a lifelong process forming a bridge between the Olympic Movement and daily life. The main goal of Olympic education is to promote the harmonious development of children and encourage participation in sport, which is, in my opinion, more important than a victory at the Olympics. Olympic education makes the Olympic values accessible on and beyond the sports field.

Since sport is becoming an increasingly important part of society, its influence on our activities and behaviour is increasing, too.

Due to the development of sport in our society, our NOC has adapted the social context its principles and main goals. Olympic education complements various domains within this new stance of the NOC including socialisation, education, social cohesion and promoting the values and norms of sport.

The Olympic education program can easily be expanded by connecting to projects within NOC. Not only conceptually but also by spreading the network in which it operates. This overlap helps to sustain communication about value-based education in and around sports throughout the year. This allows the NOC to promote Olympic education in an integrated way and work towards a well-rounded communicative youth strategy.

Our Olympic education program is aimed at children through their formal education and parental involvement.



With this threefold approach we achieve an optimal transfer of information and can reach our target audience with the highest success rate.

Our educational concept is based on activation, information, amusement and participation in the context of excellence, respect and friendship, with the Olympic Games as reference.

We have designed a campaign to communicate these Olympic values to the public. Our NOC has chosen to focus on three core values based on the IOC campaign: excellence, respect and friendship.

All other Olympic values can be classified under these three value categories.

These three values perfectly encapsulate the communication message towards our target group; also, they comprise the content of our Olympic education material.

These values need to be attractive to a young audience and presented in a way that makes for understanding and access. Taking this to account we translated the three complicated terms in a way that triggers the audience's interest.

## **ME YOU WE**

ME: I am making the most of my potential = Excellence

YOU: Respect yourself, respect the others, respect the context of sport

WE: We are creating a connection = Friendship

ME YOU WE enforces the principles of a way of life

ME YOU WE Program: [www.nocnsf.nl/educatie](http://www.nocnsf.nl/educatie)

– Digital value-based school lessons during the Olympics, every two years for primary schools

- School visits by former elite athletes (Olympic Day)
- Olympic Museum
- Olympic birthday parties
- Mission Olympic Event, for secondary schools
- Olympic Film Education
- Olympic musical (theatre play)

To implement our activities we have project partners like a national youth broadcast company and a national youth newspaper. Collaborating with these strong strategic project partners increases the reach and impact on youth on a national level.

The Olympic education logo is now a part of a combined logo with NOC aiming emphasize the visual connection with NOC: Olympic education in the Netherlands is no longer dependent on one effort only, but now, on the combined efforts of all NOC members.

## POLISH OLYMPIC ACADEMY: INITIATIVES AND ACTIVITIES IN 2006–2014

**Katarzyna DEBERNY (POL)**

*Member, NOA of Poland*

In 2014 the Polish Olympic Academy had its 30th anniversary. The Polish Olympic Academy (POA) was founded in 1984 as the social authority of the Polish Olympic Committee. Its first meeting was held in Warsaw on the 65th anniversary of the Polish Olympic Committee. Poland Academy members are scholars, journalists and activists. Currently it has 44 members. The main task of the Polish Academy is to promote research on Olympism, organizing conferences, publications, exhibitions, initiating co-operation, in the country and abroad, with Olympic sports associations and regional centers.

On the occasion of the Anniversary, the Academy published an anthology of texts on Olympism and Olympic education titled “The Polish Olympic Idea”. The POA co-arranges competitions “Olympic Laurels” in the field of literature and art, established in 1967, these are a special prize of the Polish Olympic Committee under the patronage of the Ministry of Culture. The first Olympic Laurels were awarded in 1969 (thirteen editions so far, one every four years). The prize is granted for outstanding artistic achievement of Olympic themes in architecture, various fields of literature, the visual arts (painting, graphic art, sculpture), music, film and photography. So far 112 gold, silver and bronze Olympic Laurels (in the form of a medal) and 52 special nominations have been awarded.

Representatives of the Academy are also involved in the meetings for the award of the *Kalos Kagathos* medal. The *Kalos Kagathos* medal has been awarded since 1985 also to prominent athletes who, after or during their sporting careers, have also been very successful outside sports. The head of the Award

Committee is Rector of the Jagiellonian University. Members of the Committee are: representatives of the Jagiellonian University, delegates of the Polish Olympic Committee, representatives of the Editorial of the *Sport Review (Przegląd Sportowy)* and the Polish Olympic Academy. The name of the medal comes from the Greek term “*kalos kai agathos*”. This term conveys body efficiency achieved through exercise combined with the benefits of character; virtue, generosity and moderation. So far 56 *Kalos Kagathos* medals have been awarded.

The Academy is also the initiator of competitions on doctoral and master theses carried out on Olympic education and Olympism. The POA cooperates with Polish universities in the field of education regarding sports promotion.

For several years the POA has published the magazine *The Olympic Almanac*. The Polish Olympic Academy also participates in Olympic education. It initiates a public debate about the mission of the Olympic Movement, its current status, perspectives and possible risks.

A special place in the work of the Academy has always been occupied by conferences, sessions and publications. In this way, the Polish Olympic Academy has become a major place in Poland for the discussion, confrontation of views and creating an intellectual image of the Olympic Movement.

In recent years, the Academy paid special attention to the promotion and popularization of winter sports in Poland as well as the Winter Olympic Games of 2022 and the promotion of the candidate city, Cracow. POA's member, Professor Zbigniew Porada published the first book in Poland devoted solely to the Winter Olympic Games *Winter Olympic Games 1924–2006*. This book is the first Polish publication devoted solely to the Winter Olympic Games, showing the origins as well as their history. Also it includes a complete set of results, covering the period 1924–2006, and profiles of the greatest athletes competing in these Olympics. There is also a list of all the countries participating in the Winter Olympics, together with their most important achievements. The book also includes detailed assessment of the achievements of Polish sportsmen as well as a list of all the Polish players competing in the Winter Olympics. This book was awarded the Silver Olympic Laurel.

The Polish Olympic Academy endorses annual educational conferences in conjunction with the Museum of Sport and Tourism in Warsaw and the Academies of Physical Education.

The Polish Olympic Academy celebrates historical memory in “All Souls’ Day of Olympic Games”, e.g. poetry meetings dedicated to the memory of deceased Olympians and Olympic Movement activists.

The Warsaw and Krakow exhibition of sport exlibris contributes to sustain the memory of important events connected with the Olympic Movement.

Furthermore, the Academy was an organizer and a participant in discussions on aggression in sport, the fight against doping and the threats against Olympic ideas. Chaired by a member of the Academy, Professor Jerzy Nowocień, team works for international educational cooperation.

The Academy has assured the continuity of work. The Young Wing has been active since 1996. It brings together young researchers of various specialties, activists and journalists, all of whom have attended the Sessions of the International Olympic Academy in Olympia and worked in the field of Olympic Education. Young Wing members participate as observers in all meetings of the Polish Olympic Academy along with leading their own autonomous activity. It is noteworthy that in recent years more than twenty people from the Youth Wing received PhDs.

## ROMANIAN OLYMPIC ACADEMY: ANNUAL REPORT 2014

**Anita STEREA (ROU)**

*Academic Researcher, NOA of Romania*

**Doru COSTICA (ROU)**

*Marketing Manager, NOA of Romania*

In 2014 Romanian Olympic and Sports Committee celebrated the 100th anniversary of its founding and numerous important activities took place to honour this event. The Romanian Olympic Academy (ROA) was actively involved in this celebration.

The National Olympic Academy has developed a series of national programs designed to involve and familiarize Romania with the Olympic values. One can notice the accent on educating children and young people, as it is our belief that this is where we can achieve the greatest long-term impact.

The priorities we aim to focus our future programs on include: prevention, discouragement and sanctioning of doping; fighting discrimination in all its forms; discouraging verbal and physical violence; promoting fair play, excellence, friendship and respect; promoting volunteering.

The ROA annual programs for children are as follows:

On 6 April 2014 the International Day of Sport for Development and Peace was organized for the first time. This event was celebrated in a school in Bucharest with the participation of pupils from six schools.

### **The Olympic Day**

The Olympic Day is one of the most popular activities organized by ROA. People of all ages are encouraged to take part in the Run, with such events hosted in every

county where ROA's branches are active. Fifty Runs were organized in 2014 with more than 5,000 participants finishing the race. Last year the event was organized by the capital city of Bucharest. We tried to achieve wide participation and high public visibility. There was an obvious interest to underline the attitude of towards respect and protection the natural environment and the cultural-artistic dimension specifically for Olympism. The activity was carried out on 13 June in Tineretului Park. In all counties, the Olympic Day was celebrated in various forms.

### **3rd Millennium Olympic Schools Pentathlon**

3rd Millennium Olympic Schools Pentathlon aims to educate children on the Olympic ideals, the Olympic symbols, and Fair Play, all while supporting a well-rounded approach to children's development on multiple levels: physical, intellectual, emotional and behavioural.

The events are: 30m sprint; long jump; ball throw; quiz test on Olympic themes; artistic event of choice from: literature, music, painting, recital, eurhythmic and dance.

There are three age-categories in the competition: 7-10, 11-14, 15-18 years, all with regional and national phases.

### **Olympic Colours Relay**

This annual event with a legacy of more than 30 years takes place in Sirnea, Brasov County and celebrates the Olympic Day. The event recreates the Olympic ceremony and educates the locals, pupils and teachers from the Brasov County, on Olympic topics.

### **The Olympic Games in Children's Imagination**

The Olympic Games in Children's Imagination is a national art contest for children. There are three age categories in the competition: 6-10, 11-14, 15-

18 years, all with a regional and a national phase. This program is supported by NOC Romania, Ministry of Education, IOC through Olympic Solidarity and sometimes EOC. More than 1,000 works have been submitted in the competition throughout the years. The best art papers are presented annually in Bucharest at an exhibition in the Sports Museum.

The 23rd edition will be carried out there in 2015.

### **A Fountain Pen named “Fair Play”**

This is a national literature, creative writing and sports journalism competition for pupils in the fields of poetry, prose (fiction) and sports features, on topics like the Olympic spirit or values. There are three age-categories in the competition: 7–10, 11–14, 15–18 years, all with regional and national phases. The event started in 2006 and has been organized annually from that year until today. This program is organized by NOC Romania, the Ministry of Education and supported by the IOC and sometimes EOC.

Also during 2014, the *Olympic Guide* was distributed to all ROA's branches and Olympic Clubs. The *Olympic Guide* is a toolkit for the general public that aims to show the impact of Olympism in modern society.

In August 2014, the directors from all the Local Olympic Academies had a three-day training session at Izvorani. The aim of these meetings was to facilitate the necessary exchange of experience and create a new means and ways for the development of ROA activities in the future; designing, launching and scheduling some new Olympic education actions and concrete activities for pupils and students at local and national level.

NOC Romania was also represented at all Sessions organized by the International Olympic Academy in 2014. NOC Romania also sent a representative to the Olympic Master Program 2014–2016, organized by the International Olympic Academy and the University of Peloponnese.

We would say that ROA accomplished the goals for 2014. NOC Romania and ROA wish to thank the IOC, Olympic Solidarity and EOC, as well as the International Olympic Academy, for their continuous and friendly support.

## THE 5TH INTERNATIONAL YOUTH OLYMPIC CAMP “ROAD TO RIO”

**Dr Zdenka LETENAYOVA (SVK)**

*Board Member, NOA of Slovakia*

Please allow me to present an event that has crossed national borders within the projects of the individual National Olympic Academies focused on spreading the Olympic spirit among young people.

The 5th year of the International Youth Olympic Camp named “Road to Rio” was held in Slovakia on 12–18 July in the beautiful mountain scenery of the High Tatra Mountains. The camp is organised by the Slovak Olympic Committee (SOC) in cooperation with the Slovak Olympic Academy with support from the SOC’s Fair Play Club, the SOC’s Environmental Committee and the High Tatras Olympic Club. The club is financially supported by IOC Olympic Solidarity, the Ministry of Education, Science, Research and Sport and Slovenská olympijská marketingová, a.s.

The five to seven day camp (depending on funding for the given year) regularly welcomes children from Slovakia and five-member teams from the Czech Republic, Poland, Hungary and Ukraine. The camp’s language is English. Three of the most successful schools from Slovakia competing in an Olympics-based knowledge competition, are competing for a chance to participate this year; the competition itself is held online using the Slovak Olympic Committee’s website. The SOC selects the fourth school, with priority given to schools focused on Olympic training. Every day in the camp is devoted to a variety of competitions, quizzes and physical activities, some of which are Olympic events. The first day is also a chance for the campers to get to know each other, present the countries they represent as well as their national Olympic Movement and traditions and to play games to

introduce themselves. The children compete in mixed five-member teams, symbolic of the five Olympic rings. Individual days are devoted to meeting Olympians and attending press conferences with them, where children play the role of journalists, visiting luge training, going white-water, rafting, planting trees, an Olympic knowledge competition, and visiting the local skiing museum. Of course, this year's "Road to Rio" will include an art competition to design a poster for the Olympic Games and a really Brazilian Carnival.

## THE SPANISH OLYMPIC ACADEMY

**Pablo GALÁN (ESP)**

*Member, NOC of Spain*

*Secretary, NOA of Spain*

### **International Olympic Academy**

- Foundation date: 1961
- The President of the Spanish NOA, Conrado Duránte, attended the very first Session of the foundation of the IOA in Olympia in 1961
- 50th Anniversary

### **Spanish Olympic Academy**

- Foundation date: Madrid 1968. Conrado Duránte. First NOA in the world
- Official sessions:
  - XLVII Session Catholic University of Murcia – February 2015
  - Attendance of students from the University Pablo de Olavide of Seville in the 54th International Session for Young Participants in Olympia
  - International Congress on the History of the Olympic Movement in Seville from 4 to 5 November 2014
  - Attendance of the President of the Spanish NOA, Conrado Duránte, in the General Assembly of ODEPA, where the publication of the *Manual of Olympism* was approved (January 2015)
- Congress of Alumni
- Publications (books, conference publications, spread programs, etc.)
- Exhibitions (Olympic posters, Sessions)

### **Centers of Olympic Studies (CEO)**

- Goals: Increase the number of CEOs
- New CEOs, 2014:
  - Faculty of Physical Education of the University Castilla la Mancha (UCLM) of Toledo
  - City Council of La Nucía (Alicante)
  - European University of Madrid
  - Girona University
- Biannual Congress of CEO. Last Congress held in Noja, Cantabria in 2013

### **Spanish Pierre de Coubertin Committee (CEPC)**

Activities:

- Last meeting of the CEPC on 13 November 2014 in Madrid
- The President Conrado Durántez attended a meeting of the International Pierre de Coubertin Committee in Speyer (Germany) from 21 to 22 November 2014
- Illustrated Exhibition of Pierre de Coubertin in Comillas (Cantabria)
- Spanish Post Service: Stamp of Pierre de Coubertin which is going to be issued in 2016 on the occasion of the Olympic Games in Rio de Janeiro (Brasil)

### **Paniberican Association of Olympic Academies (APAO)**

- Foundation date: 1988, Madrid
- List of Congress celebrated. Last Congress in Lisbon 2014
- Change of name from AIAO to APAO (2002)
- President Conrado Durántez attended the NOAs Session of the following countries:
  - Colombia (Bogotá, April 2014)
  - Guatemala (Retalhuleu, July 2014)
  - Angola (Luanda, July 2014)
  - Argentina (Buenos Aires, October 2014)

### **Spanish Union of Olympic Philately (in Spanish UEFO)**

- Foundation date: 1996, Madrid
- Sebastián Sabaté
- Activities (Exfilna Trophies, Juvenia, Filatem)
- Last meeting of the Members of the UEFO in Barcelona on 12 November 2014
- Stamp issued by the Spanish Post Service: (XXX Anniversary, Spanish NOA, Centenary of the Spanish NOC)
- Personalized stamps issued
- Philatelic Olympism Magazine (*Olimpismo*)
- Participation in Olympic Exhibition (Olympex)
- Attendance by Pablo Galán as representative of the UEFO at the Foundation of the AICO (International Association of Olympic Collectors) in Lausanne, May 2014

# ENHANCING INTEGRATION THROUGH REGIONAL CONNECTIVITY: A NEO-FUNCTIONALIST APPROACH FOR SOUTH ASIAN INTEGRATION THROUGH A REGIONAL OLYMPIC ACADEMY

**B. L. H. PERERA (SRI)**

*Director of Academic Programs, NOCSL*

*Director of the National Olympic Academy of Sri Lanka*

## **The work of the National Olympic Academy of Sri Lanka**

The National Olympic Committee of Sri Lanka (NOCSL) has already taken a number of steps as an initiative to develop regional integration to move forward in developing the National Olympic Academy (NOA) concept further. The National Olympic Academy was established in 2001. It conducted fourteen National Olympic Academy Sessions (NOAs); some of the Sessions were represented by the regional counterparts from South Asian region. After reviewing the comments, NOCSL has the picture of regional interaction in conducting NOA Sessions in Sri Lanka. The 15th Session of NOA will be held in October 2015 with strong South Asian region representation in Sri Lanka. The objective of this report is to address the positive impact of the regional integration of NOAs based on a neo-functional approach to strengthen the work of the International Olympic Academy (IOA).

