INTERNATIONAL OLYMPIC ACADEMY

Olympic education as a tool for development and sustainability

13th JOINT INTERNATIONAL SESSION
FOR PRESIDENTS OR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES
AND OFFICIALS OF NATIONAL OLYMPIC COMMITTEES

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International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE

Tel.: +30 210 6878809–13, +30 210 6878888
Fax: +30 210 6878840
E-mail: ioa@ioa.org.gr
Website: www.ioa.org.gr

Editor: Konstantinos Georgiadis

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7–14 MAY 2016

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

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FOREWORD

The main subject of the Proceedings of the 13th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees was "Olympism as an effective tool for development and sustainability" and the special subject "Olympic education as a tool for development and sustainability".

By now well-established in its own right, the biannual Session was attended by 99 participants, 70 men and 29 women, from 77 countries. A range of subjects was developed by distinguished speakers from America, Asia, Africa and Europe.

Lecturers approached the issue of the Olympic Games' organization by examining the positive as well as the negative impacts of the event. They also looked at the policies applied for social development and the promotion of inclusive societies through sport. Moreover, ideas and proposals were presented for an Olympic values-based education aiming at the well-being and healthy life-style of citizens, along with environmental protection, poverty reduction and global peace.

The Session's Proceedings also include reports from the educational events of National Olympic Academies and National Olympic Committees. It is clear that over the years, National Olympic Academies and Committees have been showcasing numerous interesting activities related to Olympic education.

The stimulating input of participants in the discussion groups contributed to the success of the Session. Their conclusions relate to several topics such as sporting events as a means of spreading Olympic values and creating open societies, the ways in which National Olympic Academies can develop sustainable Olympic education programs, and the role of the IOA, technology and the media in enhancing their work.

Moreover, various ideas were developed concerning the Youth Olympic Games and Olympic Education, and the positive and negative aspects of the Olympic Games' organization.

There were also interesting debates on Olympic and Paralympic values and on whether the Olympic and Paralympic Games should be held over the same period.

The conclusions of the two French-speaking and the seven English-speaking discussion groups provide a fresh perspective on various aspects of the Olympic Movement; they generate ideas and make suggestions and recommendations for improving the educational policy aimed at the global promotion of Olympic education.

The IOA, true to its tradition, once again organized an excellent Session with the support of the IOC, the Hellenic Olympic Committee and the members of its Ephoria, whom we thank warmly.

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, 8th May 2016

Commemorative photo at the main stairs.

OPENING ADDRESS
of the Session Proceedings
by the President of the International Olympic Academy
Isidoros KOUVELOS

It is a special honor for me to address the 13th International Joint Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees. Welcome, participants and lecturers, at the International Olympic Academy!

It is a pleasure but also an obligation, as the President of the Academy, to welcome so many members of this big Olympic Family who contribute with their actions and work to the progress of the modern Olympic Movement.

Presentation of the NOAs' and NOCs' delegates.

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

Poem recitation by the poet Dionyssis Georgakopoulos.

Many of you have participated multiple times in this Session during the past eight years and you are fully aware of the IOA's efforts to upgrade its role within the Olympic Movement.

We strongly believe that the active presence of the NOAs in every country, in collaboration with their respective NOCs, could really create the appropriate friendly and persuasive grounds for educating youth in all parts of the globe.

The fundamental objective of the International Olympic Academy and, respectively, of every National Olympic Academy, is to cultivate and disseminate the Olympic ideal and Olympic education. The huge contribution of these institutions to the promotion of the ideas of Olympism and sport in schools and society creates high expectations for all of us who are involved in Olympism, specifically in redefining and enhancing of the Olympic values as a tool of improving quality of life and relations in a humanitarian sense.

Almost two years ago, the IOC President presented the famous Agenda 2020, expressing the hope that its content will be implemented fully by the members of the Olympic Family, thus guiding the Movement to a new roadmap; a roadmap more transparent and financially more sustainable, which will meet

Laying of wreath at the Pierre de Coubertin stele
by the IOA President, Isidoros Kouvelos, and NOAs' delegates.

Laying of wreath at the Carl Diem and Ioannis Ketseas monument by (from left to right) the AANOA President, Dr Ridha Layouni, the IOA President and the lecturer Dr Benu Gupta.

Commemorative photo in front of the Pierre de Coubertin stele.

and exceed people's expectations around the world. One of the most important recommendations of the new Agenda, whose nature itself has a great influence on our lives, has to do with the role of the IOC toward a more proactive position with regards to sustainability, by including this target within the Olympic Movement's daily operations.

In this light, one aspect of sustainability is the protection of the environment.

The IOC promotes the development of such recommendations by providing tools and mechanisms to ensure the exchange of information between Olympic stakeholders and existing institutions, such as the Olympic Solidarity, to help and assist in the implementation of every initiative.

This is why we have decided to propose this issue as the main topic for this year's Session for NOAs' directors and NOCs' officials.

The notion of the above recommendation is among the basic aims of the humanitarian ideas of Olympism and it is our duty to fully support and disseminate it.

NOAs are among the most significant educational institutions within contemporary societies that should implement this target, and the IOA is ready to work hard in order to accomplish this task.

Therefore, I endorse this view not only in my capacity as President of the IOA but also as the President of the NOA of Greece: that, apart from the basic values of Olympism, this specific issue (e.g. environment protection), entrusted to us by the IOC President, is to be disseminated along with.

You may rest assured that the IOA will always support your work and continue to encourage the creation of more and more NOAs around the world.

The expected results cannot be achieved without the essential support of National Olympic Committees in different countries, whose cooperation with NOAs is certainly an important prerequisite.

Dear friends, I hope that in this Session the analysis and consideration of "sustainability" and more specifically "environment protection" will reveal new facets of an issue that has never stopped to preoccupy the researchers and observers of the Olympic Movement, especially after its inclusion among the recommendations of the Agenda 2020.

I will conclude my short opening by quoting President Bach's words when presenting the Agenda 2020:

In our world – changing faster than ever – the success of yesterday means nothing for today. The success of today gives you only the opportunity to drive the change for tomorrow. Based on a solid foundation of 100 years of history, we have together started to anticipate the upcoming challenges about one and a half year ago.

The challenges we are already facing and more importantly the challenges we can already see on the horizon. If we do not address these challenges here and now we will be hit by them very soon. If we do not drive these changes ourselves, others will drive us to them. We want to be the leaders of change, not the object of change.

Dear friends, I hope that this Session will be the starting point for a wider debate on these issues. I wish you all a pleasant stay in a place of historic importance and great natural beauty. Let this be an opportunity for all of us to revive our human relations. From the bottom of my heart, I welcome you, wishing you the best of success for the works of this Session.

At the archaeological site of Olympia.

At the ancient Stadium.

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 OLYMPIC MOVEMENT AT THE CROSSROADS: SUSTAINABILITY CHALLENGES AND THE RIO 2016 SUMMER OLYMPIC GAMES

Einar BRAATHEN (NOR)[1]
Research Professor,
Norwegian Institute for Urban and Regional Research (NIBR),
and Oslo and Akershus University College of Applied Sciences

Introduction

When Thomas Bach was elected as the new IOC President in September 2013, he presented a manifesto in which he emphasized sustainability in the following way:

> *Sustainability comprises many factors and is – with regard to the Olympic Games – a concept of respect for the environment, feasibility and development to leave a positive legacy for the hosting community and the world of sports at large.*[2]

Associating sustainability with the intention of "leaving a positive legacy" offers a point of departure for this paper.

The year 2014 became a challenging one for the new IOC President and the Olympic Movement. The Winter Olympic Games in Sochi were surrounded by controversies, due to the extravagant cost of the Games,[3] while the authorities of the host country were criticized by human rights organizations and in mass

1. Leader of the research project "Insurgent Citizenship in Brazil: the role of mega sports events", 2015-2019, funded by the Research Council of Norway. Email: einar.braathen@nibr.hioa.no
2. "Unity in diversity". http://www.olympic.org/Documents/IOC_President/Manifesto_Thomas_Bach-eng.pdf
3. Estimated to 50 billion USD (Müller 2014).

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

media for discriminating people according to their sexual orientation. In Europe, public opinion turned against every initiative to present bids for the 2022 Winter Olympics. The IOC ended up with Almaty and Beijing as the only candidate cities for 2022. However, the IOC was quick in responding to these variously expressed concerns. In December 2014 the Olympic Agenda 2020 was launched. Recommendation 4 provides a key point of reference for this paper:

> *Include sustainability in all aspects of the Olympic Games. The IOC to take a more proactive position and leadership role with regard to sustainability and ensure that it is included in all aspects of the planning and staging of the Olympic Games. 1. Develop a sustainability strategy to enable potential and actual Olympic Games organisers to integrate and implement sustainability measures that encompass economic, social and environmental spheres in all stages of their project. 2. Assist newly elected Organising Committees to establish the best possible governance for the integration of sustainability throughout the organization.* (IOC 2014:12)

Olympic Agenda 2020 refers to the three dimensions of sustainability commonly accepted by the international community: "economic, social and environmental". While the Olympic Agenda 2020 cannot be applied to review Olympic Games taking place before 2020, its notions of sustainability and legacy, have been part of IOC's policy guidelines at least since the 1994 Lillehammer Winter Olympic Games. As such, this paper will mainly focus on the social dimensions of sustainability and legacy and will use these notions to review the preparations of Rio 2016 Olympic Games.