## **Introduction**

The South Asian region is unique compared to most other regions in the world, for a number of reasons: home to 23% of the world's population, speaking

more than 20 major languages and geopolitically diverse (Bose & Jalal, 1999, 4), it stands out for its uniqueness. Due to a number of economic, social and political reasons, the same region is identified as the “least integrated region in the world” (Tripathi, 2012).

### **Positive approach**

As a positive factor, the region shares a common cultural and historical bond, but socially it is in a deadlock in finding solutions to sets of problems ranging from poverty and illiteracy to unemployment. The list of problems goes on, but it suffices to state that countries of the South Asian region are still struggling to improve their quality of life. The South Asian Association for Regional Cooperation (SAARC) is an economic and geopolitical organization looking into a number of important issues related to the region, and the South Asian Games (SAG) was primarily established to organize events to build connection in the region through sports.

### **Factors concerning integration**

The factors concerning integration were discussed in a number of forums, but not through the prism of *Olympic Education*. There is a need for concerted interaction in order to identify the functional cooperation within the region through Olympic ideals under the guidance of the International Olympic Academy (IOA) and Olympic Solidarity. This opportunity is expected to create links within South Asia under the leadership of the National Olympic Committee of Sri Lanka (NOC SL). Further, this action is expected to create a unique interest among youth to exchange ideas and thereby accelerate the pace of integration. I have reported, the change of NOA Sri Lanka in the 12th Session here in Olympia as follows:

*The sport culture is at a very critical juncture, simply due to the failure of trust among governing elements of sports; therefore NOA needs an overall*

*change in its approach, broader concepts, selecting target segments and revision of the program.*

In this connection NOCSL firmly believes that the approach we take in our work needs to have a strong theoretical base and to be practically sensible to our region.

### **Neo-functionalist approach**

Functionalism is a predictive theoretical framework of governance, which aims to establish balance in society, understand human needs, and prioritize them over relations of power. Hence, through functionalist logic, the establishment of the Regional Olympic Academy (ROA) in the South Asian region has positive impact. It is expected to increase sovereignty, create social intergration, exchange experience, establish projects and measures, promote socially disadvantaged groups, encourage cross-border cooperation between individual sport and organisations thus creating specific incentives and setting awareness-building measures for the relevance of sport to the integration within communities.

Mitrany (1966) suggests a: “spreading web of international activities and agencies, in which and through which the interests and life of all the nations would be gradually integrated”. Promoting regional NOA is a solution to a number of social and economical deadlocks. Looking through the “prism of Olympism” the functional areas would create strong interactions, since “social interdependence is all-pervasive and all-embracing and, if it is organized, the political side will also grow as a part of it” (Mitrany, 1966, 112).

### **Regional Olympic Academy (ROA)**

The South Asian geographical canvas is considered as a positive factor in the formation of SAOA and it is expected to generate its own dynamism, in a traditional sense.

In the year 2010 Sri Lanka celebrated the 10th NOA Anniversary with four regional counterparts’ participation:

<b>Regional Counterpart</b>	<b>Number of Participants</b>
India	3
Pakistan	3
Maldives	4
Bangladesh	4

It was an opportunity for academy participants to interact, build a culture of consultation and dialogue and further promote regional integration or cooperation. In the 14th Session of NOA, the NOCSL discussed the region's deeply rooted value-system to promote Olympism, handle formidable tasks, and advance sport not as a commercial product but as peace-making activity.

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## NATIONAL OLYMPIC ACADEMY OF UGANDA (NOAU)<sup>1</sup>

**Gabriel W. J. OLOKA (UGA)**

*President, NOA of Uganda*

**Isima IGA (UGA)**

*Coordinator, NOA of Uganda*

The NOAU remains a constitute program of the Uganda Olympic Committee (UOC) charged with the responsibility to disseminate the Olympic ideals and Olympic values, as well as to study and apply the universal education and social principles of the Olympic Movement in Uganda.

The NOAU was established in 1998 and remains operating within the NOC's framework. Fully launched in March 2013, the NOAU designed its Strategic Plan with the following goals:

<b>Vision:</b> Living the Olympic values.	<b>Strategic Approach:</b> <b>1. Engage &amp; Educate</b> We will engage as many young people as possible and the entire nation's Olympic Movement through Olympic education.
<b>Mission:</b> To promote Olympic values and Olympic ideals in Uganda through Olympic education.	<b>2. Motivate</b> We will continue to employ trained persons as trainers and educators in Olympic education. <b>3. Sustain</b> We will build a sustainable framework of Olympic education to ensure its long-term success in the spirit of the Olympic Movement.

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1. The presentation was made by Mr Isima Iga.

## **NOAU activities 2014/15**

The NOAU has been very active in promoting Olympic values through Olympic Values Educational Programmes (OVEP). The following are some of the activities implemented by the NOAU in 2014/15:

### ***Uganda Olympic Schools Program***

Through this program, the NOA trained over 50 Physical Education teachers from 50 Primary and Secondary Schools around the country. These teachers were trained in the Olympic Values Educational Programme (OVEP). Teachers were trained on how to use the OVEP Toolkit of the International Olympic Committee (IOC) in administering Olympic education.

The training of Physical Education was carried out on Friday 5 September and Saturday 6 September 2014 at Rock Classic Hotel, Tororo, followed by another workshop on Friday 11 September and Saturday 12 September 2014 at the Imperial Royale Hotel, Kampala, which saw the teachers from Central and Western region of the country being trained in OVEP.

### ***Olympic Values Literacy Initiative 2015***

In a bid to reach as many young people as possible with the power of the Olympic values, the NOAU has used educational activities as a vehicle to diffuse and inculcate the values. The Olympic Values Literacy Initiative 2015 included the following educational activities which saw over 800 students and young people becoming acquainted with the Olympic values and the spirit of Olympism.

- i. Olympic Values Debate Championship, as held on Saturday 21 February 2015 at GEMS Cambridge International School, Kampala. This event saw over 100 students gathering and challenging each other in Olympic values and in the ideals of Olympism.
- ii. Olympic Values Junior Debate Championship, also held on Saturday 21 February 2015 at the same venue. This event gathered children aged 12 who engaged in the junior debate. They also challenged each other in Olympic values as a means to promote the Olympic spirit.

- iii. Olympic Values Literature Contest attracted some 300 pieces of scripts including essays, poems and articles, all of which were centered on Olympic values and defining the Olympic Movement.
- iv. Olympic Values Art and Sport Contest attracted over 50 pieces of art including paintings, graphics etc., all of which were presented by students and centered on Olympic values, stressing the fundamental principles of Olympism.
- v. Symposium on Olympic Values, as held on Saturday 7 March 2015 at GEMS Cambridge International School, Kampala. This event gathered five Olympians who inspired young people about engaging in sport and promoting Olympic values. Stephen Kiprotich, the London 2012 Olympic Marathon Gold medalist, emphasized that the Olympic Movement is not all about winning, but about participation.

At the Symposium's discussions the students presented their interests and objectives within the Olympic Movement in line with the Olympic values.

## **Conclusion**

The NOAU focuses on its role in promoting Olympic education through its various programs in 2015, through activities, such as the Annual National Sessions, and through Library and Museum programs, among others.

## CONSOLIDATION OF SPORT FEDERATIONS AND SPORT CLUB MANAGER EDUCATION AND TRAINING

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### **Introduction**

The importance of sport has been repeatedly acknowledged by prominent organizations like the United Nations (*Sport for Development and Peace: Towards Achieving the Millennium Goals*, 2003) and the European Union (*White Paper on Sport*, 2007). The Canadian Centre for Ethics in Sport (2008, p. vii) eloquently summarizes the significance of sport underlining that

*[...] there is now evidence that sport's benefits go far beyond the positive health effects of physical activity that have long been understood. A growing body of research points to community sport's fundamental role as a primary generator of social capital and related benefits across a broad spectrum of societal goals including education, child and youth development, social inclusion, crime prevention, economic development and environmental sustainability.*

These benefits have led to a growth in the demand for sport. According to a Eurobarometer survey (2004), approximately 60% of European citizens participate in sporting activities on a regular basis within or outside some 700,000 clubs, which are themselves members of a plethora of associations and federations. This growth in demand for sport has led to rising requirements for professionalism in the management in sport clubs, federations and other

sport related organizations (e.g., Municipal Sport Organizations) (Horch & Schütte, 2003).

As technology pushes knowledge forward in an unprecedented way in all fields, constantly changing the social, political, cultural, economic and business environment, sport managers need not only to continuously keep up with all these changes but also prepare the future of sport. However, despite the significance of sport and the multimillion-dollar sports-related businesses evolving around it, it has been noticed that sports and athletic organizations are being managed by individuals, most of who have little, if any, formal academic preparation for their job (Parkhouse & Ulrich, 1979; Gargalianos, 1996).

## **Purpose**

The purpose of this paper is to: a) underline the importance of sport administrators' education and training and b) suggest a method for consolidating their education and training.

## **Methodology**

The methodology used to implement this paper was mainly the review of literature.

## **Results/discussion**

Every person who works in the sport management field feels how important education and training are in many aspects of their everyday duties and most probably this is the reason why the *Olympic Charter* (2013), article 27 (Mission and Role of the NOCs, p. 54) clearly states that one of the NOC roles is:

- 2.4. to help in the training of sports administrators by organizing courses and ensuring that such courses contribute to the dissemination of the fundamental principles of Olympism.

Also, in the *Agenda 2020* (IOC, 2014) Recommendation 22 (“Spread Olympic values-based education”) suggests that:

3. The IOC identifies and supports initiatives that can help spread the Olympic values.

Moreover, UNESCO, in the *International Charter of Physical Education & Sport* (1978), article 4 (“Teaching, coaching and administration of physical education and sport should be performed by qualified personnel”) requires that:

- 4.1. All personnel who assume professional responsibility for physical education and sport must have appropriate qualifications and training. They must be carefully selected in sufficient numbers and given preliminary as well as further training to ensure that they reach adequate levels of specialization.
- 4.2. Voluntary personnel, given appropriate training and supervision, can make an invaluable contribution to the comprehensive development of sport and encourage the participation of the population in the practice and organization of physical and sport activities.
- 4.3. Appropriate structures must be established for the training of personnel for physical education and sport. Personnel who have received such training must be given a status in keeping with the duties they perform.

Also, the Council of Europe, in the *European Sports Charter* (2001), article 9 (“Human Resources”) requires that:

1. The development of training courses by appropriate institutions, leading to diplomas and qualifications to cover all aspects of sports promotion shall be encouraged. Such courses shall be appropriate to the needs of participants at all levels of sport and recreation and designed both for those working voluntarily or professionally (leaders, coaches, managers, officials, doctors, architects, engineers, and others).
2. Those involved in the leadership or supervision of sports activities shall have appropriate qualifications paying particular attention to the protection of the safety and health of the people in their charge.

The key concept for education and training is the development of competencies which are necessary for sport managers to efficiently perform their

duties. Lambrecht (1991, p. 34) defined a competency as being “a knowledge, skill or attitude needed to succeed in one’s professional life”. Tungjaroenchai (2000) and Frisby (2005) argued that the term competency implies that an individual must have a specific ability or capability needed to perform a particular job effectively. Pickett (1998, p. 104) presented competencies as “[...] the sum of one’s experiences and the knowledge, skills, values and attitudes one has acquired during their lifetime”. Appendix 1 summarizes the competences sport managers need to have in order to perform their duties in an efficient way and the research that has been done on this issue (Toh & Jamieson, 2000).

## Conclusions

Growing demand for sport has called for greater professional competencies in sport managers in Taiwan (Ko, Henry, & Kao, 2011), Germany (Horch & Schütte (2003) and other countries. Horch & Schutte (2003) suggest that sports organizations in Germany need specially trained professional sports managers, that is, experts who understand not only about general business administration but also about the particularities of sport products and organization. Hence, there appears to be a need to design and implement a curriculum for sport organizations’ managers (Lambrecht, 1987).

NOAs can play a significant role in the education and training of sport administrators in their respective countries. Implementing the requirements set by the *Olympic Charter*, article 27 (IOC, 2013), the *International Charter of Physical Education & Sport*, article 4 (UNESCO, 1978), and the *European Sports Charter*, article 9 (Council of Europe, 2001), and following UEFA’s *Coach Education Programme* (2010), a 3-level system of education like the one outlined below could be established in order to provide sport clubs’ and federations’ managers knowledge useful to them in their duties:

### ***Level 1 – Local level (certificate)***

Emphasis on practical management skills useful to run sport clubs at a local level.

Reading material: IOC’s “Sport Administration Manual”.

***Level 2 – National level (certificate)***

Emphasis on management skills useful to run national sport federations.

Reading material: IOC's "Management of Olympic Sport Organizations".

***Level 3 – International level (certificate)***

Emphasis on management/communication/negotiation skills necessary for the representation of their sport and their national federation at an international level.

Reading material: To be compiled from various sources.

Moreover, the managers who want to further their education could make the effort to obtain a Master's degree and later a Doctoral degree from an accredited institution around the world.

In times when the management of sport is becoming increasingly global, complex and demanding, ensuring high quality sport management education is an important step in creating high quality sport managers (Skinner & Gilbert, 2007).

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## Appendix 1

Quoted from: Toh, K. L., & Jamieson, L. M. (2000). Constructing and validating Competencies of Sport Managers (COSM) Instrument: a model development. *NIRSA Journal*, 24 (2), 38–55.