In order to formulate an academically sound set of questions on this issue, the paper draws on the work the Swiss researcher Martin Müller (2015), who identifies the following symptoms of what he terms the "mega-event syndrome", which characterizes the Olympic Games:

1. Overpromising of benefits
2. Underestimation of costs
3. Event takeover (event priorities become planning priorities)
4. Public risk taking (the public takes risks for private benefits)
5. Rule of exception (suspension of regular rule of law; reduced public oversight, limited public participation)
6. Elite capture

7. Event fix (mega-events become seemingly quick fixes for major planning challenges)

When reviewing the preparations for the 2016 Rio Olympics, five of these symptoms of the "mega-event syndrome" are relevant in setting the following hypotheses (in relation to the points above):

I. "Elite capture" (6) in combination with "rule of exception" (5) lead to "public risk taking" (4)
II. "Overpromising of benefits" (1), in terms of broken legacy promises, combined with the mentioned "elite capture" lead to loss of trust with citizenry and to citizens' protests (insurgent citizenship)

To examine these hypotheses, the paper attempts to answer the following questions:

a. To what extent, and how, has the Olympic project in Rio become subject to elite capture?
b. What has the social legacy plan been, and to what extent has it been implemented?
c. How has the citizenry reacted?

Elite capture: Rio's Olympic City project

Why did Rio de Janeiro win the bid for the 2016 Summer Olympic Games and did have a Major stake in Brazil hosting the 2014 FIFA World Cup? If we limit ourselves to local factors, the successful bids can be attributed to a fundamental shift in the municipal leadership's strategy during the 1990s. With the re-democratization of Brazil in the 1980s, the 1988 Constitution granted more power to Brazilian states and municipalities. Matters of urban development were placed under the control of the municipal governments. Rio de Janeiro developed and implemented a Master Plan in 1992. This Master Plan is based on a prioritization of public over private interests, and contains guidelines when it comes to the democratization of access to land, infrastructure, and urban services. It also includes norms for a democratic management of the city. In 1993, Rio's Mayor Cesar Maia invited the Rio de Janeiro Trading Association (ACRJ) and the Federation of Industries of the State of Rio de Janeiro (FIRJAN) to join the municipality in elaborating a Strategic Plan for the city. A key urban

planner from Barcelona, Dr. Jordi Borja, was the main consultant. Inspired by the 1992 Barcelona Olympic Games, the plan emphasized the big potential of large projects and mega-events in branding Rio de Janeiro as a destination for tourists and foreign investors and transforming Rio de Janeiro into a "global city". As a contrast to the Master Plan of 1992, the Strategic Plan of 1994 was elaborated without democratic channels of participation (Vainer 2000:106; Curi, Knijnik and Mascarenhas, 2011).

According to Carlos Vainer (2011), two elements have been instrumental in legitimizing the transformation of Rio into an Olympic city. On one hand, city patriotism led to a profound sense of pride among the inhabitants at the prospect of hosting a global mega-event. On the other, the generalized sense of an urban crisis that characterized Rio since the 1990s, authorized and demanded a new form of power constellation in the city. In other words, the Olympic project of the city elite enjoyed a populist-democratic legitimacy.

In 1996 the city sent its first bid to host the Olympic Games. In 2007 it submitted its third bid, leading in 2009 to its victory in the race to host the 2016 Games. The difference between the two bids is quite telling: in 1996, the main Olympic venues and sites of accommodation were to be located in a socially and economically run-down area, in the northern zone of the city near the International Airport "Galeão" and the campus of the Federal University. The plan was to regenerate and upgrade this part of the city. In 2007, the main Olympic venues and accommodation sites were to be built in the western zone of the city, along a lake and close to Barra de Tijuca, an already rapidly developing suburban city for the higher middle class (Mascarenhas, 2012). The "Olympic Park" was to be built by a consortium led by the largest entrepreneur and property developer of Barra de Tijuca, Mr. Carvalho Hosken, in a public-private partnership. The close links between Mr. Carvalho Hosken and the Mayor of the city, Eduardo Paes, is no secret.[4] The elite capture of the most lucrative parts of the local Olympic resources have been exposed to the public several times.[5]

4. Paes was the municipal area manager of Barra de Tijuca when Hosken's company expanded its building activities tremendously in the area. Hosken has openly supported Paes in all subsequent elections.

5. See *The Guardian*, 4 August 2015: "The Rio property developer hoping for a $1bn Olympic legacy of his own." http://www.theguardian.com/sport/2015/aug/04/rio-olympic-games-2016-property-developer-carlos-carvalho-barra

The legacy plan and its context

Rio de Janeiro is one of the most unequal cities in the world (UN-Habitat 2008: 70). The socio-political space is divided between the "formal" city known as *asfalto* and the urban informal settlements known as *favelas*. The favelas date back to the end of the 19th century, and have long been a headache for the city's elites. According to Broudehoux (2011), image has always been important in the production of Rio as the "marvelous city". In that aspect, the favelas have always been central. Throughout their history, the favelas have been rejected by the formal city and have continually been threatened by destruction (Perlman 2010: 26). During the period of the military dictatorship (1964–1985), favelas located in the noble areas of Rio de Janeiro were targets of public removal policies. The residents were moved to new housing estates in areas distant from the city center, both to "re-civilize" these populations and to beautify the city. As authorities proved incapable of solving the housing deficit in the city, the favelas continued to grow uncontrollably.

In the 1980s the international drug trade came to Rio de Janeiro, and drug traffickers found a stronghold in the favelas, where the State's presence was weak. The violence associated with drug trafficking grew in frequency and intensity throughout the late 1980's and 90's, and assaults, robberies, kidnappings, shoot-outs and *balas perdidas* ("lost bullets" striking innocents caught in a cross-fire) became everyday security issues. The *favelados* –a pejorative for the people inhabiting these territories– have been perceived as intimately linked to all the problems associated with the favelas. Regular residents within these territories were considered as accomplices of the drug traffickers because of neighborhood relations, kinship or economic and political ties.

In the 1990s, the social conflict in Rio de Janeiro was depicted as a "war", and the police took a militarized approach to combat drug trafficking. The war on crime produced an image of the city as notoriously dangerous and irredeemably divided, which tarnished its national and international identity. Public policies in the favelas had to be revised. As they had proved incapable of solving the housing deficit in the city, the removal policies were put to an end in the 1990s, and the public debate shifted to concentrating on the necessity of integrating the favelas in the city (Oliveira 2012: 47). Programs such as *Favela-Bairro* were launched by the municipality in 1993 to upgrade all of the city's favelas. Zaluar and Alvito (1998) stated that favelas were no longer at risk of removal and

most people defended instead their urban up-grading, or "urbanization".[6] When Inácio Lula da Silva from the Workers' Party (PT) was elected president in 2002 on a pro-poor platform, many were optimistic that the old divides between the "favela" and the "asphalt" were slowly being erased.

The legacy plan

When Rio de Janeiro submitted the bids for the Olympic Games, the official discourse was to use the Games to improve both living conditions of the poor and the security in the city. Lula himself headed the lobby for Brazil to receive the Olympics.

Leaving a positive legacy is one of the recent concerns of the "Olympic system" as a way of legitimizing itself (Horne and Whannel 2012). The delegations in the bidding process present a legacy plan on how they will use the event to address their city's social, economic, infrastructural, and planning challenges as a central aspect of their candidacy, often going beyond what is strictly necessary in order to stage the Games. The 2012 Olympic Games hosted by London were applauded for a legacy plan that emphasized the urban regeneration of selected underprivileged neighborhoods. Rio de Janeiro also adopted an ambitious plan to use the Olympics for citywide transformation. The federal government and the city of Rio were transcending the conventional policies for "built-in-legacies". In the Sustainability Management Plan of the Olympics (SMP), developed by the municipality of Rio de Janeiro, the city government suggests that one of the strategic objectives of the municipal planning department is to "organize an all-inclusive Games, leaving the city's population with a positive social balance". Legacy plans ranged from housing improvements to crime reduction, social inclusion, and urban regeneration combined with an attempt to revive the city's national and international image (Girginov 2013: 301).

The main plan was *Morar Carioca*. The municipality of Rio de Janeiro and the Rio 2016 Organising Committee presented it for the first time in 2010 as the social legacy coming out of the Olympic Games. *Morar Carioca* pledged comprehensive upgrading of all the favelas in Rio de Janeiro by 2020. This was going to be realised in partnership with the federal "Program for Accelerated

6. We translate the Portuguese term "urbanização" as "urban up-grading".

Growth" (PAC) and "My House My Life" (*Minha Casa Minha Vida*, MCMV) (Prefeitura do Rio de Janeiro 2010; Bittar 2011).

As a contrast to the top-down and cross-city program of *Morar Carioca*, this paper will look at a community driven bottom-up plan for Vila Autódromo. This was an idyllic fishing village which developed into a neighbourhood for construction workers in the upper middle class boomtown Barra de Tijuca. According to the 2010 National Census, Vila Autódromo had 1,252 inhabitants, of which only 10.5 per cent did not own the house they lived in (Vainer et al. 2013). The village was named after a Formula-1 race track, the *autódromo*, located next to it. The race track itself was demolished in 2012 to give way to the so-called *Parque Olimpico* (Olympic Park), with new sports venues and accommodation centres planned for the 2016 Olympic Games. Vila Autódromo had been threatened by collective relocation several times since the early 1990s and especially from 2011 on because of its location next to the Olympic Park. It has a well-organized residents' association fighting for the permanence of the community. In 2012 it developed a plan to upgrade its neighbourhood in order to be socially, ecologically and aesthetically in harmony with the Olympic Park. In August 2013 the Mayor accepted this plan (Braathen et al. 2013). Due to its character, a self-built and self-managed neighbourhood without drug trafficking and other sources of violence, Vila Autódromo became a famous symbol of Rio's favela universe. Its upgrading plan won the international prize of Deutsche Bank (Vainer et al. 2013). Vila Autódromo had become a site of cultural heritage.

Broken legacy promises

Morar Carioca started out with a budget of almost USD 4 billion (BRL 8 billion). It was supposed to upgrade all the favelas of Rio, around 500, and integrate them into the formal city by year 2020 (Steiker-Ginzberg 2014). The large-scale works would include the improvement of sanitation systems, installation of water drainage systems, street lighting, road surfacing, the construction of green public spaces and recreational areas, improvement of transportation networks, and the construction of social service centres. However, by the time of the local elections in October 2012, works had started in less than ten (!) favelas, and in none of these selected favelas were participatory ways of planning and organising being applied (Braathen et al. 2013).

After the Mayor, Eduardo Paes, was safely re-elected in October 2012 with one of his promises being to speed up the delivery of the *Morar Carioca* program, there was a moment of truth. The city management realised that they had to prioritize the Olympic Games in 2016 and the infrastructure projects directly required by the Games. The large-scale housing and social investments of *Morar Carioca* were not any more a priority. The program silently faded out in 2013 (Steiker-Ginzberg 2014).

Regarding Vila Autódromo, the Rio 2016 Organising Committee, together with the Brazilian Institute of Architects, launched a formal competition in May 2011 for the Olympic Park. The park was to harbor main sports venues as well as apartment buildings (*condominios*) for the Olympic delegations. The proposal contained a site plan which virtually deleted Vila Autódromo from the map. The competition was won by the international firm AECOM. In its winning plan, AECOM chose to preserve the inland part of Vila Autódromo. However, the rules of the competition provide that the winning proposal can be adapted at the discretion of the Rio 2016 Committee. Within a month of the announcement of the winning scheme, Vila Autódromo had again been erased from the plans (Vale and Gray 2013). In October 2011, the Rio newspaper *O Globo* reported that Vila Autódromo would be removed by 2013 (Magalhães 2011).

In the meantime, the construction of the Olympic Park was subject to a public tender. The winner was the consortium *Rio Mais*, consisting of three of the major building corporations in Brazil: Odebrecht, Andrade Gutierrez and Carvalho Hosken. They had built the original race track (*autódromo*) and the Athletes Village for the 2007 Pan-American Games. The contract for the Olympic Park amounted to USD 1.1 billion (Mais Democracia 2013). As the concessionaries of the Olympic Park, the consortium was permitted to use 75 per cent of this public land to accommodate luxury gated apartment buildings (*condominios*), which they could sell or rent after the Olympics (Vainer et al. 2013). The municipal housing secretary, Jorge Bittar, visited Vila Autódromo in September 2011 to notify its residents that they would be evicted. His only explanation was that: "This is a commitment from the federal government to the International Olympic Committee" (Judd 2011). However, the residents' association obtained information that the real "commitment" was rather private, local and sinister. The City Municipality wanted the community to be relocated not because of the Olympic Park construction, but rather as a *troca de favores*

(exchange of favours) between the Mayor and real estate developers. The São Paulo newspaper *Estadão* revealed that the city had informally purchased an area designated for relocation of the Vila Autódromo one kilometer away for US $12.5 million – nearly triple its appraised value – from a private developer that had donated US $150,000 to the election campaigns of Rio Housing Secretary, Jorge Bittar, and the Mayor, Eduardo Paes (Junqueira and Boghossian 2011).

However, 9 August 2013 was a turning point for the residents of Vila Autódromo. On this day, a few weeks after the demonstrations in June 2013 (see below), Mayor Eduardo Paes acknowledged that there had been errors in the treatment of the community. He said he was willing to initiate a round of negotiations based on the permanence and *in situ* upgrading of Vila Autódromo. The same day the Residents' Association released a public note stating that: "After years of resistance and struggle, Vila Autódromo achieved a commitment from the Mayor: Vila Autódromo and its residents will not be removed."

Nevertheless, throughout 2014 and 2015, demolitions continued to take place in Vila Autódromo. Bulldozers rolled through the streets like war tanks and demolition crews had marked their permanence by setting up offices in containers at the community entrance. In March 2015 the Mayor issued a decree calling for the urgent removal of houses in Vila Autódromo in order to construct the Olympic Park on time. On June 3, an attempt at demolishing two houses led to violent confrontations between the police and residents who tried to form a human shield to protect the houses from demolition. Video documentation posted online[7] confirms police use of rubber bullets and pepper spray batons against the protesters, wounding six people. The next months sticks and carrots – in terms of good compensation to individuals who sold their houses to the municipality – were used to demolish houses one by one. In February 2016 the last remaining house was destroyed.

Insurgent citizenship

In Brazil, the popular culture around sports (soccer) and festivals (carnival) has always been linked to politics or possible political abuse (DaMatta 1991; Wisnik

7. https://www.facebook.com/vivaavilaautodromo/videos/798829730223911/?autoplay_reason =gatekeeper

2006). As the forms of illegality and exceptions to the institutional order have multiplied with the preparations for the mega events, growing numbers of people are questioning the true intentions of the authorities and the ultimate consequences for ordinary residents. People react with contempt at corrupt politicians who exploit public investments in the events for private gains.

In June 2013, millions of Brazilians took to the streets in what became the largest street demonstrations in recent history. What started as a protest against a price hike on the public transportation in São Paulo quickly escalated to mass mobilizations against the massive public spending on stadiums and infrastructure related to the mega-events while the quality on public services remaining precarious. They also revolted against the violence used by the police forces to quell the demonstrations (Maricato et al. 2013).

The June demonstrations raised issues in the public debate in Brazil regarding citizenship – how to listen to the "voice of the street", take grievances of ordinary people seriously, and improve the quality of democracy. These manifestations did not emerge out of nowhere: they represent the culmination of years of formation of a new generation of urban movements. Organizations such as the *Movimento Passe Livre* (movement for free transport), student movements, urban resistance movements, favela residents' associations and movements *sem-teto* (for those without a roof/house) have through occupations and demonstrations articulated in broader networks, challenging the existing emptied out top-down spaces of participation. This new generation of urban movements and civic networks bodes for an "insurgent citizenship" (Holston 2007). As opposed to a statist citizenship that assumes the state as "the only legitimate source of citizenship rights, meanings and practices" (Holston 1998: 39), this alternative conceptualization of citizenship is active, engaged, and "grounded in civil society" (Friedmann 2002: 76). It moves beyond formal citizenship to a substantive one, that concerns an array of civil, political, social, and economic rights. These demands include the right to housing, shelter, education and basic health. As such, it incorporates the notion of the "right to the city" (Lefebvre 1967), which recognizes all city residents as "right holders" in the city, defending the needs and desires of the majority and affirming the city as a site for social conflict.

The "right to the city" is a pillar in the public policy and institutional framework for cities in Brazil since its City Law, *Estatuto da Cidade*, was adopted in 2001

(Rolnik 2011). The new generation of civil society movements have claimed the concept of the right to the city as their own, and it was frequently seen on banners and posters during the June protests. As emphasized by David Harvey, the right to the city is "far more than a right of individual or group access to the resources the city embodies: it is the right to change and reinvent the city more after our hearts' desire" (Harvey 2012:4).