**Table 1. Summary of Sport Management Competencies**

COMPETENCY	RESEARCHER (S)
Accountancy	Gouws (1993), Lambrecht (1987)
Budgeting	Case (1986), DeSensi et al. (1990), Lambrecht (1987), Parks & Quain (1986)
Business and Sport Law	Hatfield et al. (1987), Irwin et al. (1994), Nikolaidis (1995)
Business Procedures	Afthinos (1993), Chen (1993), Cheng (1993), Davis (1987), Ellard (1984), Farmer (1989), Hatfield et al. (1987), Irwin et al. (1994), Jamieson (1980), Jennings (1984), Medalha (1982), Montour (1982), NASPE/NASSM (1993)
Communications	Afthinos (1993), Case (1986), Chen (1993), Cheng (1993), Cuskelly & Auld (1991), Davis (1987), DeSensi et al. (1990), Farmer (1989), Hatfield et al. (1987), Jamieson (1980), Jennings (1984), Lambrecht (1987), Moore & Webb (1993), NASPE/NASSM (1993), Nikolaidis (1995) Paris & Zeigler (1983), Parks & Quain (1986), Ulrich & Parkhouse (1982)
Computer Skills	Davis (1987), DeSensi et al. (1990), Skipper (1990)
Economics	Gouws (1993), NASPE/NASSM (1993)
Energy Management	Skipper (1990)
Event Management	Afthinos (1993), Nikolaidis (1995), Skipper (1990)
Facility/Equipment	Afthinos (1993), Chen (1993), Jamieson (1980), Jennings (1984), Medalha (1982), Nikolaidis (1995), Skipper (1990)
Finance	Chen (1993), Cuskelly & Auld (1991), DeSensi et al. (1990), Irwin et al. (1994), NASPE/NASSM (1993), Nikolaidis (1995), Skipper (1990)
Governance	Jamieson (1980), Jennings (1984), NASPE/NASSM (1993)
Knowledge of Sport	Cheng (1993), Gouws (1993), Moore & Webb (1993), NASPE/NASSM (1993), Quain & Parks (1986)
Legality	Afthinos (1993), Hatfield et al. (1987), Irwin et al. (1994), Jamieson (1980), Jennings (1984), Montour (1982), NASPE/NASSM (1993)
Management Techniques	Afthinos (1993), Cheng (1993), Farmer (1989), Gouws (1993), Irwin et al. (1994), Jamieson (1980), Jennings (1984), NASPE/NASSM (1993), Nikolaidis (1995), Park & Quain (1986), Ulrich & Parkhouse (1982)
Marketing	DeSensi et al. (1990), Hatfield et al. (1987), Irwin et al. (1994), Montour (1982), NASPE/NASSM (1993), Nikolaidis (1995), Skipper (1990)
Money Management	Cheng (1993), Paris & Zeigler (1983), Quain & Parks (1986),
Officiating	Jamieson (1980), Jennings (1984)
Organization Management	NASPE/NASSM (1993), Ulrich & Parkhouse (1982)
Personal Fitness	Cheng (1993), Quain & Parks (1986)

**Table 1, continued**

<b>COMPETENCY</b>	<b>RESEARCHER (S)</b>
Personnel Management	Cheng (1993), Davis (1987), DeSensi et al. (1990), Ellard (1984), Farmer (1989), Gouws (1993), Medalha (1982), Montour (1982), Nikolaidis (1995), Paris & Zeigler (1983), Quain & Parks (1986), Skipper (1990)
Philosophy	Afthinos (1993), Jamieson (1980), Jennings (1984), Skipper (1990),
Planning and Evaluation	Davis (1987), Ellard (1984), Farmer (1989), Medalha (1982), Paris & Zeigler (1983)
Policy Development	DeSensi et al. (1990), Irwin et al. (1994)
Procurement and Security	Farmer (1989)
Program Planning	Cuskelly & Auld (1991), DeSensi et al. (1990)
Programming Techniques	Afthinos (1993), DeSensi et al. (1990), Ellard (1984), Jamieson (1980), Jennings (1984)
Public Awareness	Lambrech (1987)
Public Relations	Case (1986), Cheng (1993), Cuskelly & Auld (1991), DeSensi et al. (1990), Farmer (1989), Hatfield et al. (1987), Irwin et al. (1994), Medalha (1982), Nikolaidis (1995), Parks & Quain (1986), Quain & Parks (1986), Ulrich & Parkhouse (1982)
Public Speaking	Cheng (1993), Quain & Parks (1986)
Research	Afthinos (1993), Jamieson (1980), Jennings (1984), Medalha (1982), Nikolaidis (1995), Ulrich & Parkhouse (1982)
Resource Management	Ellard (1984), Skipper (1990)
Risk Management	Skipper (1990)
Safety/Accident Prevention	Afthinos (1993), Chen (1993), Davis (1987), Jamieson (1980), Jennings (1984), Montour (1982)
Scheduling	Case (1986), Skipper (1990)
Sport Science	Afthinos (1993), Jamieson (1980), Jennings (1984)
Sport Skills	DeSensi et al. (1990), Lambrecht (1987)
Supervision	Case (1986), DeSensi et al. (1990), Medalha (1982), Paris & Zeigler (1983), Skipper (1990),
Time Management	Cheng (1993), Quain & Parks (1986)
Writing Skills	Cheng (1993), Irwin et al. (1994), Quain & Parks (1986)

## CONTACT YOUTH...

**Gabriel BERNASCONI (FRA)**

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For the Olympic Movement as a whole, for all our Olympic Academies, youth is a priority. Pierre de Coubertin created the Olympic Games in order to revive a youth he felt was dying. The International Olympic Academy was created for youth. The world's youth celebrate the Olympic Games.

The world has of course changed significantly since the first Olympic Games of the modern era, in 1896. Society, leisure activities have evolved in all countries. Youth has of course followed the Movement, which is growing faster these last twenty years. The diffusion of mobile phones, satellite TV, the Internet, social networks, video games, solar energy, etc., have changed habits substantially in order to create new trends.

The Olympic Movement also has learned to adapt. Despite the difficulties, the International Olympic Committee has gone through the 20th century, perpetuating and enlarging its cause: Olympism. The Olympic Movement, due to its sustainable development and the social and economic legacy of the Games and its cooperation with the UN, has become a major player of international society.

In this sense, youth is no longer simply the object of its concerns and action; it has taken on a responsibility which must be carried through.

President Rogge, by creating the Olympic Festival of European youth, followed by the Youth Olympic Games, was fully aware of the stakes. Thomas Bach continued in his steps and promoted the Olympic message among youth.

New disciplines, global development and digital content, soon followed by television, the IOC, through these, is looking for dialogue with youth.

In France, too, the Olympic Movement multiplies its initiatives for youth; the French National Olympic Academy, which was established in 1994, participates in this dynamic process through actions that are adopted individually or shared with the French National Olympic Committee. Empirical approaches, closer contacts with the Ministry of National Education and schools, as well as the use of sports events and digital technology, pave the way that was taken by the French Olympic Movement towards youth.

### **Empirical approaches for different youths**

Youth is not monolithic. Between a six-year-old boy who must become a man and a nineteen-year-old young man who must mature, the approaches and mechanisms that need to be implemented in order to raise their awareness of sport and Olympism are of course different, just like the difference between a student and a top performance athlete of the same age. At the international level, the diversity of conditions and means is, certainly, more important. It is therefore difficult to find effective means in order to address all people.

National Olympic governing bodies can, of course, rely on the actions undertaken by the International Olympic Movement, starting with the Games that raise awareness of Olympism all over the world. In a similar way, the selection and training of the participants at the IOA's Sessions is inescapable. For the French NOA, they make it possible to expand the Olympic family and renew ideas and initiatives, since all participants at an IOA Session automatically join an NOA commission, which is called the relay of Olympia. The French NOA therefore forms a pool of young people who wish to invest in the Olympic Movement.

Moreover, the French NOA has always made sure it reaches different youth audiences. Its Centre for Olympic Studies every year offers four study grants aimed at doctoral candidates. The subjects, which are selected together with the CNOSF (French National Olympic Committee), pertain to problematic issues of the Olympic world in the field of human and social sciences.

Relays with the arts schools and arts and sports contests in particular, the French NOA also produces educational tools. It has thus supported new media for children: roving exhibitions, board games, etc. With *Jo's trip to the Olympic Games*, the French NOC has also established partnerships with publishing houses in order to proceed with children publications.

To reach youth, direct actions are needed, as well as awareness-raising initiatives for adults and training programs for teachers. The "Olympism" file issued by the French NOA meets the concerns related to the training of educators. The French NOC follows a policy of access to the community responsibilities of young people in the sport-governing bodies via a commission that focuses on awareness-raising activities for voluntary involvement in sport and training courses for discovering the cogs of sports community life.

Another action that was tried and tested was CNOSF's involvement in the sports activities of the Youth French-German Bureau. Sports meetings and gatherings between the two nations, exchanges of high level athletes and grants take place each year over more than half a century.

### **Join school, hand in hand with the Ministry of National Education**

Children, however, spend most of their time at school, and it is in this context that the transmission of knowledge and the acquirement of healthy habits are achieved. Moreover, Olympism –as a cultural medium– realizes its educational dimension through a multidisciplinary approach. School is an excellent place for teaching the Olympic values to youth and raising their awareness on the practice of sport and its benefits.

The French NOA has also developed the concept of "science and sport" classes that approach sciences through sports activities, supported by video analyses of the human body's development. Seeing improvements in their performances, pupils react with enthusiasm and their interest in scientific teaching is renewed.

In 2006, the French NOA also initiated youth Olympic camps, an Olympic education program aimed at primary schools, in partnership with national education and a sports school federations, involving four to five classes in different

regions, which were prepared by teachers throughout the year and included a week of sport challenges organized according to the Olympic ceremonial, scientific workshops and meetings with champions. Seeing its success, the concept was repeated by the NOC, with a winter version initially and then at the regional level through the Olympic classes. Again, the plan of action consists of a discovery process in the class, followed by a gathering of pupils.

The accomplishment of these projects with the support of the school system required a closer link with the French NOC and the Ministry of National Education. The last master agreement, signed in 2013, is part of the reforms undertaken by the ministry, one of its main aspects being the assignment of school afternoons for activities of discovery, cultural, artistic, scientific, awareness-raising, etc. The agreement focuses, in particular, on encouraging the practice of diverse physical and sports activities, both at school, as a complement to physical and sport education, and in a community framework, during extracurricular activities.

For the first time, the sporting movement will meet directly with the school at national level. The idea is to instil children with the desire to go further, to learn and experience the sports club life. This, in turn, has led to the need on the federations' part to use their creative imagination regarding the activities that were proposed, but also assign activity leaders, teachers and trainers for children under twelve years of age.

### **Explore new ways through sporting events**

Whether these sporting events are of a high level or attract a large audience, they are an excellent opportunity for reaching young people. The Olympic Games were in fact born from this observation; so, let us salute the success of the London 2012 Games, which kept its promise to inspire a generation and appreciate the campaigns that were organized around the Paralympic Games and the British Paralympic team. That was when the concept of the superhero, dear to younger people, brought down the barriers. Let us also salute the innovation which the first Mediterranean Beach Games, to be held in Pescara, represent, and of course the highly expected first European Games of Baku, as well as the new events of the program, such as basket 3x3.

Without being the Games, any sports event can back an educational program. At the local level, let us simply mention the meeting with champions, the role models whom we know since Coubertin, who can have a great impact on young people. The CNOSF always organizes every year a stay with world or European medalists of the year and always plans a day with children in the host city.

On a different scale, let us mention the support program of the world rowing championship 2015, that saw the French Rowing Federation organize in the colleges the “Row in 5!” linking activities around nutrition and the practice of indoor rowing. As was the case with the World Football Cup 1998 or with rugby in 2007, this support, given to young people through an educational program, is now a must for significant events organized in France. Finally, at world level, we are all supporting the Olympic Day, which is an excellent opportunity for promoting sport and Olympism among youth.

Organizing the event, the meeting, the discovery and exchanges regarding the benefits of sport, this is the Week’s philosophy. Since 2009, this Week, which inspired the European Sport Week that will be held next September in the European Union countries, will address a different audience each day. One day will be devoted to school sport, another to universities and high schools, while weekends will be devoted to the public at large, with appropriate, free of charge activities and the possibility of discovering the heritage of sport. In 2014, the operation reached six million participants with 11,000 events; 6,500 schools participated, 45 sport federations were involved and 2,800 activities adapted for disabled athletes were proposed on 55% of the sites.

### **Mobilize new technologies**

World youth is more and more connected, and the future of Olympism will necessarily go through the digital universe. This is an opportunity that we must grasp. Like sport, the digital universe is transnational and trans-cultural. A video can travel around the globe in a few seconds. Even if you do not touch youth, you may touch someone else and disseminate the Olympic message all over the world. Isn’t this our objective? The digital world allows us to act and realize our cause outside our territories. We need to be more successful: the creation of a

friendly Internet site, animated social networks, event applications are just few steps towards this direction.

But everything is not always reachable. Internet sites that are easily created are at the root of a coherent digital universe. For young people, however, the site of institutions like ours is closer to a library. It is not a primary destination. A good communication with youth unavoidably goes through the social media: Facebook, Twitter, Snapchat, QQ, YouTube, Vkontakte. Being free of charge, they are used by an important and impressive part of the world's youth, which only waits for one thing: to receive content. Consuming information is more and more immediate and intense. This content should therefore be short, recreational, visual, graphic and varied, appealing to emotion, and in accordance with new communication modes, whose codes we have to master.

All these can be done without cost. Creativity, reactivity and time are the basic ingredients for good communication through the social media. A quiz, historic anecdotes, a reminder of the Olympic symbols do not cost anything, neither does the publication of a member of the Olympic family. It is important for us to connect, to show that we are a united family in the world and share our values. Now that the use of social networks sometimes entails dangers, youth need to see that there are reassuring forces, ideas that transcend nations striving for the progress of humanity and each person's well-being.

To reach youth you may need to change logo, build an Olympic candidature conceived for it and with it. At daily level, though, let us remember that children are not always touched and that, even as an adult, the child in us may well reappear in emotional moments.

## NATIONAL OLYMPIC ACADEMY OF GEORGIA: PRIORITIES, TARGETS, ACTIVITIES REGARDING THE OLYMPIC MOVEMENT AND EDUCATION

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The National Olympic Academy cooperates with various organizations across the country in order to develop Olympic education programs. IOA programs, namely, International Sessions for Young Participants, Seminars for the NOA Directors, International Sessions for the Postgraduate Students and other IOA annual activities, are of vital importance for the inclusion of youngsters and relevant sport specialists, to increase their awareness on the Olympic Movement, as well as to learn from and exchange experiences with other NOAs. Sharing knowledge and information helps us to plan new initiatives and programs for the further promotion of Olympic ideals and Olympic values in the country, with the active collaboration and direct involvement of the National Sport Federations, secondary schools and institutes higher education, local authorities and the Organizing Committee of the EYOF Tbilisi 2015.

Through the lectures of professors, teachers and officials of the Olympic Movement and through the group discussions that we have the opportunity to experience here during our stay, this Seminar encourages cooperation among the National Olympic Academies for our joint goal: the promotion of Olympic education programs.

The National Olympic Academy, which was founded in 1991, aims to support the Olympic Movement, Olympic sport and spread the ideas of Olympism.

Goals of the Georgian NOA:

1. To spread and promote the Olympic principles
2. To organize scientific events and research on the development of the Olympic Movement
3. To educate youth on the Olympic Movement and the philosophy of Olympism
4. To study the history of the Olympic Movement
5. To work out scientific projects on the training of Olympic athletes
6. To organize refresher courses for coaches who train the Olympic athletes.

In recent years the NOA of Georgia has paid more attention to Olympic education in Georgia and aimed at the promotion of Olympic principles among Georgian youth on different levels:

- the elementary school level – organizing sport competitions
- the secondary school level – organizing school competitions “Fair Play and Olympism in Youth Sport”
- the Academy level – lectures on Olympism (organized at the Academy of Physical Education and Sports of Georgia since 1997); annual Olympic essay-competitions for selection of participants in the IOA Sessions for Young Participants (the best essays have been published in the Georgian NOC magazine *Olympieli*)
- the post graduate level – selection of talented and goal oriented participants for the IOA Post Graduate Seminars, which is an excellent opportunity to study the Olympic Games, Olympic Movement and Olympism through active the work on individual scientific papers on Olympic studies.