While the urban protests were quelled just before and during the 2014 FIFA World Cup, they have returned in 2015 and 2016. The reasons have been a deep economic recession in combination with the largest corruption revelation in modern Brazilian history, the so-called Operation Car Wash (*Operação Lava Jato*). The latter is a large-scale investigation of private sector contracts with the state-owned petroleum company Petrobras. Evidently, private entrepreneur companies have paid 3 per cent of the value of any contract as an extra "political fee", distributed to a wide range of politicians including the leading Federal Congress representative of Rio de Janeiro. The owners of Brazil's two largest entrepreneur companies have been punished with prison sentences of 15 to 20 years. One of the companies, Odebrecht, is being investigated also for bribes connected to the refurbishment of the Maracanã Stadion in Rio, the football venue even for the Rio 20016 Olympics.[8] More corruption cases linked to the Olympic Games' preparations are expected, but it remains to be seen if they are revealed before the Opening of the Games. If this was not enough, it is not unlikely that Brazil's President, Dilma Rousseff, will be suspended from office during the Olympic Games in Rio due to an on-going impeachment process.[9]

Concluding remarks

The jury is still out whether one can be optimistic about the legacy of 2016 Rio Olympics. This paper holds that local elite capture has contributed to broken legacy promises, particularly in the socio-environmental field connected with improved housing and living conditions for the socially excluded part of the city's population. Nevertheless, the FIFA World Cup and the Summer Olympic Games

8. BBC offers a fair account of the situation: "Brazil corruption: Is the government in crisis?" http://www.bbc.com/news/world-latin-america-35810578

9. See http://www.bbc.com/news/world-latin-america-35980855, accessed 06.04.2016

have created a more engaged citizenship, due to many people's perceptions of a negative cost-benefit ratio of the built legacies. The transformation of Rio de Janeiro into an "Olympic" city has catalyzed social mobilization and growing politicization. This way, the main legacy of the mega events in Rio is a *political-cultural* one, an aggregate of various side effects (see Braathen, Mascarenhas and Sørebøe 2015.)

What should then be the lessons learnt for the Olympic Movement, apart from being much more realistic about the limits of top-down planning of any specific Olympic mega-event?

First, in terms of public education and communication of expected legacies for the host cities, the Olympic Movement must pay more attention to issues of citizenship. The Olympic Games must take it for granted that people globally are becoming more conscious of their rights. People demand socially inclusive games, and they expect that social inequality will be reduced rather than increased as a result of an Olympic mega-event. This is the case in societies with huge social differences, as in Brazil, and in societies with strong norms of social equality, as in Norway.

Second, it is important to maintain that the plans presented to host an Olympic event are well embedded in the existing legal and institutional framework of the country, and that the plans have solid and legitimate support from the people in the hosting cities and countries. Cities that do not organize free and fair referendums to approve or disapprove their bids, should simply not be taken into consideration by the IOC.

Third, the Olympic Movement should continue to demand sustainability in terms of enduring legacies of any Olympic event. However, the IOC should see to that the legacy promises – laid out in the bidding papers of the host city/cities – are duly kept in the run-up to the Games. The Olympic Agenda 2020 suggests that this monitoring is to be done only after the Games.[10] The IOC should speak out if the promises are broken. The reason is that not only the local organizers and authorities, but even the Olympic Movement as a whole, becomes discredited if legacy promises are broken.

10. Recommendation 4.3: "The IOC to ensure post-Games monitoring of the Games legacy with the support of the NOC and external organisations such as the World Union of Olympic Cites." (IOC 2014: 12)

If this is diplomatically difficult for the IOC, an independent monitoring body could be set up to address these complex issues.

Fourth, the social dimensions of sustainable development have to be addressed more deeply. This is because social development is important in its own right, and also because social and environmental issues are intertwined not only in "slum" cities but in every place where the social access to green and/or healthy environments is at stake. The equitable distribution of the economic gains from the Olympics needs also to be observed.

In other words, it is perhaps time for the Olympic Movement to openly adopt the Universal Declaration of Human Rights and the Sustainable Development Goals of the UN. Since all the member nations of the UN do support these documents, it should not be politically controversial for the National Olympic Committees to adhere to them as well.

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OLYMPIC EDUCATION TO PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES

Dr Naofumi MASUMOTO (JPN)
Tokyo Metropolitan University, Japan

Introduction

It is necessary to begin with a point of confirmation. As the *Olympic Charter* and the Fundamental Principle of Olympism suggest: "The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity" (IOC, 2015). In other words, it can be said that Olympism is an educational movement and a philosophy of peace. To actualize this, Olympic education should be given more support than ever. A second point of confirmation is also necessary: in the age to come, to realize social integration, where global diversities will be more highly esteemed, the concept of "positive peace" proposed by Johan Galtung[1] and its modern counterpart, "human rights", should be re-evaluated. To do so, not only Olympic education but also the integrated concept of Olympic and Paralympic Education (OPEd) must be introduced in place of traditional Olympic Education. And, finally, a third point: because the concept of Olympic legacy has grown in importance, in addition to the vision of human beings, which the integrated OPEd aims to cultivate, it seems that a radical change of viewpoint regarding the concept "human legacy" has to be affirmed.

1. Galtung, Johan (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. Sage Publications.

1. Review of Olympic Education: From 1964 Tokyo to 2016 Rio

The National Olympic Movement for the 1964 Tokyo Games in Japan: In order to organize a successful 1964 Tokyo Games, the Japanese government started the National Olympic Movement in 1963. The objectives of this National Olympic Movement were to foster de Coubertin's vision of Olympism, which placed sport at the service of the harmonious development of humanity and contributed to peaceful goodwill by increasing the self-pride of the Japanese, while developing international goodwill and world peace through sport. This Olympic Movement included seven key components: Olympic understanding; international mutual understanding; public moral enhancement; business morals enhancement; traffic moral enhancement; national land beautification; and, health promotion. The Ministry of Education published complementary readings for Olympic education and distributed them to all schools, from elementary to high, in Japan. The regional schools in the Tokyo area implemented the independent Olympic education on their own initiative. After the Games, the official Olympic film directed by Kon Ichikawa was screened and appreciated by all students, who learned about the successes of the Games and deepened their international understanding.

Olympic education was successfully continued at the 1968 Mexico Games, and after that a program of Olympic education was instituted in every Olympic Games. Unfortunately, Olympic education has not taken root in Japanese soil after the 1964 Tokyo Games and thus, in a sense, it failed to leave a long lasting legacy. And then, on the occasion of the 1972 Sapporo Winter Games, Olympic education was implemented by the city of Sapporo while the Japanese government published complementary readings and the Board of Education of Sapporo City published *The Guidebook for Olympic Learning*, which was distributed to all the schools. Unfortunately, Olympic education was not continued after the Games. For the 1998 Nagano Winter Games, Olympic education was again implemented. Among others projects, "One School, One Country Program" (OSOC) was shared worldwide as a legacy of Olympic education in Japan.

The "One School, One Country Program": This program is known as the most distinguished Olympic Education program worldwide. It began with the "One Community Center, One Country" program at the 1994 Hiroshima Asian Games. The OSOC program contained several central educational activities. Before the Games, students examined the history and culture of the assigned countries,

they learned their languages, conducted exchange programs, communicated by sending each other videos, and so on. At the Welcome Ceremonies in the Olympic Village, the assigned school children greeted the athletes by singing their national anthems in their native language. During the Games, many exchange programs between athletes and assigned schoolchildren were developed, while some schools continued to implement them or created new ones even after the Games.

Because the Nagano program was welcomed across the world, it was continued in the 2000 Summer Games in Sydney and in the 2002 Salt Lake City Winter Games. Nevertheless, for the 2004 Athens Games, the OSOC program was not adopted as the Olympic education program. Nevertheless, based upon a decision of the 2002 IOC Congress in Salt Lake City, the IOC decided to conduct this as one of the official programs starting from the 2006 Turin Winter Games. On the occasion of the 2006 Turin Winter Games, 90 elementary schools near the Olympic host city of Turin conducted the OSOC program. It can be said that this was the first global Olympic education program that had originated from Japan. Far from being limited to sport exchange programs, the OSOC program may transcend national borders and become an international exchange program. There are, however, some limitations to the transient cultural exchange programs that were selected by individual schools.

Because of the dissolution of NAOC, the graduation of children, and the moving of teachers, the OSOC programs become weakened day by day. Despite these successful stories of OSOC in Japan, after the closing of each summer and winter Games, the Olympic education program tapered off in Japan.

Although the name of the OSOC was changed to "Heart to Heart International Partnership Program" for the 2008 Beijing Games, this type of exchange programs, which emphasize international good will and world peace, has continued. Moreover, the core of the international exchange program was also present in the Youth Olympic Games (YOG) as the Twin Program in the 2010 Singapore YOG. Unfortunately, these OSOC programs were not implemented at the 2010 Vancouver and 2012 London Games. The main reason for this was that multiculturalism was already taken for granted, because both cities had a long history of immigration. At the 2014 Sochi Games, the OSOC program was implemented not as a mutual exchange but rather as a one-way learning transmission. Finally, the implementation of OSOC programs at the 2016 Rio Games and the 2018 Pyeongchang Games still unclear.

Review of the recent Olympic Education: On the occasion of the 2010 Vancouver Games, the OCOG of 2010 Winter Games, VANOC, settled the website of EDU for the Olympic Education sponsored by the private sector. These resources are still being utilized. Although the Get Set for the 2012 London Olympic Games website for Olympic education was closed after the 2012 Games, a new website was constructed in 2015. However, while the Olympic education for the 2014 Sochi Winter Games was implemented including the OSOC, the public communication of information regarding Olympic Education in Russia was not sufficient. The name given to Olympic Education for the 2016 Rio Games is "Transforma" and the program is now being implemented. Because the website is just in Portuguese, information for the Olympic Education in Brazil is again not sufficient.

The IOC stressed the Olympic education's importance within the Agenda 2020 program. In order to spread Olympic values-based education, IOC put forth Recommendation 22 and tried to strengthen its partnership with UNESCO to include sport and its values in school curricula worldwide. Moreover, the Youth Olympic Games (YOG), inaugurated in 2010 in Singapore, reconfirmed a commitment to Olympism, which embodies the goal of nurturing youth in a holistic and balanced way, not only in sport but also by blending it with culture and education. From the 2016 Lillehammer YOG, the Culture and Education Program (CEP) was renamed as "Learn & Share", and the IOC seemed to change the direction of Olympic education for the youth to learn from each other and share and spread the content of the program in their own countries.

2. Olympic Values Education Programme and Olympic values

From around 2005, the IOC implemented the Olympic Values Education Programme (OVEP), which is mainly organized by the former Culture and Olympic Education Commission of IOC. The central figure for the OVEP promotion is Ms Deanna Binder. The OVEP was developed with the Educational Toolkit based on the five educational Olympic values: fair play, joy of effort, respect for others, pursuit of excellence, and balance between body, will and mind. These values are derived from the fundamental principles of the Olympic Movement, and have been worded in a way that seems appropriate for educational purposes. They incorporate the three domains of learning, that is, cognitive (intellectual),

affective (social/emotional) and kinesthetic (physical).[2] Now, the IOC and the Education Commission will revise the OVEP.

It should be noted, however, that there are many different standpoints as to the Olympic values: the OVEP is based on the five OVs, although the IOC –approximately in 1990– proclaimed three Olympic values, i.e., excellence, friendship, and respect. It is not clear who defined these three values as the main Olympic values and there are different perspectives in different countries. For example, according to the Canadian Olympic Committee, the OVs are seven: excellence, fun, fairness, respect, personal growth, leadership, and peace.[3] The Australian Olympic Committee maintains that there are six team values, which are not proclaimed as OVs. These are "Attitude, Sportsmanship, Pride, Individual responsibility, Respect, and Express yourself" – their initial letters form the acronym "ASPIRE", which is the slogan of Olympic education for the Australian youth.[4] On the other hand, the International Paralympic Committee decided that there are four Paralympic Values (PVs), i.e., "Courage, Determination, Equality, and Inspiration".[5] Although Get Set, implemented by LOCOG for the 2012 London Games Olympic Education, maintains that OVs are distinct from PVs.[6] "Transforma" –the ongoing Olympic education program for the 2016 Rio Games– treats these seven values as a whole.[7] Let us also note in passing that some scholars have been critical of these four PVs.[8] Nevertheless, the most important point is whether these different perspectives include "Peace" as an Olympic or Paralympic value. In fact, only the Canadian Olympic Association included "Peace" in their set of Olympic Values.

2. IOC (2007). *Teaching Values: An Olympic Education Toolkit*. IOC, p.13.
3. COC: Unfortunately, the COC website has been renewed and the section regarding Canadian Olympic Values has been deleted.
4. AOC: http://rio2016.olympics.com.au/team/team-values
5. IPC: https://www.paralympic.org/feature/what-are-paralympic-values
6. https://www.gov.uk/government/news/human-rights-and-the-olympic-and-paralympic-games
7. http://www.rio2016.com/educacao/
8. McNamee, M. J. (2016): Paralympism, Paralympic values and disability sport: A conceptual and ethical critique, Disability and Rehabilitation, DOI: 10.3109/09638288.2015.1095247

Lecture by Professor Naofumi Masumoto.

3. Human rights and Olympic education

The OVEP's Toolkit includes the topics related to human rights, such as the UN's Universal Declaration of Human Rights, and a worksheet for the discussion about rights and responsibilities. In 2012, at the Closing Ceremony of the 2012 London Olympic Games, the communiqué concerning Human Rights and the Olympic and Paralympic Games was adapted between four current and future Olympic host nations, i.e., UK, Russia, Brazil and Korea. According to the communiqué, Olympic and Paralympic Games can be utilized in the following ways:

1. to promote awareness, understanding and the application of the Universal Declaration of Human Rights among those watching and participating;
2. as an opportunity to educate people on the values of respect, diversity, tolerance and fairness and as a means to combat all forms of discrimination, including racial discrimination, and promote an inclusive society;
3. as a vehicle for empowering girls and women through the practice of sport, promoting women's equal inclusion throughout society, and combating discrimination and violence against women;

4. to promote the equal enjoyment of all human rights and fundamental freedoms by persons with disabilities and to foster their inclusion in all aspects of society, including sports; and
5. to consider accessibility as an integral part of achieving sustainability.[9]

Nevertheless, there were some problems before the 2014 Sochi Games, as a number of western countries' delegations boycotted the Opening Ceremony, reacting to Russia's approval of anti-gay law.[10]

Regarding the human Rights of athletes with disabilities, when German blade jumper Marx Rehm jumped 8.40m and won the IPC Championship in 2015, his record pushed forward the argument about the rights of athletes with disabilities to be included to the Olympic Games. In 2014, IOC approved the amendment of Article 6 of the Fundamental Principles of Olympism in the IOC *Charter* according to IOC Agenda 2020's recommendation about the nondiscrimination on the sexual orientation. The Youth Olympic Games seemed to be oriented towards gender equality and NOCs gender mix. Perhaps, the dominant trend in the YOG competition style will remove ethnic and national differences and forge friendly international and regional relationships among different countries.

4. The OPEd programs for the 2020 Tokyo Games

At the end of January of 2016, Tokyo's government set the guidelines for the OPEd for the 2020 Tokyo Games. Based on the values and philosophy of Olympic and Paralympic Games, and according to the Visions of the 2020 Tokyo Games, the guidelines suggested that an individual educated by the OPEd would: (1) show eagerness and display an agonistic spirit, set goals, and do his or her best to achieve them; (2) enjoy sports, nurturing his or her body, will and mind in a balanced way; (3) be conscientious and proud as Japanese while having a global outlook and being able to learn independently and act firmly; (4) respect diversity and contribute to the creation of a global community; and (5) participate in the development of a convivial society and world peace[11]. To realize this project, the

9. See (2).
10. *The Guardian*, 5 Feb. 2014: http://www.theguardian.com/world/2014/feb/05/western-leaders-boycott-sochi-winter-olympics
11. Tokyo Government Education Office (2015). *Guidelines for the Olympic and Paralympic Education for the 2020 Tokyo Games.*

Tokyo Government set out three main goals for the OPEd: (1) to have all children involved in the Tokyo Games; (2) to give weight to experiential learning; and (3) to develop and continue the OPED in a planned and consistent way.

According to the above–mentioned basic positions, the OPEd Tokyo Government set the 4x4 program, which includes four themes and four actions multiplying each other. The four themes are: Olympic and Paralympic mind, and sport, culture and the environment, which consist the three pillars of Olympism. The four actions are: learning, watching, doing (experience and exchange), and supporting. Unfortunately, the most important theme, Peace, is not included.

Additionally, the Tokyo Government has other OPEd programs and some are already being implemented. For example, the Dream project began in 2014. Based on the legacy of the "One School One Country Program" of 1998 Nagano Games, the Tokyo government is going to start a new OSOC named the "Global Friendship Project". With this program students learn about five countries of five continents and then they decide to develop an exchange with another country. These exchange programs are planned because there are a great many schools in Tokyo and the Tokyo government tries to avoid a disproportionate implementation of these new exchange programs.

As to the successful OPEd for the 2020 Tokyo Games, it seems to be mainly taking into account the legacy of the 1964 Tokyo Games, the importance of a convivial society, and matters concerning the Paralympics. Moreover, the concept of Paralympism and the minimum essentials of Paralympic education should be constructed for a fruitful and integrated OPEd. On the other hand, the private sectors are going to conduct the OPEd by themselves. It is important to implement the OPEd in a coordinated way for both public and private sectors.