The NOA of Georgia in cooperation with the NOC of Georgia organizes Seminars for Sport Administrators. Our NOA actively participates in round tables and conferences with relevant stakeholders to review and update the strategy of Olympic education in Georgia. The best promotion of Olympic education is achieved through textbooks, videos, posters, booklets and seminars, summer sessions combined with practical experiences like School Olympic Games and Olympism. In association with the NOC, our NOA is actively involved in seminars and various gatherings to promote Olympic studies and education among the young generation.

In 2014, the International Scientific Conference “Modern Olympic Movement, Olympics, Culture and Healthy Lifestyle, 13–17 October 2014” was held in Tbilisi, in cooperation with the Olympic Committee of Georgia. The main themes of the conference were: Scientific events and research on the development of Olympic sport; the promotion of Olympism and healthy life style. Participants presented their papers and conducted discussions on the above mentioned themes.

In 2014, the NOA of Georgia in cooperation with GNOC paid more attention to Olympic education on different levels. It organized seminars for sport administrators, in association with the NOC and it was actively involved in seminars and various gatherings to promote Olympic studies and education among the young generation.

It is noteworthy that in 2014 and 2015, NOA was actively involved for the first time in the Advanced Sport Management Courses organized with the direct support and assistance of the IOC Olympic Solidarity.

It is important that numerous Olympic publications were distributed to educational institutions of Georgia, not only in the cities but also to various regions – an initiative that will further promote education and raise the awareness of youth on the Olympic values.

The NOA of Georgia, in close cooperation with the NOC, takes part in the regular regional site visits propagating sport and the Olympic Movement among schools in the mountainous regions of Georgia. Legendary athletes, Olympic champions and prize winners are actively involved in this project, thus contributing to the significance of this event.

This year, NOA aims to participate in the IOA activities scheduled for the current year. Post-graduate students with relevant education and skills will be selected for the “Seminars on Olympic Studies for Postgraduate Students”. NOA plans to continue educational programs for secondary schools students, in order to increase the awareness of school children on Georgian Olympic history and the international Olympic Movement. NOA will also organize special lectures for various institutions countrywide, as well as conferences on the topic of Olympism and Olympic education. It will proceed to collaborate closely with all the relevant stakeholders, including the NOC, for the successful implementation of planned activities.

## THE HUNGARIAN OLYMPIC ACADEMY

**Lilla SZIJJ (HUN)**

*Member, NOA of Hungary*

The Hungarian Olympic Academy is one subcommittee under the umbrella of the Hungarian Olympic Committee. It covers the area of Olympic heritage, tradition, history, education and promotion of Olympism. Regarding heritage, our main responsibility is to involve and help our retired Olympic Champions keep their heritage alive by organizing different events with their participation. Furthermore, every year we organize commemorations in front of the marble board, with the list of the past gold medalists since 1896. The moment was inaugurated in 1994 by J. A. Samaranch, located at the Cemetery of Farkasret, Budapest.

We also nurture our Olympic tradition by organizing Olympic conferences every year on different related topics. For instance, the topic of our forthcoming conference is “Sportspeople, Olympians and the First World War”. Regarding history, we research on the topic of sport and civil life of our forgotten Olympians; furthermore, we run an Olympic Museum containing various books, leaflets, letters from the past, as well as materials connected to Olympic history. One of the most important areas is Olympic education and international relationships. It is very important for us to educate children on Olympic values, which are very important in our own lives as well. I would add respect, peace, equality, pursuit of excellence, friendship, fair play, involvement, and many others as values that are related to Olympism, besides those mentioned in the *Olympic Charter*. What we do is supporting the so called Olympic Schools, which have been established by the Hungarian Olympic Academy, by naming the given schools after a popular Olympic Champion. These schools are usually

interested in the topic of Olympism and operate more like sport schools. The Hungarian Olympic Academy organizes different sport competitions, Olympic quizzes, thematic Olympic camps, where students and pupils can meet our champions, honor and learn about them. By these activities they become acquainted with our Olympic history, meet each other, learn together, compete, etc. The aim is to understand the importance of excellence, but also of fair play, the role of which is always highlighted by invited Olympians, physical education teachers, Olympic historians and prominent people in sport diplomacy. Another significant activity taking place in the camp is the meeting of students with athletes –their role models– in roundtable discussions and interviews. To develop these activities at the international level, we would like to organize international mental championships, together with the Slovak Olympic Academy and later with other institutions. Regarding the youth Olympic Camps we would like to invite more students from abroad, and educate them in the spirit of Olympism, through different activities.

I believe that what we do is very important for children and students, and by widening our activities beyond our borders we could reach our most important aim: to promote Olympic education and, by doing so, to improve the quality of international society.

We are very proud for the history of our sport diplomacy. Let me highlight the most significant diplomats we are very proud of:

- Dr Ferenc Kemeny, IOC co-founder and member (1894–1907)
- Dr Arpad Csanádi, IOC Member (1964–83), Arpad Csanadi Olympic School, Budapest
- Mr Pál Schmitt, former President of the Republic of Hungary and IOC Member (1983–)
- Dr Tamás Aján, HOA President, IWF President, IOC member

We try to nurture our good relationship with the IOA, as demonstrated by the bronze statue of “Olympic joy” as well. It was made by a Hungarian sculptor, Mr Ferenc Németh and inaugurated by Mr Isidoros Kouvelos in October, 2009.

## NEW ZEALAND OLYMPIC VALUES EDUCATION PROGRAM 2014/15

**Andrew SYLVESTER (NZL)**

*Education and Ambassador Program Manager, NOC of New Zealand*

The objective of Olympic values education in New Zealand is “to inspire young New Zealanders to live the Olympic values through sport and through the celebration of the Olympic Games”.

We continue to pursue our strategic direction with four key areas of focus.

### **Olympic education in schools**

All resources and supporting content for teachers is available at the NZOC website. We continue to work with a corporate partner, the ANZ Bank, to increase the reach and impact of Olympic education in primary schools. ANZ Olympic Schools are provided with a range of posters, sports equipment, certificates and medals upon registration. In 2014 we continued to increase the number of schools that have registered and now have approximately 60% of our primary schools engaged at various levels within the program.

### **Role modelling through Olympic values**

We are fortunate to be able to work with 28 Olympians who are passionate about inspiring young New Zealanders with their Olympic stories and communicating the Olympic values in an engaging and relevant form. This program is funded by two community charity funding organizations. We have now presented our

program to over 69,000 young students, teachers, parents and community groups. Demand for the program continues to grow as a result of teachers providing positive feedback with regards to children being motivated to set goals and to participate in sports after a visit by an Olympic Ambassador. We recently hosted an educational session with our ambassadors and we now have plans to integrate their work more closely with the NZ schools' curriculum and to provide them with activities that cultivate leadership development for young people.

### **Olympic legacy**

Our Olympic Museum has been digitized and catalogued in order to ensure that the rich Olympic history of our nation is preserved and, in the case of the online museum, to be alive and accessible. A memorandum of understanding with our national museum, Te Papa, is currently being finalized and it is our hope that we will be able to develop innovative, engaging and relevant education, focused on campaigns with them in the future.

### **Sustainability through partnerships**

We are continuing to develop relationships with those who lead the development of values in sport for young New Zealanders. The "Sport in Education" project, an initiative developed and funded by Sport NZ (Ministry of Sport), has been implemented in nine secondary schools around New Zealand. Our role in this project has been to contribute to the "Culture and Values" stream of the program. Primarily, our task consists in assisting with the integration of Olympic values into the existing school values, by way of reviewing and a re-launching the newly adopted values. The outcomes of the pilot are promising, with increased participation on sport, improved academic performance, adoption of positive behaviours and increased class attendance rates in the groups monitored.

We also recently hosted a tertiary provider focus group together with the NZ Centre for Olympic Studies, in order to seek assistance with research on aspects of Olympic education in schools and the opportunities we may have in

engaging with the wider community. Teacher training was also explored and further collaboration with the tertiary providers who attended will continue in the future with this in mind.

Further partnerships with regional education and sport providers continue to be pursued in order to extend the reach of Olympic education in schools, sport and the community.

### **Future plans**

Our educational program remains focused on primary schools and will continue to offer resources for teachers that can be applied in various areas of the curriculum.

As the Rio Olympic Games approaches, we will be presenting new resources that take into account the changing landscape of the school environment. We will introduce these resources as part of the Olympic Day in 2015, which we have moved to October this year.

Our program will provide a digital element that allows teachers to guide their students through a process of critical thinking, project-based learning and collaboration with others. This will translate into activities that take place outside the classroom in the form of modified games and activities that allow students to explore and evaluate the Olympic values.

A clear objective of all of our future work will be to align our resources and other activities in schools with the needs of teachers and the direction of the NZ schools' curriculum, with a particular focus on physical literacy and movement. We will assist educators by making the connection between values, sport and physical activity a more effective, rewarding and engaging experience, both for the teacher and the student.

Finally, the developing theme of Olympic Leaders will continue, as introduced by Ms Sue Emerson here in 2014. The project has been delayed by Sport NZ since late 2014, but we are now poised to introduce the theme through our Olympic Ambassadors into a wider audience as the development of new resources commences.

## CONCEPT, FORMS AND METHODS OF “SOCHI 2014” SYSTEM OF OLYMPIC EDUCATION

**Prof. Vladislav STOLYAROV (RUS)**

*Vice-President, Central NOA of Russia*

In Russia, much attention has always been paid to Olympic education. Due to the 2014 Olympic Games in Sochi, an innovative concept of Olympic educational activity has been developed and implemented (V. Stolyarov, 2014; [www.Sochi2014.com](http://www.Sochi2014.com)).

According to this concept, the main objective of Olympic education is the Olympic cultivation of a person, that is, a positive attitude to sports activities with a focus on the Olympic values (ideals, principles, and behaviour models).

The main elements of Olympic culture are:

- Individual motivation stemming from Olympic values, and the knowledge according to which the individual regards (in his/her judgments, emotions, real actions, etc.) different aspects, kinds, functions of sports as significant, that is, as values; how he/she justifies this evaluation, participates in sports activities, while setting and attaining the objectives
- Personal qualities and abilities, human behaviour (in particular, behaviour in competition) as a result of sports activity with a focus on the Olympic values. The concept highlights the implementation of the systematic and multi-purpose approach to Olympic education, which involves:
  - Olympic education of all social groups – regardless of their age, sex, level of physical and sport preparedness, interests, etc.
  - Education of the holistic positive attitude to sport, the Olympic Games, the Olympic Movement, namely: interest, knowledge, intention to follow the Olympic values, etc.

- Differentiation of these tasks according to age, level of physical and sport preparedness, any disability, interests, values and other characteristics of different population groups
- The use of interrelated forms and methods

To solve these tasks, there are two main groups of forms and methods.

*The first group:* forms and methods of communication regarding the Olympic Games and the Olympic Movement, its history, current status, ideals and principles of Olympism, etc.

These methods primarily include Olympic lessons. Not only teachers, but also Olympic champions, “sports stars” and volunteers have been involved in giving these lessons. From 2010 to 2014, 30,000 Olympic lessons in total were conducted in 75 regions of the Russian Federation, involving more than six million school pupils.

The educational event called “Marathon of the Olympic knowledge” took place in 2012. It started on September 1, the Day of Knowledge, and ended on October 5 – Teacher’s Day. First of all, the video lesson “London 2012, Sochi 2014”, was shown on TV in Moscow, Sochi, Krasnodar and other Russian cities and also uploaded on the Internet. Due to the format of the video conference, everyone could watch its live broadcast. The organizers of the Olympic Games in Sochi and the Olympic champions took part in the lesson. They talked about the Olympic and Paralympic Games in London, and also about the preparation for the Games in Sochi.

A special emphasis is put on an *interdisciplinary approach* – inclusion of all subjects (not only humanitarian but also natural) in the system of Olympic and Paralympic education. Teaching materials and extracurricular activity programs on the subject of Olympic and Paralympic education were developed on the basis of this approach and introduced in practice for primary, secondary and high schools.

A lot of attention is given to the use of *information technologies* including *multimedia technologies*.

One of these is an interactive multimedia program which is called “multimedia vaccination”. This is an interactive quest, a computer program which helps to introduce history, philosophy of the Olympic Games, stages of preparation to the Games in Sochi 2014, values of the Olympic Movement, outstanding

athletes, their achievements, legacy of the Olympic Games in Sochi, etc. to pupils, students and teachers. The interactive format allows to use this program in the lessons and as extracurricular activity in the workshops. In the program, the age and interests of pupils, as well as the goals of extracurricular activities are being taken into consideration. From 2010 to 2013, in Sochi only the number of students who received such “vaccination” has nearly tripled.

There are certain other technologies based on the use of computers and the Internet, for example:

- Olympedia (selected and integrated Olympic knowledge) is the interactive content database which is updated by users (Olympedia – [www.olympedia.org](http://www.olympedia.org))
- Compact Disc “Olympic encyclopedia”
- Video-conferences on Olympic topics
- Thematic TV programs and shows

*The second group:* forms and methods, which provide active participation of children and young people in various forms of sport and Olympic activity.

### ***Traditional methods and forms***

Organization of traditional sports and Olympic events (including the manufacture of the Olympic symbols); classes in sport clubs, competitions, health days, sports and cultural festivals, Small Olympic Games, the Olympic Day, the Olympic Festival, etc.

### ***Innovative methods and forms***

- New ways of *organizing game competitions* (in terms of principles of the approach to the program, the list of participants, system for determining and promoting winners in sports competitions, etc.)
- New forms of *integration of sport, culture and education, sport and the arts* developed in our country based on the humanistic project “SpArt” (Sports. Spirituality. Arts)
- A new approach to organizing mass sports competitions based on the “*team-class*” principle (“*team-group*” and so on)
- New forms and methods to improve the *approach to co-operation* of the

participants in sports competitions (co-operative games, the “principle of rotation” of participants and so on)

- *Playing techniques* of behavior in sports rivalry in accordance with the Olympic principles of fair play (honest, fair game)
- *Master classes and master shows* given by high-class athletes
- *Research and development activities*, which involve development and protection of research projects; Olympian portfolio making, as well as films, slides, and presentations

The experience of school Olympic clubs is rather interesting. Not only students and teachers, but also parents of pupils are encouraged to participate in the work of these clubs. Such events as “experts of Olympism”, Olympic quizzes, Olympic Days, drawing contests and essays about sports and Olympism, lectures, seminars and discussions are held in these clubs. Theatre performances are staged, movies are shot, exhibitions and “photo windows” on certain subjects are organized, books and film discussions about sports and the Olympic Games are also held there.

While preparing for the Sochi Olympic Games, Olympic committees were established in a number of schools as part of extracurricular activities. Pupils of different classes, teachers, parents, veterans of sport, all worked together. Committee released the calendar of sport, music, and art contests about Olympism. Each pupil had an opportunity to participate in various competitions and contests, in accordance with their preferences. The results of these competitions were evaluated during the *Olympic Day*.

## PRESENTATION BY THE TOGO NOA

**Charles PANOU (TOG)**

*Director, NOA of Togo*

I always feel a great of pleasure when I am in Olympia because it gives me the opportunity to gain fresh ideas and a wealth of knowledge, having listened to the presentations of distinguished lecturers and the experience of sister academies. For my part, I would like to share with you the realities of my country in order to promote Olympism.

Ladies and gentlemen, our NOA is very young. Although it was established in 1994, it only became really active in 2010, when it began to participate regularly in the IOA's Sessions, which are for us an important source of inspiration and documentation.

At the national level, we organize every year, since 2012, at the University of Lomé, a national Session to which we invite specific sectors of society: in 2013 the Session was dedicated to students and the theme was the "Contribution of universities and higher schools to the development of sport and the promotion of Olympism". In 2014, the officials of National Sports Federations and the Ministry of Sports were invited to a reflection day on the subject: "National Sports Policy and the Values of Olympism".

We are proud of our Academy and our National Olympic Committee for holding its Sessions in the largest university of our country, the University of Lomé, with which we plan future cooperation activities on many levels.

The second major activity that is annually organized by the NOA is the National Olympic Youth Camp. The 2nd edition of the National Olympic Youth Camp was held from 22 to 29 December 2013 in Kara, a city situated in the North, 426 kilometres away from Lomé, with approximately one hundred

primary school pupils coming from the most disadvantaged areas of the North and the South, in order to achieve a real cultural ethnic melting pot.

The National Olympic Youth Camp is an integral part of the Olympic Values Education Program (OVEP), which is the third important activity of our Academy. The camp and OVEP are organized in perfect collaboration with the Ministry of Primary and Secondary Education.

Unlike the first two editions that gathered pupils from primary schools, the third edition of the Camp was held, from 21 to 27 December 2014, in the historic city of Togoville, which is situated in the South, by the Togo Lake that gave its name to our country; the pupils came from secondary and high schools from the maritime region, thus achieving OVEP's successful transition between the two teaching levels.

Indeed, upstream from this camp, in the morning of 19 December, 2014, at the Agoé Marché School, where the OVEP program was launched in Togo's primary schools, a seminar on the values of Olympism and management techniques for youth camps brought together teachers from approximately ten lower and higher schools in the maritime region of Togo. Teachers participated with their pupils, four girls and four boys, from each school, in the third edition of the National Olympic Youth Camp, which brought together about one hundred young people, 8 to 14 years old.

In the afternoon of 19 December, we presented, during an official ceremony, to the authorities of the Ministries of National Education and Sports and to the pupils' parents, before a crowd of delighted children, the results of the three years of OVEP's experimentation in primary schools. The former beneficiaries of this program came back from the schools, in order to show their sporting skills and their knowledge of Olympism to the public's delight, among whom the Private Secretary of the Ministry of Primary and Secondary Education sitting in the first row.

During the same ceremony, OVEP was officially launched in Togo's primary and secondary schools; initiation balloons, posters and CDs with OVEP's program were offered to a few school establishments.

For 2015, the NOA will intensify its activities in school establishments, in particular by means of lectures. It can rely on the encouraging results obtained in order to convince the sports federations and the media to support it for achieving its action plan.

## THE OLYMPIC ACADEMY OF UKRAINE IN 2014

**Prof. Maria BULATOVA, D.Sc. (UKR)**

*President, NOA of Ukraine*

The objective of the activities of the Olympic Academy of Ukraine in 2014 was to popularize the Olympic Movement in Ukraine, enhance the spiritual enrichment of people, spread values of national and world culture marked by the ideas and principles of Olympism, and implement educational and cultural programs.

The intensification of the operations for the International Centre of Olympic Studies and Olympic Education, which is affiliated to the National University of Ukraine for Physical Education and Sport, has led to the creation of highly qualified specialists in the field of Olympic knowledge: in 2004, 73 graduates were granted a Master's degree with specialization in "Olympic Sport".

Through coordinated joint efforts the Olympic Academy of Ukraine, the NOC of Ukraine and the International Centre of Olympic Studies and Olympic Education developed and perfected a system of organizing scientific events on the history and problems of the Olympic Movement; university student conferences, round tables, Olympic readings, discussions, and lectures were held by experts from the fraternal Olympic Study Centres. During this period, the following traditional annual scientific events took place: the All-Ukrainian University Student Olympiad on Foreign Languages "Student and Olympic Sport", the XVIII International Scientific Conference "Young Sports Science in Ukraine"; the final round of the Scientific Research Conference devoted to the all-Ukrainian contest of university student research works on natural, technical sciences and humanities for 2013/2014 in the field of "Physical Education and Sports"; the VII International Scientific Conference of Young Scientists "Youth and the Olympic Movement», and a round table within the program of the

International Scientific Conference “Modern Olympic Movement, Ideals, Values and their Implementation”; the IX International Scientific-Practical Conference “Physical Education in the Context of Modern Education”; and, finally, the workshop “Strategy of Preparation of the National Teams of Ukraine towards their Participation in the 2016 Games of the XXXI Olympiad”.

The members of the Academy took part as keynote speakers in: the XVIII International Scientific Congress “Olympic Sport and Sport for All” (Almaty, Kazakhstan); the International Seminar for Representatives of National Olympic Academies (Slovakia); the International Scientific Conference “Physics, Chemistry and Philosophy of Olympic Sport” (Baku); the Regional Forum for the leaders of the NOCs from the CIS, Baltic States and Georgia (Tbilisi); the all-Ukrainian conference on reforming the sphere of physical culture and sports (Kyiv); the seminar meeting of heads of regional branches of the NOC of Ukraine (Kyiv); the International Scientific Conference on Sports Medicine “Actual Problems of Modern Sports Medicine” (Kyiv).

There was continued implementation of the educational project “Ukrainian Network of Olympic Education Schools”. For teachers, the all-Ukrainian scientific-practical seminar “Cultural and Educational Potential of the Olympic Movement: A Powerful Means of Creating Moral, Aesthetic and Ethical Values” was held in Kyiv. Moreover, during the seminar the winners of the contest for the best organized work on Olympic education were announced.

In 2014 the Academy and its regional branches were active participants in large scale events conducted by the NOC of Ukraine: Olympic Day Run, Olympic Lesson, Olympic Week, and a variety of other sports and cultural events such as “Olympic Stork Chick”, national actions “Olympic Book” and “Olympic Corner”.

With its activities, the Kids Olympic Academy does its best to attract schoolchildren to scientific research on Olympic history. The winners of children’s research works contest 2014 were “Environmental Mission of the Olympic Movement” and “The First Russian Olympiad 1913”.

The Academy was actively involved in the implementation of the international cultural and educational project towards the preparation for the second Youth Olympic Games, with a “Second Youth Olympic Games. Nanjing 2014” manual designed and published. As part of the cultural and educational programs of the II Youth Olympic Games in Nanjing, Ukraine was represented by Kyiv pupils

from the secondary school «Potential», which became a twin-school for Tyanh Hyabinh of Chinese Nanjing. In the context of the project “Twin-Schools”, two online lessons were conducted, during which Chinese and Ukrainian children had the opportunity to chat.

In 2014, the Olympic Academy of Ukraine and the NOC of Ukraine initiated a nationwide contest for the best Olympic museum, the classroom of Olympic education and Olympic corner among secondary schools.

An important part of the Olympic Academy’s work was its publishing activities. During the year the textbooks *XXII Olympic Winter Games. Sochi 2014*, *Second Youth Olympic Games. Nanjing 2014* and *Olympic Diary* were published.

The scientific and research work on the historical aspects of the Olympic Games was completed with the preparation of the book *The Second Russian Olympiad. Riga 1914* and the reference book *Winter Sports*.

The Olympic literature prepared by the Olympic Academy was officially presented at the XVIII International Scientific Congress “Olympic Sport and Sport for All” (Almaty, Kazakhstan); the International Seminar for Representatives of National Olympic Academies (Slovakia); the “International Scientific Conference “Physics, Chemistry and Philosophy of Olympic Sport”” (Baku); the Regional Forum for the Leaders of the NOCs from the CIS, Baltic States and Georgia (Tbilisi); the all-Ukrainian Conference on Reforming the Sphere of Physical Culture and Sports (Kyiv); the Seminar Meeting of Heads of the regional NCO branches of Ukraine (Kyiv); the International Scientific Conference on Sports Medicine “Actual Problems of Modern Sports Medicine” (Kyiv), and also at the National Parliamentary Library of Ukraine. The publications were highly appreciated by the participants of these international events. Also, copies of the Olympic literature were donated to the NOCs of Romania, Germany, France, Israel, Qatar, Canada, Belarus, and Turkmenistan.

The research achievements of the President of the Olympic Academy of Ukraine Prof. Maria Bulatova, D.Sc. on the history of the Olympic Movement and her significant contribution to the international Olympic Movement and Olympic education was highly appreciated by the International Society of Olympic Historians, honoring her with the “Vikelas Plaque” award, named after the first President of the International Olympic Committee, Demetrius Vikelas.

Representatives of Ukraine volunteered for the XXII Olympic Winter Games in Sochi, by participating and coordinating the International Olympic Academy's Master program "Olympic Studies, Olympic Education, Sports Events Management" in 2013–2014, and won a grant to study at the Russian International Olympic University.

The Academy held a reception in honor of the official visit by the leaders of the International Society of Olympic Historians (ISOH): President Mr David Wallechinsky (USA), General Secretary Mr Anthony Bijkerk (the Netherlands), and Mr Toshio Tsurunaha (Japan) – the manager of the Games Service Department of the IOC on relations with the NOCs. The Olympic Academy of Ukraine had also business meetings with the NOC delegations of Algeria, Tajikistan, Lithuania, Latvia, Azerbaijan and Armenia.

## ZIMBABWE OLYMPIC ACADEMY: CURRENT ACTIVITIES AND FUTURE PLANS

**Eugenia CHIDHAKWA (ZIM)**

*Director, NOA of Zimbabwe*

### **Introduction**

The Zimbabwe Olympic Academy (ZOA) is the agent of the Zimbabwe Olympic Committee (ZOC) for the promotion of the Olympic Movement in Zimbabwe and is mandated to ensure that Olympic values are spread across the country. ZOA also aims to provide Olympic education to Zimbabwe.

This paper will give a brief description of ZOA's current activities and their implementation as well as highlight some of the organization's future plans. ZOA has strategically partnered many institutions to tap into their resources and networks in an effort to achieve its mandate. Some of these stakeholders include the Ministry of Sports, Art and Culture; the Ministry of Education (universities, colleges, primary and high schools); the Sports and Recreation Commission and the National Museum of Human Science. The Zimbabwe Olympic Academy also continues to work in partnership with communities and all NFs affiliated to ZOC. All these efforts have contributed in the formulation and implementation of the activities summarized below.

### **Current activities**

In line with the Olympic Movement, ZOA has been spearheading the awareness and promotion of Olympic values at different events and activities. Some of these include the following:

### ***1. The Olympic Day Festival***

This is a “Sport participation for all” event which is held every year in June and it attracts huge numbers of participants. Zimbabweans have become synonymous with this event and with most of the products and services that ZOA offers on that day. The province of Bulawayo hosted the 2014 edition and the spirit of Olympism was an intrinsic reward that still remains embedded in the hearts of everyone who experienced it firsthand.

### ***2. Olympism educational exhibitions at National events***

ZOA takes this opportunity to promote and increase awareness on Olympism with the help of computer based games and campaign material. These national events include:

- National Youth games
- Dairibord under 20 Rugby festival
- Region 5 AUSC under 20 Youth games
- Zimbabwe International Trade Fair
- Harare Agricultural Show
- Harare International Festival of Arts

### ***3. The YES (Youth Education through Sport) Program***

The program is well represented in all ten Zimbabwean provinces with the government offering its support through the Sport Recreational Committee. Avenues have been opened in some areas that would have proven difficult to reach in order spread the spirit of Olympism. Other workshops such as “AIDS and Sport” that help fight discrimination are being conducted nationwide.

### ***4. Quiz competitions***

Quiz competitions in schools from provincial to national levels constitute additional tools and techniques that ZOA is using to educate people on Olympism.

### ***5. Olympic museum***

This is being done in partnership with the National Museum of Human Sciences and has allowed ZOA to display the Olympic Movement values through art.

Also past achievements, the history of ZOC's success story and that of various sporting disciplines are on display. A section has also been dedicated to anti-doping education.

### ***6. Formation of Olympism Clubs in schools***

ZOC and ZOA's good relationships with schools have seen the formation of Olympism Clubs in many schools with two provinces currently involved. The clubs are at both junior and senior schools and their members have been given the OVEP promotional material to aid in the awareness.

### ***7. Art and culture competitions depicting Olympic values in the communities***

Olympism has an effect on everyone; hence, ZOA has taken it upon itself to educate various communities through art and culture competitions at provincial and national level. These competitions are both for junior and senior citizens and all entries are recorded and kept for further use with some going to the museum.

### ***8. Inclusion of Olympism in the coach and administrator education***

ZOA has managed to incorporate Olympism modules in their programs, namely:

- BSc Honours in Sport Science and Management – Bindura University of Science Education
- Executive diploma in Sports Management – ZIM & SRC
- Coaching Theory – SRC
- Sports Administration – SRC
- Community Sports Leader

### ***9. Train the trainer workshops***

ZOA also coaches more trainers of trainers to help implement OVEP activities in the various provinces of the country.

## **Future plans**

ZOA wants to continue establishing Olympism Clubs and promoting OVEP to all youths. There is need to engage the Ministry of Education to include

Olympism modules in the Zimbabwe tertiary institutions' PE curriculum. ZOA hopes to form a Participant Association of Zimbabwe (ZOAPA) to promote Olympism and train Zimbabwe's sporting icons in Olympism, so as to deploy them to strategic areas. A plan is also in place to host a three day National Session for young participants in December.

### **Challenges**

Lack of financial resources to help spread Olympism further, as well as to increase branded promotional materials for identity-building and publicity.

### **Recommendations**

Train more volunteers in other districts to ensure wider reach and hence less travelling expenses.

### **Conclusion**

ZOA seeks to shape people's lives and to make a positive difference in the community by a continued spread of Olympism. This 55th International Session for Young Participants is part of how ZOA facilitates and provides education on the values and ideas of the Olympic Movement that will not only benefit Zimbabwe Basketball but the Zimbabwean community at large.

# LESOTHO NOA 2014–2015 ACTIVITIES REPORT

**Letsatsi NTSIBOLANE (LES)**

*Director, NOA of Lesotho*

## **Introduction**

As enstated in her 2013–2016 strategic plan in line with the LNOC strategic plan, the Lesotho NOA aims to be a performance oriented and fruits bearing Olympic values vehicle that draws on the rich culture of Basotho to promote and inculcate the spirit of Olympism in the youth of the Mountain Kingdom. In realizing this noble goal, the NOA strongly believes not only in the recruitment of relevant stakeholders, such as teachers who work on a daily basis with the youth, but more importantly in training these teachers in matters of Olympism so as to impart quality knowledge to learners by using sport as a vehicle. The NOA also believes in the participation of strategic stakeholders such as the Ministry of Education and Training as the custodians of the national curriculum.

These goals are set against a culture in which there is very little, if any, knowledge on Olympic values countrywide, despite efforts by Olympic Solidarity to assist in many ways through initiatives geared towards the promotion of these values worldwide.

The NOA's leadership commits itself to report on concrete OVEP initiatives, so that the NOA does not exist only on paper but in the young people of Lesotho and thus bear fruits by changing lives. It shall do everything in its powers to utilise the experience of neighbouring NOAs, the available expertise in the country and the opportunities provided by Olympic Solidarity, IOA and AANO, in order to live up to its commitment and expectations. We humbly

call upon all friends in good will to assist us in making this dream come true and thus make a mark in Lesotho.

The Lesotho NOA is one among many world NOAs that is unshakable in its commitment and devotion to spread the Olympic ideal even in the most rural areas of its country, where access to television and radio, not to mention newspapers (the media privileged urban areas use to at least talk about sport) is almost impossible. It should be remembered that even across the country, thousands are denied the opportunity to learn about Olympism due to lack of Physical Education and sports subjects in the school curriculum. NOA, though, works tirelessly to lobby the Ministry of Education and Training to see the value of introducing physical education in the national school curriculum. While negotiation processes are still in progress, NOA continues to traverse the country to inculcate Olympism in the young people of the Mountain Kingdom.