Concluding remarks

According to the peaceful and inclusive OPEd, we can use the following concrete examples: official Olympic films like "Tokyo Olympics" directed by Kon Ichikawa; "One School One Country Program", which started in the 1998 Nagano Games; the Olympic Truce Resolution adapted by the UN General Assembly; the wall of Olympic Truce in the Olympic Village; the wall of anti-discrimination for persons with disabilities in the Paralympic Village, and so on. Also, we can use the website of the many Olympic–related sectors, YouTube, and the Olympic and Paralympic Museum.

Last but not least, the concept of "Peace" must be reconfirmed. In reality, the concept of "Peace" is not easily understood, though its importance is widely recognised. If someone stresses the significance of peace, no one seems to be able to object to it. Nevertheless, we should reconfirm the concept "Peace" in a more concrete way. The concept of "positive peace", as suggested by peace philosopher Johan Galtung[12] has rich potential. Galtung contrasted "positive peace" to "negative peace", which refers to absence of war and conflict. "Positive peace", on the other hand, is filled with positive content such as restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflict. Thus, it can be said that the concept of "Peace" must be promoted as the "human legacy" of the Olympic Games.

In a similar way, Hans Lenk stressed the need to reform the Olympic motto, that is, *"Citius, Altius, Fortius"*, and he recommended that the Olympic Movement should incorporate a new concept: *"Humanius"*.[13] This concept seems to chime with the notion of "human legacy". According to this proposal, and in order to actualize a peaceful and inclusive society, we must seek to satisfy the basic needs that have to be fulfilled for our human wellbeing, and not to restrict ourselves to a lofty ideal of "Peace". Finally, it is important for us to utilize the special memorial days, i.e., the Olympic Day, the International Day for Development and Peace, the International Day for Human Rights, and so on.

12. See note 1.

13. Lenk, Hans (2012) *S.O.S. Save Olympic Spirit: Toward a Social Philosophy of the Olympics.* Agon Sportverlag Kassel, pp. 187–188.

In the amphitheatre.

The Master's degree students present their experiences from their studies.

OLYMPIC VALUE-BASED EDUCATION TO ENSURE HEALTHY LIVES AND PROMOTE "WELL-BEING"

Dr Benu GUPTA (IND)
Associate Professor, KMC University of Delhi, India

All living beings know that life is precious and important. We all protect our life because we care for it more than anything else. If life is so important, the values of life are even more significant. Values are guiding principles or standards of behaviour which are regarded desirable, important and held in high esteem by a particular society in which a person lives. Values and Morals are the codes according to which we live in a civil and just society. They guide our interactions with others, with our friends and family, and in our professional conduct. Our values and morals are a reflection of our spirituality; our character. They set an example for our children, as they develop their own sense of right and wrong. Value education means inculcating in children a sense of humanism, a deep concern for the well-being of others and the nation. This can be accomplished only when we instil our children with a deep feeling of commitment to values that would build this country and bring back to the people a pride in work that creates order, security and assured progress. A person with proper values will not be afraid to face challenges. He or she will expect and accept them as part of life.

Values in education is what makes a human being virtuous. Value education harmonizes the need for the student to succeed in a competitive world and the need to be compassionate to his fellow beings. Society today faces many pressures and pulls, as modern advancements in education with its competitive

marking system is creating a market-oriented society. Children are being groomed to be professionals in order to capture high paying jobs in the market, while it is clearly necessary to teach a child how to fish instead of giving him a fish. It is values that make a human being.

Why values? There are at least two main reasons to combine values clarification and pedagogical competence development. The one most commonly presented is linked to the concept of health itself. As early as 1947, WHO defined health as "a state of physical, mental and social well-being, and not only the absence of disease and disability" (WHO, 1997). This understanding of health and its subjective emphasis on mental health and social well-being require that health professionals and also higher education programmes in health promotion provide a positive definition of what a healthy life means to people (König & Mittelmark, 2008). To change the lifestyle of populations, various attempts to transfer biomedical conceptions and values about healthy living are common and prioritized politically in public health institutions (Wistoft, 2007). These attempts often fail to recognize the individual, social or cultural values of healthy living. If the WHO's definition is taken seriously, health education must first acknowledge the values of the target population. Consequently, health educators must use their competence to involve people in the process of defining what a healthy life, a healthy family or a healthy community means to them. Health professionals often emphasize efficiency, while health educators focus on participation. Their approaches are not necessarily in opposition, but it is important to be aware that they are embedded in different rationales and values (Kruse & Wistoft, 2008).

We must cherish our own values in life, if we are to build a strong character and lead a virtuous life. Values are very necessary for living with a sense of purpose. Today, however, our values have been discarded by the new generation. In such a situation, it is very important for someone to lay down basic principles for us, so that we may lead a brightened life. Value education effectively fulfils this need by having a positive impact on young minds and thus making the world a better place to live in. Value shapes our relationships, our behaviours, our choices, and our sense of who we are. *The more positive our values, the more positive our actions.* This is one of the reasons why value education is being taught or included in all forms of education, as it plays a great role for the student's success in their own choice of careers.

Value-Based Education

Education is the vehicle of knowledge, self-preservation and success. Education not only offers a platform to succeed, but also the knowledge for social conduct, strength, character and self-respect. The greatest gift education gives us is the knowledge of unconditional love and a set of values.

These values include the simple difference between right and wrong, a belief in God, the importance of hard work and self-respect. Education is a continuous learning experience, learning from people, learning from leaders and followers and then growing up to be the person we are meant to be.

Value-based education is a threefold development of any individual of any gender and age, but most importantly of a child. Education tries to develop three aspects: physique, mentality and character. Even though physique and mentality are important, they are meaningless without the third, because character is the greatest of these. Education plays a huge role in precisely this area.

Value-based education is a tool which provides us not only with the necessary skills to follow a profession but also a purpose in life. The purpose of our life is undoubtedly to know and be ourselves. We cannot do this unless we learn to identify ourselves with all that lives. The objective of education in a country like India – which has a glorious heritage and a diversity in geography, culture, values and beliefs very rarely seen in this wide world – should be to educate a student of the value system which is indispensable for one to live a successful life (Das, Sayan, 2008). *Knowledge without values is not only useless but dangerous, too, for society.*

Future growth in any country depends on its youth. Unfortunately, today's youth is getting increasingly inclined towards violence, social evils and lack of respect towards the world around them. We ourselves are to be blamed for this. Our existing environment, including our family and education system, the media, newspapers, TV etc., is presenting them a skewed picture. Youth see that men with values are suffering in life. They are also getting swayed by modern sayings like "All is well that ends well". They care only about end results and give no importance to the "means". Under these circumstances, value education is essentially required to provide motivation and guidance to our youngsters. Value education builds character which is beneficial for the growth of both the individual and society in general. It influences our decisions in life and helps us grow by building healthy relationships in society. People who become

great statesmen, sports persons or business entrepreneurs have certain things in common. They are all vigilant about their surroundings. They all know how best to use what they have. They all believe in hard work and in doing things which are good for society. The creation of such values in our youth is the end product of value education. The recent crisis of values in our youth has revived the concern for value education.

Role of value education

The prosperity of a country depends on men and women of enlightenment and character. At present, education is merely job oriented. It may secure you a job, but it cannot guide you to lead your life. Education must teach a person what life is and what its goal is. It must purify the heart and clarify the vision. It must promote virtues to raise the moral, spiritual and social standards of the educated.

National Policy on Education (1986) on value education in India

Recognizing the urgent need for value education, the National Policy on Education (1986), in its Chapter VIII observed that:

8.4 The growing concern over the erosion of essential values and an increasing cynicism in society have brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

8.5 In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

8.6 Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect.

Things are on the move now and we must join this movement as responsible parents, teachers, students, social workers and government planners in our own interest. It is not sufficient to introduce "Value Education" as a subject. We must also create a true value-based environment in our schools, colleges and society as a whole. Our co-ordinated efforts are bound to give us fruit during

our own life span. Concrete steps are now being taken by different stakeholders in society and we all must join this movement to see a peaceful, tolerant and pro-brotherhood society in a very near future. Sport is the effective medium of value education, or, sport provides a wider platform to teach a person how to live values.

Olympic value education

Sport is more than just competition. It is a state of mind. The challenge for the Olympic Movement is to educate and encourage young people to practice sport and to teach them values. Sport helps people, especially young people, to escape daily concerns, 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. This is precisely what the International Olympic Committee is striving to encourage and promote through its Olympic values education: using Olympic sport traditions and values as the context for teaching life values and skills.

The future lies in the hands of youths and Olympic values serve as a tool for healthy living and for promoting wellbeing in the interest and development of humanism. Some of the human values which are also Olympic values that connect humans worldwide are: joy of effort, fair play, respect for others, pursuit of excellence, and balance between body, will and mind.