### **Past activities**

For June 2014 to April 2015, NOA was able to carry out the following activities:

- 1) The Olympic Education week before the Olympic Day
- 2) The Higher Institutions Seminar (the birth of the Modern Olympic initiative)
- 3) The OVEP for school teachers

### **The Olympic Education Week**

The Olympic Day (OD), which is held in August in Lesotho, owing to the cold weather, is used as a platform for the spread of the Olympic Idea. One week preceding the Olympic Day, a team of experts on Olympic education, including those who participated at the IOA Young Participants Session, is sent to local schools in the region where the OD is held. Apart from distributing materials on Olympic education, the team organized short presentation sessions with the learners and educators, as well as the relevant procedures which led to a presentation of poetry, essays, art (drawings) written and created by the learners, on the day preceding the OD, named the Environment Day. Learners do all

these basing themselves on Olympism as the main theme of the presentations of their work.

On the same day, in the evening, a program on both Olympic education and the environment is held for herd boys where they get a rare chance to come together and talk about environmental issues and the Olympic values. In order for them to gain a better understanding of these themes, efforts are made to connect the Olympic ideal with Basotho values and its natural habitat.

In an effort for NOA to leave a legacy that the herd boys would ever cherish, a myriad of activities take place, such as rock painting where Olympic symbols – the rings, for example – are painted on rocks.

NOA focuses on the less privileged, illiterate herd boys in the country.

On the Olympic Day, a series of both cultural and sports activities is performed across all age categories. These activities are run by the Culture and Legacy Commission as well as the Sports for All Commission.

### **Higher education seminars**

Through the support of the Olympic Solidarity, the Lesotho NOA was able to stage seminars on Olympic education (the Birth of Modern Olympics) at the institutions of higher learning in the country. As these were one-day activity presentations in the various institutions, Olympic Clubs were formed in each of the institutions in order to continue to teach the values in the institutions. NOA is yet to hold seminars in the central region of the country. When that has been done, a total of more three thousand (3,000) scholars will be reached through this initiative.

### **OVEP for school teachers**

As a direct response to the need to train teachers on OVEP in order to implement it at schools, about forty (40) primary and secondary teachers were trained in the program in January 2015 through the unwavering support of the Olympic Solidarity. This was the first ever OVEP initiative in the country. The initiative

indisputably came as a long partial remedy to the thirst for Olympic Education at schools due to lack of PE and Sports subjects in the curriculum. Some trainees were drawn for strategic ministries and members of both the NOA and Culture and Legacy Commissions. Teachers formed Olympic Clubs at their schools where they will show their work at an exhibition day to be set by the NOA.

### **Future activities**

- 1) Follow up on OVEP and full implementation of seminars at schools
- 2) 2015 NOA Programs for students and herd boys at OD in Leribe
- 3) First ever Young Participants Session
- 4) Youth camp
- 5) Schools clubs Exhibition Day
- 6) Various lobby meetings with government to include PE in the curriculum

### **Conclusion**

By participating consistently at both the IOA Directors and Young Participants Sessions, we have a firm hope that the Lesotho NOA will gather sufficient information and skills to level the ground, spread the Olympic idea and significantly contribute in making the world a peaceful place to live. The wealth of knowledge gained at Olympia and from other NOA experiences cannot be overemphasised!

## THE NATIONAL OLYMPIC ACADEMY OF GREECE

**Prof. Konstantinos GEORGIADIS (GRE)**

*Member, NOA of Greece*

The National Olympic Academy of Greece has once again implemented Olympic education programs throughout the country with a view to teaching the Olympic ideals to Greek youth, and sent Olympic education messages to young children in order to bring them close to sport and the values it contains.

We are celebrating today five years of Olympic education; a successful journey full of educational programs which were conceived and implemented in order to disseminate sport, fair play and the athletic spirit to children all over the country.

With knowledge, love and daily volunteering, faith in the vision of Olympism and incredible will from thousands of children and teachers in Greek schools, as well as the warm participation of many Olympic medalists, world champions, federation coaches, Olympic education officials, officials for the development of sport, artists and visual artists, the Greek National Olympic Academy succeeded materializing a very difficult Olympic education project, which continues its rising course.

A long journey which is always accompanied by the encouraging motto “We go high!”, achieving things that no one believed possible, given, too, the difficult financial conditions of our country these last few years.

Among other educational programs, which continue and are regularly implemented, such as “Sport and Environment”, new educational programs were planned.

“Koroibos”, the new Pan-Hellenic educational program, was successfully launched and gave Greek schools abroad the opportunity to participate in

it through the Internet, with teleconferences on Olympic education which eliminate distances with the help of technology. On a daily basis, the officials of the Greek NOA are near the children, initiating a dialogue and answering all their questions on sport and Olympism.

Four Olympic workshops were also held for pupils from the 3rd lower to the 2nd higher class, the main objective being to teach our Olympic history and also to distribute a very useful educational publication – an “educational tool”, according to many Olympic medalists, which we could say was an alternative form of teaching ancient Olympic history, with many exercises and games on Olympic education at the end of the book, including poems on Olympic values. The book is called *Olympic Values! From Olympia... to the world! A magical Journey!* and is loved by young and older people. It is sold in all bookshops and several museums in our country – at the Acropolis Museum for example – and will soon be also available in Cyprus.

This edition, which has impressed, apart from the Olympic medalists, educationists and international institutions, has as its central heroes *Academos*, the NOA’s official mascot, and pupils *Nike* and *Aristos*, from primary and secondary education. It teaches the history of the first Olympic Games in ancient Greece, in the form of a fairy tale, and the values of Olympism: peace, excellence and effort.

The National Olympic Academy of Greece received articles from several educationists, presently teaching in foreign universities, who labelled the Greek NOA’s edition as an important “*OlympiComix*”. We were very pleased to see how delighted the IOC President, Thomas Bach, was about this edition during his meeting with President Kouvelos in Athens last summer.

The team that worked on the writing, the illustration, the graphics and the editing were all volunteers and had fully granted their intellectual rights to the Greek NOA.

I would also mention that the Academy has organized until now eighteen one day meetings on “fair play”, two of which were, sadly, renamed “Fair Play – Anna Pollatou” in memory of the late Olympic medalist of rhythmic gymnastics and colleague. All these events were held in different cities of Greece.

The Greek NOA gives particular priority to “fair play”, in order to promote Olympism as a way of life and daily behaviour. The sports events that were

mentioned were held in order to promote less popular Olympic sports, the principles of fair play and extra-curricular activities for young children, with a total participation of 22,000 children and sports that are not taught on the curriculum of Greek schools, such as archery, fencing, yachting, weightlifting and many others.

Once again the National Olympic Academy of Greece, under the auspices of the HOC and in cooperation with the Ministry of Education, saw the response of the country's educational community regarding the Olympic education programs exceeding any expectation!

Apart from the thousands of students and teachers, 65 Greek Olympic medalists, six Paralympic medalists, several scouts and artists and, most importantly, 2,700 volunteers from the Volunteering Department of the Greek NOA were eagerly involved.

The next major educational program launched by the Greek NOA was and remains the establishment of Olympic education centres and the activation of the new educational program "Olympic Legacy". The program includes the teaching of the edition I just described to you, which until now is presented and taught only to the students who take part in the Greek NOA's Olympic Workshops.

Moreover, I would like to underline another valuable collaboration that started last June on the occasion of the Olympic Day, which is celebrated on the same day in all the countries of the Olympic Movement. In Greece, it was celebrated in the award-winning golf clubs of Messinia by thousands of children, who were invited to learn a sport (golf) which is not widely practiced in our country. This event was sealed by an official agreement for the next five years, until 2019. I am referring to the agreement with TEMES SA – the owner of the Costa Navarino hotels, where a special room is being prepared in their facilities, that will be made available to the Academy under the name of Hellenic Olympic Academy Hall, in order to host the fourth Centre for Olympic education, which will be visited daily by pupils.

The same facility will also host our exhibition which we have completed after an extensive scientific study under the title: "The Modern Olympic Games 1894–2012: The contribution of Greece to the exhibits". Forty three institutions and collectors from the private and public sector worked together for the first time in Greece, in order to record the exhibits. This successful exhibition was launched

from the Zappeion, jointly organized with the HOC's Philately Committee; it travelled to Washington D.C. and then to Thessaloniki, until it found a steady hospitality for the next five years in Messinia at Costa Navarino.

The desire to host activities by many cities and schools in Greece is steadily growing. In 2015, the Greek NOA aims at creating more centres for Olympic education – Olympic Workshops – since the country that gave birth to the idea of Olympism is entitled to include Olympic education as a course in schools and, obviously, we make sure, with the help of sponsors, to continue the Academy's successful educational programs.

Volunteering, effort, contribution, solidarity – features that lead with mathematic precision to excellence – are for the National Olympic Academy of Greece concepts and values that are daily applied. Maybe some people do not acknowledge volunteering and contribution, but in the Greek Olympic Academy all of us are closely attached to these meanings and it is wonderful that we can contribute and we are proud of that.

The Olympic education programs of the Greek National Olympic Academy have succeeded to inspire a large number of institutions, schools and organizations in the country. This is precisely the Academy's mission!

In conclusion, I would like to mention the institutionalization of the award "Excellence & Solidarity". It is an important prize that is annually awarded by the National Olympic Academy of Greece to personalities of our country for their national work and contribution to the children.

This year, the Greek NOA assigned to the pupils of secondary education to evaluate, study and propose a person or institution to whom they would like to present the award. Participation was considerable and the pupils of 954 primary and secondary schools, after their research and evaluation decided with a 71% vote to award the year's prize "Excellence & Solidarity" to Mrs Marianna Vardinoyianni, UNESCO's Goodwill Ambassador for Greece and President of the ELPIDA Association for children with cancer.

Dear colleagues, I would like to end with a photo video of all the activities of the Greek NOA, which we have prepared for you, and stress that in the National Olympic Academy of Greece nothing of all the things I mentioned would have been implemented if Isidoros Kouvelos had not been our President.

Thank you for your attention.





CONCLUSIONS  
OF THE DISCUSSION GROUPS



*Presentation of the conclusions derived from the discussion groups.*

## FRENCH-SPEAKING DISCUSSION GROUP 1

### **Introduction – What is excellence?**

Excellence is not perfection, neither punctual perfection, but the fact of being characterized by its extraordinary and permanent quality. It is the quality of being eminent, by reference to an environment, a referent field. For our exchanges, discussion should therefore be included within the framework of the Olympic Movement and related to Olympism for us.

Excellence is not an end in itself; since perfection does not exist, it is the process that is the most important. Excellence is part of a constant improvement process, both at technical and spiritual level, and as a way of life. In fact, excellence changes in nature; it evolves but is never constant. It can be acquired and renewed with age or practices. It is dynamic and evolves constantly within the universe in which it is appreciated. It is finally a value which, if appreciated by the practice of sport, manages through the nature of the Olympic philosophy to express all aspects of sports life, on and off the track.

Two questions have sustained the heart of our reflection; one focuses on the necessary conditions that make the value of excellence an educational tool and the other, on the use of this value as an educational tool.

### **What are the conditions that make the value of excellence an educational tool?**

Raising awareness of excellence is the outcome of a learning process which must be achieved as early as possible in order to be integrated. Parents, coaches, teachers should become sensitive to this issue and educated in the culture of excellence that is obtained through effort and setting new targets for



*Elaborating on the conclusions of the discussion groups.*



oneself in an environment that protects the athletes' health, respects the rules of competition and fair play and excludes cheating, corruption and doping. This presupposes that the environment shares these values and that the awareness-raising process is achieved as early as possible and also that the actors involved can resist economic, social, political or other pressures.

### ***Recommendations***

- The athlete's circle should be guided by a code of ethics that abides by the *Olympic Charter*, the rules of the game and citizens' values.
- Integrating excellence requires exemplary and active structures for prevention, support and training. Excellence must start at institutional and training level.
- Excellence also requires a trust that is shared with the athlete and the environment, as well as a sensitive community that is trained and adheres to this value.

### **Excellence: For what purpose?**

Because sporting excellence has an effect on society's behaviour, it must be appreciated as a medium of citizenship, of training healthy, radiant, productive individuals, likely to participate in community life.

The value of excellence prepares the individual not only to evolve in a positive way in society, but also to share at his level in harmony and act as a model, a *role model*, like an Olympic wave.

Society needs to be aware of excellence in order to be part of a progress process in all fields. The objective is not to obtain victory at all costs but to contribute to the progress of Mankind for the harmonious development of the human being.

### ***Recommendations***

- The athlete should not be out of touch with reality. His training should combine the search of performance with civic principles.
- Young athletes must be aware of their public image and of the role they will have to take on. Young and older people need to be accompanied in their

contacts with the media, in order to convey the right messages, when it comes to the Olympic values and publicity events in order to protect them.

### **Conclusion: Can excellence be taught or is it experienced only?**

Excellence can be the fruit of innateness. Excellence is natural; it is therefore inaccessible to the vulgate and it arouses a fantasy of identification. It is not an educational tool but a support to personal motivation, like a mirage that is never reached but moves forward.

Excellence can also be acquired. At the cultural level it may be accessible to all and shared. Support makes it therefore possible to develop the value of excellence as a tool for education.

Excellence can therefore be taught in transmission, via the mediation of the family, the school, the sporting and professional environment.

What we have learned must be practiced and lived. Excellence lives in action. It is therefore the expression of these assets, the integration of moral values and sporting techniques.

### ***Recommendations***

- Educators, must use tools that allow the athletes to achieve very good performances, aim at excellence, live it and hand down the values.
- It is important to assure the homogeneity of the message and the objectives to be reached, as expressed by the triptych: family/coach/school



## FRENCH-SPEAKING DISCUSSION GROUP 2

**1st question: What is the responsibility of communication media for the definition of excellence?**

To begin with, we tried to agree on the definition of excellence; many terms were proposed: objective to be reached, model, give the best of one's self, in every field of life. No definition obtained unanimity.

The only point of convergence was to say that the term "excellence" used alone was global while excellence can be social, moral, cultural, sporting, etc...



Already at the end of the 19th century, athletic shows attracted the media of the time; the press seized this phenomenon, they became the designers, the organizers and the intermediaries of such events in their newspapers. At the end of World War II, radio, followed by television, ensured the broadcasting of sporting events. Starting as organizers they slowly became financiers, among other things. They are today the people who have a strong influence on the rules of the game (tennis, basket-ball, football, etc.). The beginning of the millennium together with the arrival of the Internet and the social media would once again change the way of dealing with information, which then becomes instantaneous, sometimes erroneous, not to say fanciful.

The media deform reality when they broadcast information on a sport or an athlete, their sole interest being to sell the sporting achievement or scandal, remaining intentionally very superficial regarding the other facets of an athlete's life, his circle and the road to achieve excellence. They continue to have a strong pressure on athletes, pushing them to always surpass themselves.

In this media vortex, the athlete must remain visible in order to exist; in order to achieve this, he must realize a sporting feat and tend towards excellence; the search for excellence, however, must be performed in harmony with cultural, social and, above all, moral excellence. This is where the line is thin and the temptation to sacrifice excellence for the sporting feat quite strong.

How can we fight this media pressure? The answer is not easy in today's world where without media, and therefore without money, there can be no sporting event. It is too late for regrets, this is today's reality.

The IOC is trying for three decades now to fight against this problem of redistribution by a new sharing of the broadcasting rights and the creation of the TOP program. These are the paths that led to the breaking of the monopolies. Not everything has been yet settled however. The case of the swimming events in Beijing 2008 proves that financiers sometimes remain the decision makers.