After negotiating for over two years, backed-up by a set of 169 detailed targets agreed to by nearly all the world's nations on 25-27 September 2015, the United Nations gave a set of seventeen goals for the world's future, to be achieved until 2030. The third goal is to *ensure healthy lives and promote well-being for all at all ages.*

The point of discussion and focus here is how Olympic values-based education can ensure healthy living and promote well-being. When do we implement it? What changes or improvement are expected? How can it promote well-being for all? How the notion of an environmentally sustainable development can help in healthy life? In Indian culture the in-depth growth of human is cherished very highly; human values are taught in our own traditional way, which is complementary and supportive to the work on Olympic values.

The Indian traditional education system teaches to follow Yoga as way of

life; similarly, encouraging youth to live Olympic values as way of life results in intellectually healthy people. When we say to follow Yoga as a way of life, the simplest method to achieve this is through *"Ashtang Yog"*, the eight-fold path of Yama, Niyama, Asana, Pranayam, Pryatyahar, Dharna, Dhyana and Samadhi. Similarly, when we call Olympic Values a way of life, the simplest method is to live according to its moral principles: joy of effort, fair play, respect for others, pursuit of excellence, and balance between body, will and mind.

How to introduce Olympic value-based education to ensure healthy lives and promote "well-being"

1. *Decide why you want to introduce value-based education* and what it is about. Five Olympic values i.e. joy of effort, fair play, respect for others, pursuit of excellence, and balance between body, will and mind are principles, fundamental convictions, ideals, standards or life stances that act as general guides to behaviour or as reference points in decision making. Remember that the way you introduce values into your institution or organisation will be dependent on your particular context and the needs of your pupils.
2. *Method*: Audit your institution or organisation's institutional values. How are visitors greeted? How does staff interact with each other? What do displays and the general care of the school say about the school's values? Such an activity will help focus attention on developing a positive school climate where values are seen as vital in underpinning the curriculum.
3. *Key Teachers/Coaches/Trainers*: Identify key-teachers who will be advocating for Olympic value-based education. These teachers, through their enthusiasm, commitment and by "walking their talk" create the impetus which ensures that values lie at the core of the curriculum. When good-practice areas are identified, they can be built on and extended.
4. *Teaching and learning*: Values cannot be taught in isolation but the school can provide experiences and situations in which the school community can consider and reflect on values, and translate this reflection into action.
5. *Skills, knowledge, attitudes and understanding*: Decide the range of skills, knowledge, attitudes and understanding that you wish to develop in the pupils. Remember that you are encouraging the holistic development of the pupil. In our society, people suffer from overload and fragmentation,

which produces a form of chaos! A value-based approach to teaching and learning creates stability and empowers the individual to be in control of his/her reactions to situations that otherwise could create a negative reaction.

6. *Daily provide time and encourage pupils to*:
   - Plan schedule of activities
   - Identify priorities for the day, week, month, etc.
   - Examine the reasons for priorities and change as and when needed
   - Monitor performance of plans
   - Identify and prepare a list of all short-term and long-term goals
   - Prepare an action plan and chalk out steps towards attainment of these goals. These steps should include fixing of time, date, method, etc.
   - Take determined action towards short-term and long-term goals such as controlling anger, improving performance, enhancing will power, concentration and fearlessness, etc.
7. *Benefits for the pupils*: Identify the benefits that pupils will experience, as Olympic value-based education is introduced. Issues concerning achievement, quality of learning, raising self-esteem and the development of reflective practices should all be considered.
8. *Exercise to develop self-confidence and ability to manage negative feelings hindering to live Olympic values*:
   - List the things which you find difficult to do or manage
   - Include difficult situations and things you face daily
   - From this list, identify the three easiest ones
   - Select the "easiest" of the three
   - Now spend at least 30 minutes daily practising the "easiest", whether you like it or not, and controlling your mood
   - Take a daily test marking yourself out of 10. Do it for a few days & keep on testing
   - Your marks will gradually increase; your degree of difficulty will gradually reduce
9. *Ensure* that the process is well-planned, monitored, evaluated and celebrated in order to keep the process alive and constantly under review.
10. Move further to the next level.

IOA silver pin offered to lecturers Dr Benu Gupta and Prof. Ana Miragaya.

Conclusion

Modern human beings, education, politics and religion, all believe in a worldview of "separateness" – they treat themselves, their family, religion, organization, party, nation, as "separate" entities. They seek happiness and prosperity in a world of "objects" outside. They are hoping that modern systems, education, science and technology would finally give them back their lost peace, happiness and prosperity; but there are no signs of this, yet.

Current forces of liberalization, privatization and globalization have created a global society where ancient values have been thrown to the winds. However, the general degradation of values has led only to personal discontent and heaps of problems. Hence, people across the globe are looking towards the system of education expecting it to infuse human values among students so that the world remains as a place of peace, security and prosperity.

Education must make us aware of the worldview of "oneness", that *shanti* (peace) and *ananda* (happiness) are our own *swabhava* (nature), and by fulfilling our duties, *kartavya-palan*, we can purify our mind, reduce our desires and experience the *ananda* within and create prosperity outside. Education must produce enlightened leaders who have spontaneous feelings of love, care and concern for all, a spirit of *tyaga* (sacrifice) and *seva* (voluntarily service), committed to duties and giving their best working for the good of society.

People experience joy if their efforts, while respecting living beings and their own body, playing fair to nature and fellow living beings; pursuing excellence in performance though balance between their body, will and mind, will ensure healthy lives and a sustainable well-being.

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OLYMPISM IN ACTION: SPORT POLICIES OF RIO 2016 FOR SOCIAL DEVELOPMENT AND PEACE

Dr Ana MIRAGAYA (BRA)
Universidade Estácio de Sá Petrópolis, RJ, Brazil

Sport has the power to change the world.
Nelson Mandela

Introduction:
Sport as a tool for social development and peace

In December 2014, during the Opening Ceremony of the 127th IOC Session in Monaco, Thomas Bach, President of the International Olympic Committee (IOC), announced the publication of Olympic Agenda 2020, which presented to the world 40 detailed recommendations proposed by Olympic Movement stakeholders, external experts and the general public. From sustainability to the "clean athlete", from the bidding process to more transparency, more than 40,000 suggestions had been received and debated by 14 Working Groups before they were accepted by the Executive Board of the IOC. These recommendations are to be followed by all participants of the Olympic Movement and have already started to be implemented. The 2020 Summer Olympic Games in Tokyo and the 2022 Winter Olympic Games in Beijing will happen within the recommendations of Olympic Agenda 2020.

Totally linked to the Olympic Movement, to the Olympic Games and to sport in general, Olympic Agenda 2020 is about change, which can encourage and

lead today's society to fight and solve the many challenges the world is facing today: financial crises, health crises, epidemics, terrorism, and wars. In spite of so many problems, it is possible to observe that there are opportunities that can take the world to change towards progress and happiness. Sport is one these opportunities and a powerful agent for change.

In the so many contexts around the world which require development and progress, sport refers to a "broad and inclusive spectrum of activities suitable to people of all ages and abilities, with an emphasis on the positive values of sport" (United Nations, 2016). In this context, "Olympic Agenda 2020 ensures that the Olympic Movement under the leadership of the International Olympic Committee is a valuable player in this team with the United Nations" (Bach, 2014).

Sport is considered a fundamental right for all human beings by the United Nations (UN) (2016). It has the power to attract and mobilize people, having to do with participation, cooperation, inclusion and citizenship. Sport is the great carrier of values such as respect, obedience to rules, discipline, teamwork and justice, principles which are part of the Charter of the United Nations. Defined as "all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games" (United Nations, 2016), accepted by many advocates of Sport for Development and Peace, sport is also a source of inspiration, partnership, collaboration and solidarity for so many millions, the essential part of the Olympic Movement. Sport can provide the world with enormous contributions and change for the better.

According to IOC President, Thomas Bach (2014), there are many relevant opportunities for dialogue, for communication, for global solidarity, for social development and for peace, which can be developed through sport. Olympic values such as friendship, excellence, respect, diversity, non-discrimination, solidarity, dialogue, fair play, tolerance, social development and peace are also United Nations' values.

A *Memorandum of Understanding* between the IOC and the UN was issued in April 2014. The United Nations General Assembly passed a resolution by consensus supporting the leadership position of the IOC, and the autonomy of sport. This document acknowledges the contribution of sport in the promotion of dialogue, peace and development. It declares the invaluable contribution

of the Olympic Movement in establishing sport as a unique means for the promotion of peace and development.

The values of Olympism are vital to help conduct profound changes in society around the world to help it achieve progress. And this is what Olympic Agenda 2020 is all about: safeguarding the Olympic values and strengthening sport in society. Olympic Agenda 2020 clearly demonstrates IOC's determination to live up to the values and principles of the Olympic Movement (Bach, 2014).