The athlete, who is the heart of the system, must be aware of this media pressure in his quest for excellence.

Recommendations: teaching journalists the values that we share, Olympism; using social media in order to convey our message and reach youth.

## **2nd question: What is the responsibility of the NOAs for the promotion of Olympism?**

### ***1. Defining the role of the NOAs***

The group reminded us, first of all, that Pierre de Coubertin's primary objective was to revive the Olympic Games and not to create a modern athletic competition; to give sport an important place in the education of youth.

The *Olympic Charter*, in Chapter 2, Mission and Role of the IOC\* stipulates: "The IOC's mission is to promote Olympism in the world". In the same chapter it states regarding the role of the IOC:

15. *To encourage and support initiatives which integrate sport with culture and education.*
16. *To encourage and support the activities of the International Olympic Academy (IOA) and other institutions that devote themselves to Olympic education.*

Based on the principles of the *Olympic Charter*, which all NOCs must recognize, the role of each NOC is to disseminate the principles of Olympism in their country. The dissemination of these principles aims at promoting the development of physical and moral qualities in the population, which are the foundation of modern sport (article 1.1).

### ***2. Why a National Olympic Academy?***

Participation in the Olympic and Continental Games recognized by the IOC, with all the problems that arise at economic, technical and organizational level, does not leave much room for the NOCs to reflect on the philosophical principles of the Olympic Movement. In order to carry this important task through, the NOCs need a specialized structure, which is the International Olympic Academy.

### ***3. The population that the NOA can address:***

- a) The general public through the press, radio or television, articles and reviews.
- b) Targeted groups: educators, teachers, students, administrators, leaders, journalists, doctors, coaches, referees, athletes, pupils by using lectures, training seminars, talks with the press, films, books, school programs.

#### ***4. Examples of actions for promoting Olympism***

The members of this group examined a number of promotion activities that are being held in their country and could be taken up:

- Awareness-raising in schools
- Involvement of teachers
- National information and training sessions
- International Youth Camp
- Use of the IOC's educational tools (OVEP, for example) and the IOA (Sessions for Young Participants)
- Actions in aid of street children in Mali, orphans in Seychelles, creation of Olympic clubs, excellence prizes for the environment and culture.

Finally, the group was delighted to learn that one of its members, Mrs Doreen Mirabeau from Seychelles, won in 2008 the national "Youth and Sport" trophy for her commitment over the last twenty years to the promotion of Olympism among young people.

#### **3rd question: Excellence: What is the women's involvement?**

The family life cycle plays a predominant role when it comes to women's occupation. They play an important role in daily life and are involved in the management of the affairs in the household.

Women, of whatever age or social status, working at home or outside the house, all must contribute to the family's well-being.

Women, despite their various activities, devote all their time to the education of the family, the life of the community and social contacts.

Excellence, being the best, is a model that is taught in the family, at school and in the community.

#### ***In the family***

Women want to see their children bloom and therefore seek excellence through physical and mental balance, education and household duties. They are always aiming at excellence.

### ***At school***

As teachers, educators, trainers, women give their best in order to contribute to the development of children under their care. They work with the parents, giving children the possibility to achieve their potential by supporting their achievements at school and in life in order to build a better well-being.

### ***In the community***

Today, since women's emancipation has been basically achieved, they should now aim at excellence in order to be accepted in the community. Women in politics, wearing uniforms, sports managers, "business women", are still facing difficulties despite the fact that they are gaining ground.

The search for excellence at this level must be a strong social involvement and a commitment for "All".

Excellence results from the commitment of teachers (women and men), leaders (politicians, community members) and government decision makers. If we add to that the solid partnerships with families, local communities and enterprises, we are capable of creating an integrated and adapted system that will give to our children (already at school or not) the necessary knowledge and competence for their success, as well as the confidence that will allow them to overcome future challenges.

In order to help our children overcome the above challenges, let us multiply our consultation meetings and exchanges between us women: mothers, sisters, spouses, leaders and politicians.

## ENGLISH-SPEAKING DISCUSSION GROUP 1

Focusing on the 13th International Session for Directors of National Olympic Academies' special topic: "The Value of Excellence as an Educational Tool", the concept of "excellence" was selected as the theme for discussions. We started with defining what this value meant for our group members.

*Excellence is the pursuit of the highest level of competencies, attitudes and personal qualities; and a means of permanent education and self-education.*

**Question/Topic 1: How can NOCs, NOAs and National Federations help athletes to balance the pursuit of excellence in sports with a professional career, particularly after retirement?**

A concern was presented regarding the well-being of athletes outside of their athletic career. In some countries the athlete is a hero only when competing and sometimes only when medaling. After retirement or an injury, there are cases where the athlete has no support or assistance in transitioning to a non-athlete career. We felt that the excellence sought in sports should also apply to other areas of the athlete's life and that sports organizations should address this issue.

The group decided that NOAs should be an advocate for this concern: they should talk to the stakeholders – bringing them together in order to determine whether services and programs can be offered within NOAs, NOCs or other related organizations as applicable and appropriate for their country. Relevant stakeholders were listed as:

- Athletes
- NOC
- Sports Federations

- NOA
- NGOs
- Government
- Businesses
- Universities
- Media

The primary recommendation for helping athletes is creating a commission with financiers and counselors/psychologists to help athletes with educational and financial guidance, healthcare services and career possibilities. Some countries already have successful athlete support programs; there should be further research for best practices. Such programs include:

- Programs to encourage academic and sport career development in or outside of sports (e.g. USA)
- University sports systems that focus on academic pursuits above or in balance with sports; offering career guidance (e.g. USA)
- Special programs and job training for injured players (e.g. Korea)
- Financial benefits for medalists (e.g. Mexico, Romania, Georgia, Estonia, Chinese Taipei)
  - Recommendation: support should extend to Olympians in general and not just to those who win a medal

Researching programs that already exist in other countries is a great way for parties interested in having such programs in their countries to learn how they operate and develop a relevant plan.

The group noted that, whether programs are offered or not, in the end athletes must understand that they need to be educated in order to realize their dreams and goals while participating in sports, and to plan for retirement. Excellence must be carried through all areas of life.

## **Question/Topic 2: Suggestions for creating and developing a NOA**

Promoting excellence through education should be the main task of NOAs within each country. One group member's country does not yet have an NOA;

however, there is strong interest by their NOC to create one. Group members proposed ideas to realize this goal:

- Create the NOA as an arm or section of NOC
- Brainstorm and develop a vision, mission, define a scope, then decide on programs
- Develop an objective
- Answer the question “What is the NOC not doing that the NOA will now be able to do – What gap will the NOA be filling?”
- Choose a structure to clarify who makes decisions, how members will be selected, their responsibilities and powers, number of members
- Speak to NOCs’ Secretary General and discuss offering a proposal for creating a NOA
- Lobby to have a NOA member as an *ex officio* on the NOC Executive Committee (so that the NOA has a voice, is visible, and can work closely with the NOC)
  - Think about how the NOC will benefit from having a NOA member in their board
- Reach out to existing academies with a survey or questions in order to see how they were created, what is working for them
- Start with one or two programs, then monitor, evaluate, learn and develop more
- Think about whether your structure should include volunteers and/or employees

**Question/Topic 3: How should NOAs pursue excellence within their organization?**

NOAs should review their performance and ensure that as an organization they are examples of excellence. Ideas include:

- Athlete federations, the NOA and the NOC should discuss excellence and be aware that there are several definitions of excellence; share vision, mission and be clear on vision of excellence

- There should be a close relationship between the NOA and the NOC
- Foster individual pursuit of excellence within the organization
- Practise good corporate governance
- Focus on continued education, send people to IOA sessions and master's programs
- Develop an internal training program in collaboration with Olympic Solidarity through their NOC management program
- Develop ways to include those that attend IOAs' Young Participants Session into the NOA – create roles for them
- Develop processes for internal monitoring and evaluation

After considering the ideas submitted on how NOAs can achieve excellence, it was noted that a way of auditing the practices and implementation of the ideas does not currently exist. We felt it is important that a tool be devised, perhaps by the IOA, where the NOAs can review their performance against best practices and determine where they can improve. Furthermore, there should be a way to share successes and difficulties with other NOAs. This can be conducted at the IOAs Session for Directors. The group felt a refectory should be added, outside the lectures and discussion groups, where NOA members can discuss practical issues. While there are informal discussions at IOA Sessions between small groups of people, a formal discussion would allow greater benefit and facilitate an exchange of ideas and experiences for everyone.

## ENGLISH-SPEAKING DISCUSSION GROUP 2

From ancient times, the Greeks connected sport with excellence. In the modern world we are presented with different definitions of excellence as a value.

*Kalokagathia*, as it relates to excellence, can be defined as the pursuit of reaching ones best, bodily, morally and spiritually. Further, it can be demonstrated through the Olympic motto. To quote Mr Dinos Michaelides from Cyprus: “The Olympic motto *Citius, Altius, Fortius* means that every young man should be faster in his athletic performance and perception, higher in his ethical performance, and bravely stronger in the contests of life”.

These same ideas can be translated into Olympic education and the spreading of Olympism. Below, we will take a closer look at what content should be delivered, understand who the target audience is, what tools are used to teach excellence, and the importance of measuring the program to measure success.

### **What content do you teach?**

The content can be broken down into three levels with the theme of Olympism and Olympic values woven throughout all levels. The following topics should be considered for each:

#### ***Level 1 – Overview of Olympic history***

- General history of the Olympic Movement
- Own country’s Olympic history
- Notable Olympians and their stories
- Importance of living a healthy and active lifestyle

- Introduction to Olympic values

### ***Level 2 – Introduction to individual sports and the Olympic Games***

- The Olympic program
- Specific details about sport
- Deeper understanding into the Olympic values
  - Fair play, teamwork, respect, sport for peace
- Incorporate practical experience (for example, learn to play a sport you're not familiar with)

### ***Level 3 – In-depth discussion on issues relevant to the Olympic Movement***

- Education on topics such as doping, violence, environment, inequality, race, etc., to inform participants about the problems, consequences and actions that can be taken to prevent any issues from arising
- Being ambassadors of your sport and your country
- Teaching the Olympic values to others
- The culture of *kalokagathia*

### **Who are the participants?**

Understanding the audience that will be receiving the information is critical in ensuring that the content, delivery mechanism and follow-up are appropriate. The list below is not a comprehensive grouping of all participants; however, it provides a good starting point for discussion.

- Children (5–14 years old)
- Youth (15–24 years old)
- Young adults (24+ years old)
- Athletes
- Educators (teachers, principals, education officials, etc.)
- Coaches
- National Sport Federation officials
- National Olympic Committee officials

## What are the tools you used to teach excellence?

Teaching excellence is a never ending process; to successfully teach excellence it is critical to present the material in a variety of ways and approaches. Below is a list of examples in which the delivery of excellence-themed Olympic education can be maximized:

- Train the trainers: When the trainers have the appropriate tools to deliver Olympic education, it should be ensured that the information is being delivered in an appropriate fashion and it will maximize the connection with the participants.
  - E.g., in Argentina, participants can receive a certificate after completing Olympic education training, to ensure that the lessons have been learned and that they will be applied. Participants must produce a video or PowerPoint presentation of how they have applied the information that they learned. At the completion of 40 days and after the submission of the video, participants receive their certificate.
- Working with sponsors: Finding new and creative ways to provide learning opportunities for youth will help to reinforce the lessons.
  - E.g., in Ukraine, the NOA has worked with McDonald's to add fun Olympic-themed activities and Olympic messaging to tray liners. These activities are appealing to children and will naturally spark a conversation about the Olympic Games and the Olympic Movement.
- Hosting Olympic Academy Sessions
- Implement activities (e.g., Olympic Day, community outreach, etc.)
- Offer practical exercises
- Use technology (social media, Facebook, website)
- Provide models by utilizing athletes that are considered as having achieved excellence
- Publications (brochures, posters, books, handbooks, etc.)
- Olympic Museum

As with many things, sustainability can be a huge challenge. To maximize the outreach and sustainability of Olympic education programs, it is critical that the NOA and the NOC work hand in hand with the government and ensure that

the content is either included in the curriculum or can work as a complement to the curriculum.

### **The importance of sustainability and the measurement of success**

To ensure the program meets excellence, it is important to create it so that it is sustainable and can be evaluated to measure its success. Evaluation of an Olympic education program can, and should be used as an ongoing management and learning tool to improve its effectiveness. This can be done differently in different countries. For example, some NOAs might conduct a periodic process of gathering and analyzing data that can then be used to determine whether the program is effectively carrying out planned activities, and the extent to which it is achieving its stated objectives and anticipated results. Additionally, some NOAs might require presentations to show proof of activities before certifications are awarded, while other NOAs might implement an inspection system under which instructors are monitored to ensure the proper lessons are being incorporated into their activities. Whatever the country or method of measurement, the evaluation process is important and should be done on a continuous basis to ensure that a long-lasting and sustainable program is maintained.

## ENGLISH-SPEAKING DISCUSSION GROUP 3

### Introduction

Referring to the main theme of the 13th International Session for Directors of National Olympic Academies “The value of Excellence as an Educational Tool”, our group was tasked to develop at least two questions that enable us to explore the theme and to prepare recommendations based on this discussion. Our group was lively in debate and in our quest for accurate definitions as a foundation for our discussion. Considering of our own work in the field of Olympic education and on issues prevalent throughout the lectures and in subsequent questions in the Sessions over our time in Olympia, we chose to discuss the following questions:

1. Excellence for what?
2. What is the coach’s role in developing excellence?

### Theme 1: Excellence for what?

In order to explore the theme of excellence, we must consider how we will choose to define it. The Olympic value of excellence extends well beyond the simple measurable aspects of sport, such as gold medals, record times and distances. Excellence transcends a focus on a destination or standard and involves the adoption of a way of life that is characterized by a desire to continually improve oneself physically, mentally, ethically in a holistic sense.

Excellence in the true sense is something that is visible in the form of behaviours, language and indeed health and well-being. An excellent person would emerge amongst those who do not hold it valuable, as a role model or leader on the basis of what can be seen in the application of the value of excellence.

Excellence is expressed in the desire of an individual to explore the limits of their potential. It is firstly centered on one's self, but cannot remain that way, as it translates into respect, friendship, inclusiveness, tolerance, understanding and a desire for peace amongst all human beings and the environment that we share.

In our view, given the influence exerted by our environment, our health and the reality of everyday living, excellence is not something that can be attained and then left behind in the wake of the quest for other values. It is a constantly changing journey that offers the travelers an opportunity to explore new territory as they analyze their state of holistic health and well-being.

## **Theme 2: What is the coach's role in developing excellence?**

There are many roles that carry great influence in the adoption of excellence as a common value within sport. For the purpose of our discussion, we chose the relationship between the coach and the athlete in order to explore how our definition of excellence might be imparted and upheld in order to maintain its relevance within the field of sport. Many of the lecturers made a reference to the role of the coach, but it has been plainly observed by our group that there is not enough attention paid to their vital significance in sports. Therefore we hope that our discussion will serve to inspire new ideas that lead to changes, through initiatives taken by National Olympic Committees working together with National Olympic Academies.

We firstly subscribe as a group to the notion that a coach should be both educator and a trainer. We acknowledge that this presents some challenge to high performance structures that have a plethora of services and experts available to contribute towards excellence in the life of an athlete. That being said, we maintain that it is critical and, if necessary, should lead to a redefinition of the accepted role of a coach and the competencies that are expected in present sports environments.

In fulfilling this role, coaches must become a guide for athletes, assisting them as they themselves explore the limits of their potential in a quest for excellence, as we have defined it.

To fulfil this role as guides, they must have a foundational philosophy, based on the Olympic values. This would require them to explore their own excellence as a continuous journey, and would require a constant stimulus for growth and development in their own conduct and pedagogical practices.

Such coaches would then be expected to be competent communicators and examples of the value of excellence for the athletes in their care. In fact, we would consider that the impartation of the Olympic values should be included as a requirement duty of care for every coach, from youth to elite.

A coach that has adopted this philosophy in turn plays a role alongside educators, trainers, officials and the wider sports community as someone who preserves the value of sport to society.

## **Recommendations**

- The ability to communicate and model excellence as a value is a valuable tool for all who participate, contribute and develop sport
- The coach has a pivotal role in the modelling and communication of excellence to athletes and all whom they influence
- An important aspect of coach education must be the development of a sound philosophy based on the Olympic values
- NOCs ought to recognize, promote and apply coach education with regards to Olympism and the Olympic values.

Finally, we would like you to consider an extended Olympic Games' motto, as suggested by Hans Lenk:

*CITIUS, ALTIUS, FORTIUS, HUMANIUS*

## ENGLISH-SPEAKING DISCUSSION GROUP 4

Generally, the discussions were very good, with full participation by all of the members.

The topic of excellence was a challenging one and, while we were able to work on three questions, there is still much to be done in order to determine excellence as an Olympic value.

First of all we thought it necessary to examine the concept of excellence itself and that led us to the following points:

### ***1. Identify the fundamental components of excellence as an Olympic value***

- Purity of intention
- Being the best that one can be
- Satisfaction that one has given his/her best
- Pursuit of excellence
- Strive to achieve your best in any activity, guided by honesty, fair play, good practice and ensuring moral and ethical standards
- Integrity in all aspects of life

The concept of integrity emerged from the presentations at this Session and so we felt it necessary to address it in the context of excellence. This led us to ask:

### ***2. How can we maintain integrity in the pursuit of excellence in sport?***

- Adhering to the positive values inherent in Olympism. Keeping the positive values before us in all that we do
- Promoting the value of excellence by example, through Olympic education and in the practice of sport
- Having faith in the principles of fair play and its practice
- Establishing effective controls on one's behaviour, consistent with the Olympic values

Finally, because as NOAs we are focused on Olympic education, we agreed to address precisely how we can deliver excellence in our education programs going forward. We examined:

***3. The many ways of integrating excellence (or its derivatives) into a functional tool of Olympic education***

Noting that it is necessary to promote excellence as integral to the creation of a fair and democratic society and that the transmission of excellence is dependent on being connected with others, we recommend utilising the following tools:

- A clear definition of excellence based on the target audience
- Provision of practical examples and demonstrations of excellence in its many forms
- Explaining the struggles and challenges along the way – A pathway of human development through one’s life – The pursuit of excellence

## ENGLISH-SPEAKING DISCUSSION GROUP 5

We distinguish two types of excellence: sporting excellence, and human excellence.

### *Concepts of sporting excellence*

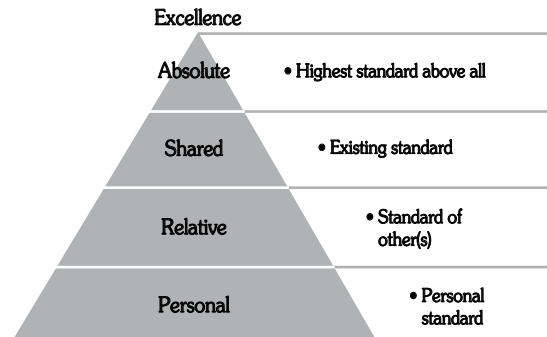
- a. Absolute excellence
- b. Distributional (shared) excellence
- c. Relative excellence
- d. Personal excellence

Those are the different concepts of a sporting excellence that are measurable, since performance, standards and records are all measurable, but also immeasurable, if the standards are set by human judgements.

Let us describe those concepts in detail.

- a. Absolute excellence is the very highest standards, achieved by those who exceed all others (ontological excellence).
- b. Distributional excellence is achieved by all those who reach standards previously reached by only some. This means the level of excellence is shared.
- c. Relative excellence is achieved by all those who reach or exceed the performance of others (In order to win, I don't have to be good – just better than you).
- d. Personal excellence is achieved by all those who reach or exceed their own previous performance (personal best).

The figure below demonstrates those four concepts:



To better understand these concepts of sporting excellence, we found examples from the other presentations made. These are the following:

- Performing at their best, breaking personal best records and reaching excellence (personal excellence)
- Winning medals  
(absolute/elite excellence)
- Aiming to reach the Olympic Games, you have to be excellent:
  - either to achieve a certain qualification standard  
(standards/distributional excellence)
  - or to be better than others in trials  
(comparative excellence)

Sporting excellence can be reached in games sports (mostly team sports) and in performance sports (mostly individual). The difference lies in assessment.

- In performance sports, excellence is assessed by (objective) criteria, since the best wins
- In games sports, excellence is assessed by expert judgement (sometimes, the “better” team loses)

There are different kinds of excellence.

- It can be a feature of:
  - the sport itself (It was an excellent race/match)
  - the performance of a particular athlete
  - his/her training/preparation
- Or it can be an end goal, too

But for whom is sporting excellence so important? Who are those who can be interested in it?

- Sporting excellence is a concern for all those who are concentrating on the actual sporting event:
  - Athletes/players
  - Coaches
  - Referees/judges
  - Media
  - Spectators
  - Others

### ***Concepts of human excellence***

- the ethical excellence of the athlete is a virtue linked to excellence
- his/her qualities as a human being
- becoming the best version of myself
- holistic concept of the human (not just body/mind dualism)
- a modern *kalokagathia* – the balanced human

Regardless of the concept of excellence, how do we achieve what we desired so much?

- Excellence might be seen as the end goal.
- Excellence is also exhibited in the *process* of *seeking* those goals (whatever they are).
- Aristotle: excellence is not a virtue, but a level of development of the virtues.
- Aristotle: excellence is not an act, but a habit. It is what we repeatedly do rightly.

So, we achieve excellence by seeking to do the right thing, in all contexts, which thus becomes a practice of good habits.

### ***Our final questions***

We conclude that we all have to ask the following questions to ourselves:

- What is human? Do we see athletes merely as body-machines?
- What is human sport? Is there too much one-sided, inharmonious development in our today's (sport) life?
- What is human engagement in sport? Are we fixed to winning medals, to the detriment of our humaneness, e.g. doping, violence, etc.?
- What is it to be a harmonious human being?
- How do I achieve harmony in my own (sporting) life?

## ENGLISH-SPEAKING DISCUSSION GROUP 6

The members of Group 6 decided to explore excellence in its various forms and, after discussions, we arrived at these three questions.

### **Question 1: What is excellence?**

It was difficult to define it, but we agreed on the following points:

- The best of the best
- It is Perfection
- It is being Exceptional
- It should be viewed in a positive light – in moral or ethical way
- It should not be limited to the champion
- It can also be personal.

Personal Excellence can be achieved:

- By striving to improve yourself
- By doing your best
- By giving your best effort not only in sport, but also in other activities such as: art, music, science, architecture etc.

### **Question 2: How do we achieve excellence in life and sport?**

Excellence in life and sport can be achieved through:

- Following positive principles
- Doing your best at all times
- Giving your best effort in all spheres of life

- Adhering to positive values
- Humanizing of sport

### **Question 3: What are the conditions influencing excellence?**

The group thinks that there are many ways to influence excellence. Here, we are offering only a few examples:

- Education
- Motivation
- Commitment
- Dedication
- Creating opportunities
- Taking responsibility
- Quality training
- Sport sciences, technology and infrastructures
- Role-models

### **Conclusion**

Society, the sport environment and the family have a big contribution to make towards achieving excellence.







# Closing Ceremony

ANCIENT OLYMPIA, 7th MAY 2015



*The participants and guests receiving their participation diplomas  
by the IOA President, Isidoros Kouvelos.*



**CLOSING ADDRESS**  
**on behalf of the participants of the Session**  
**by Andrew HIBBERT (GBR)**

I am delighted and honoured to be talking for and on your behalf at the conclusion of the 13th International Session for Directors of National Olympic Academies. We thank our hosts for providing such a valuable program and such a warm hospitality this week.

We have gathered here, close to the birthplace of sport, from across the world to take the opportunity to listen to our expert lecturers drawn from the academic community. You have afforded us the opportunity to explore the theme of excellence, providing insight, understanding and the opportunity to discuss one of the pillars of Olympism. On behalf of the participants, I would like to thank you for your endeavours.

The discussion groups allow us to meet new people and renew old friendships; but, importantly, they also allow us the opportunity to compare experiences and ideas and provide the forum to ask questions. Being able to ask questions is so important to the success of the Academy: never to accept without question, to delve deep into the meaning of Olympism and test that this philosophy has stood the test of time and is relevant in the contemporary sporting world.

During my first visit to the IOA, 23 years ago, as a young participant, I, like most of us, was struck by a number of emotions. Of course, wonderment at the location, but also the feeling of being at one with like-minded peers; at one with the archaeological site; at one with the IOA environment; but also at one with myself. It is hard to imagine any other place that could achieve so much.

These factors alone however do not make the IOA such a memorable and wonderful place, no. That honour belongs to you. It is the participants,

lecturers and IOA staff, who create the Olympic spirit, enable learning and the development of enduring friendships and these special moments in time. Dear friends, we are very privileged to attend the IOA, we are the gatekeepers to Olympism in our countries, it is incumbent upon us to keep the flame of Olympism burning brightly and remain true to our beliefs.

Colleagues, friends and members of the IOA community, I would like to thank all of you for the past week, for all the experiences we have shared in each other's company. Travel home safely and until next time, farewell, but not goodbye.



*The Master's degree students attended the closing ceremony of the Session and presented their experience at the Postgraduate Program.*

**CLOSING ADDRESS**  
**on behalf of the lecturers of the Session**  
**by Prof. Irene MARTÍNKOVÁ (CZE)**

I would like to thank the President, the Director and the Dean for inviting us to give our lectures and to share our ideas with you. But it was not just one-way, teaching and learning; we ourselves learnt a lot, not just from other lecturers, but also from your questions here and from the numerous discussions we had outside this room.

For example, I learnt that it is useful to use the word “excellence” as an incomplete term that we should always connect with what we think should be excellent. So, it is very different to talk about physical excellence, athletic excellence, or excellence of the whole human being. And we understand that this influences how we change the athletes and what kind of education programs we are going to have.

But this Session is not only about the things that we have learnt and answered. There are many open questions still in our heads, the answers of which we are going to pursue on our own, at home. And, so, we can pursue the Olympic idea away from here, too. It is like Socrates said: “If you think that you know the answer, you are not looking for it”. Only when you find out that you don’t know the answer, you feel the urge to look for it. And I am sure that it is not just the lecturers who have open questions, but a lot of participants, too; because I am not sure if we have really answered what excellence means and we still have to look for it.

I would like to thank you, but also the supporting staff and everybody who supports this Session and is involved in the creation of this open space, in which we can discuss and critically examine our ideas and the concepts we use in lectures but also in our everyday life. Last, I would like to say that it

is really inspiring to be here, in this beautiful place, with people from all the corners of the world, and to be able to understand, to refine and to improve, so as to implement Olympic ideas, so that Olympism becomes synonymous with excellence.



**CLOSING ADDRESS**  
**of the Session Proceedings**  
**by the President of the International Olympic Academy,**  
**Isidoros KOUVELOU**

At the end of this Session, I would like to thank you all for your creative participation in the work of the International Olympic Academy. Through the proceedings of this Session, our contribution to the study and research of crucial issues, such as the Olympic values and more specifically excellence, paves the way to further exploring the educational practices realizing Olympic ideals. My absence from the Session's proceedings, due to reasons beyond my will, certainly did not affect the serious work you have produced which, as my collaborators informed me, proves more strongly each year that in your countries you are working efficiently and consistently in the field of Olympic education and in the propagation of Olympic values. Unquestionably, during this Session, despite its short duration, many interesting topics were debated, many issues were raised and you, the NOAs' delegates, had the chance to report on your activities and engage yourselves in fruitful discussions.

Today, over more than half a century since the creation of the International Olympic Academy and more than 40 years after the establishment of the first National Olympic Academies, the fundamental objective of the International Olympic Academy and of each National Olympic Academy remains the cultivation and dissemination of the Olympic values through education for a better and peaceful world.

To this end, the International Olympic Academy and the National Olympic Academies must jointly undertake to promote and support the educational values of Olympism. The International Olympic Committee always gives its support to the work of the International Olympic Academy and of the National

Olympic Academies. If the humanitarian ideas of the Olympic Movement are those which determine its cohesion and future course, then the spiritual network of the International Olympic Academy, in collaboration with the National Olympic Academies, is particularly important for disseminating these ideas worldwide.

Understandably, it is the duty of us all to support the work of the National Academies in their efforts to spread the values of Olympism at global level. This is precisely the role which this IOA Session accomplishes, an ideal meeting for all the people who are striving to support the Olympic Movement.

The IOA is here in order to support the work of National Olympic Academies and contribute to the creation of new Academies all over the world, thus expanding the Movement's international network.

This year we have chosen as the special theme of this Session one of the fundamental values of Olympism, the pursuit of excellence as an educational tool. Excellence in ancient times was the supreme humanitarian ideal through parallel physical and spiritual development. It was the prevalent value at the Pan-Hellenic and Olympic Games, and an honor for every Olympic winner who stood out as excellent among peers. Excellence was predominant in every facet of Greek civilization and the result of this ideal were the magnificent intellectual and cultural achievements of the ancient world. This value was also adopted by



the modern Olympic Movement and composes, together with the other Olympic values, the present code of ethics for young athletes, encapsulating what we call the philosophy of Olympism. Young people through competition and their involvement in sport, but also in other broader social activities associated with sports events, are aiming at excellence, which they consider as the highest principle and reward.

For their essential contribution through their well-documented presentations on this subject, I wish to personally thank the following lecturers: Conrado Durántez, an inspired participant at the 1st IOA Session of 1961, who became a pioneer in Olympic education; Professor Stephan Wassong with his active work at the Olympic Studies Centre in the Sport University of Cologne; Mr Dinos Michaelides, the Director of the NOA of Cyprus, a dear friend with a long experience in the function of a NOA; Ms Laurence Munoz and Ms Maha Zaoui, who both have been IOA young participants and then coordinators, before following an academic career and being here today as lecturers; Professor Halina Zdebska-Biziewska, from the University of Physical Education of Krakow, many times participant in the NOAs' Directors Session; Professor Silvia Dalotto, an active NOA official from Argentina, which will host the 2018 YOG of Buenos Aires; Professor Irena Martinková from the Charles University of Prague, also an IOA student who now has been invited as a supervising professor of the Postgraduate Seminar; and Mr Olivier Niamkey from Olympic Solidarity, our dear friends who always assist the IOA work as well as NOAs work. I would also like to thank Ms Elisabeth Sluyter-Mathew, project officer from the IOC International Cooperation and Development, for her valuable presence during the Session.

Dear friends, I believe that this Session has left us all with a pleasant and creative feeling, and revealed the many-faceted value of the special subject under discussion. I want to assure you that I, personally, as the President of the International Olympic Academy and the National Olympic Academy of Greece, will always be by your side for fruitful cooperation on the issues that we have considered here, in the magic surroundings of ancient Olympia.

Once again, I wish you, from the bottom of my heart, a good journey and safe return to your countries.



A black and white photograph of a long row of flagpoles with flags flying, set against a backdrop of a dense forest and a grassy field. The flagpoles are arranged in a line that recedes into the distance. The flags are flying in the wind. The background is a dense forest of trees, and a grassy field is visible on the left side of the image. The overall scene is peaceful and formal.

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