In a recent research, Chatziefstathiou & DaCosta (2016), who collected and analyzed data from 42 essays written by international volunteer Olympic top scholars of the survey "Olympic Ideals as seen by Olympic Scholars and Experts" (Preuss, Schütte, Könecke & DaCosta, 2014), were able to locate the following Olympic values of contemporary discussion related to the Olympic Movement: equality, sustainability, education and environment, blending sport with culture, excellence, sport as human right, multicultural understanding, internationalism, respect for others, peace, joy of effort, and fair play. These values are related to Olympic Agenda 2020 and also to Olympism in Action programs.

In addition, Ramon & Miragaya (2016) analyzed the major themes brought up by the 23 top Olympic scholars who participated in the above survey and discovered 12 prominent themes of contemporary discussion related to the Olympic Movement. These are the centrepieces of the current academic debate in the field: (i) sports policy and sports participation; (ii) management and organization; (iii) governance; (iv) media and communications; (v) legacy and sustainability; (vi) Olympic values and education; (vii) economics; (viii) equality/ non-discrimination; (ix) marketing and sponsorship; (x) urban development; (xi) problems and tensions concerning Olympism; and (xii) politics. These dominant topics of inquiry are in clear correspondence with Olympic Agenda 2020 recommendations.

Besides values, Olympic Agenda 2020 is also about young people and their participation in sport. According to President Thomas Bach (2014), Olympic Agenda 2020 addresses the IOC's communication with the youth (Recommendation 23). As a sports organization, the IOC cannot be satisfied only with increasing numbers of children and adolescents watching the Olympic Games. The IOC has an interest and a responsibility to get children and young people to move around as only the youth who play sport can enjoy the

educational and health values of sport, and become athletes. The IOC wants sport to be part of the school curricula anywhere in the world.

Sport Policies for Social Development and Peace

As Olympic Agenda 2020 was issued at the end of 2014, the preparations for the Rio 2016 Olympic Games had already been under way. The Rio 2016 Organizing Committee for the Olympic Games has made some adaptations to meet a few recommendations on Olympic Agenda 2020.

As sport is an investment on a lasting legacy, the Brazilian government has over the past years put into action some sport policies that have been fostering social development and peace. They are now in action not only in Rio de Janeiro, but also all over the country (205,665,101 inhabitants, 63 million children and adolescents in 8.5 million km² – IBGE 24 March 2016). These policies have contributed for millions of children and adolescents who attend school to be socially included through sports practices and programs: (i) *Projeto Transforma* ("Transform Project"), directly related to the Rio 2016 Organizing Committee; (ii) *Programa Segundo Tempo* ("Second Half Program"), sponsored by the Ministry of Sport; (iii) *Programa Forças no Esporte* ("Forces in Sport Program"), sponsored by the Ministry of Defense and the Ministry of Sport; and *Programa Atleta do Futuro* ("Athlete of the Future Program"), sponsored by *Serviço Social da Indústria* (Brazilian Social Services for the Industry – SESI).

Projeto Transforma ("Transform Project" [TP])

Transforma is the Olympic Education Program of Rio 2016 Olympic Games. Its main goal is to bring the Olympic and Paralympic Games into schools, following Recommendation 22 of Olympic Agenda 2020 (Spread Olympic values-based education). TP develops partnerships with public and private schools of elementary and secondary education to create opportunities for children and adolescents to experience and live Olympic and Paralympic values, try new sports and get to know more about Olympic and Paralympic Games, all free of charge (Rio 2016 Organizing Committee), according to Recommendations 7 (strengthen relationships with organizations managing sport for people with different abilities) and 23 (engage with communities, engage with youth).

Digital lessons (technology), theoretical information, sports training for

physical education teachers and school challenge projects are promoting the Olympic and Paralympic Movements all across the country as well as and the social inclusion of their young participants. TP offers courses to four types of multipliers who disseminate sports experiences and Olympic and Paralympic values within the schools: (i) the pedagogical coordinators make sure that the Rio 2016 Olympic Games are part of the various disciplines within the school curricula as well as the school calendar; (ii) the physical education teachers lead children and adolescents in their experience of getting to know more about and try Olympic and Paralympic sports, working with Olympic and Paralympic values (to do so the teachers participate in sports training courses several times along the year); (iii) young agents as student leaders encourage and mobilize all the students to participate in the activities and challenges of the project; and (iv) young leaders' tutors provide support for the young leaders to develop skills and projects.

Turini et al. (2015) point out that new routes in the Brazilian experience have been anticipated with the use of new information and communications technology (ICT) in the teaching-learning process. In fact, ICT features as innovation in the didactic-pedagogical context. This adherence to ICT has come up through pioneer projects of Brazilian Olympic Education since Belem (1999) and Turini (2008, 2014). Today it is being consolidated by Olympic Agenda 2020 (Recommendation 22, item 2), which recommends that the IOC and partners "devise an electronic platform to share Olympic values-based education programs". Today ICT is frequently pointed out as an effective way to promote the integration and the sharing of knowledge, therefore, generating a collaborative context and sharing power.

In TP each school is to offer "school challenges" in which students work on themes linked to Rio 2016 Olympic Games and stimulate creativity, cooperation, and team work. Teachers offer students opportunities to try Olympic and Paralympic sports, different from those they are used to playing, making students more interested in physical education classes and helping promote an active and healthy lifestyle. TP also offers digital content, that is to say, pedagogical material and distance learning with courses and discussion forums for any school in the country.

There is also the Transforma Sports Festival, a free event open to the general public, which promotes various Olympic and Paralympic sports. Children, adults

and seniors can try popular sports such as volleyball and basketball and not so much popular sports such as rugby, football five-a-side, archery and golf. The event, organized by TP in partnership with the Brazilian sports confederations, also promotes the contact of the population with the symbols of the Games, the Games' mascots and the torches.

Another goal of TP, in partnership with the Ministry of Education, is to offer information, orientation and inspiration for all schools across the country so that they can create and develop new lessons and activities that add the Olympic and Paralympic Games and their values to the school routine. The objective of the digital platform (distance learning) for pedagogical coordinators, physical education teachers and young agents is to offer courses that allow schools to deal with the Rio 2016 Olympic and Paralympic Games in an interdisciplinary way. The platform introduces contents that promote Olympic and Paralympic values and suggests activities that help not only improve school results but also promote peace and understanding in the school environment. The virtual environment offers thematic and interactive forums so that teachers can share their experiences. At the end of each course all participants receive a certificate.

A good example of "school challenge" took place in February 2016. As the Organizing Committee of Rio 2016 assumed the responsibility to reduce garbage by recycling it, all of the students and participants were encouraged to participate in the challenge by developing the most creative sentence about recycling and the Rio 2016 Olympic and Paralympic Games, following Recommendations 4 ("Include sustainability in all aspects of the Olympic Games") and 5 ("Include sustainability within the Olympic Movement's daily operations") of Olympic Agenda 2020. It is the challenge *Abraça Reciclagem* (Embrace Recycling). Each school can send a sentence and the ten students who will win the "challenge" will receive Rio 2016 souvenirs; the real award is raising the awareness of all participants for keeping and preserving the arenas and cities clean and more sustainable, not only during the Games but always. The most creative sentence will appear on the walls of sports arenas during the Olympic and Paralympic Games to remind the public of the respect all should have for the environment. To protect the environment is a major Olympic Agenda 2020 Recommendation.

TP also offers an international Olympic interchange program between Brazilian and international schools (Olympic Agenda 2020 Recommendations

22 (spread Olympic values based-education) and 23 (engage with communities). The Education Secretary of Rio de Janeiro has developed partnership with several consulates. Each participating school will have a friend-school in another country with which to promote cultural interchange. The final activity of this program will be a large cultural fair, in which students will present music, food dressing and other peculiarities of the brother country.

This social and educational legacy project has left the city of Rio de Janeiro and spread all over Brazil. On March 11, 2016, more than five million students had participated in the program at 9,146 schools in more than 2,000 cities of all regions of the country. For example, the southeastern region, where the project started, has the most participating schools: 5,673 institutions and the northeastern region counts about 1,542 schools, which includes the state of Bahia with 417 institutions.

However, in spite of TP's success with high numbers of participants and their social inclusion, a study done by Turini et al. (2015) indicates that there is no guarantee that this project will continue after the Rio 2016 Olympic and Paralympic Games are over because of the shutdown of the local OCOG (Organizing Committee for the Olympic Games). This has already happened in other countries in previous editions of the Olympic Games.

Programa Segundo Tempo (Second Half Program [SHP])

SHP is one of the main programs within the sports policies of the Brazilian federal government and aims to be a tool for social inclusion and values education (Olympic Agenda 2020, Recommendation 22). This program was created in 2003 and has had the support of the United Nations since Adolf Ogi, Special Adviser on Sport for Development and Peace, in his visit to the Ministry of Sport in Brasil in 2005, learned about the program and visited a few institutions that ran the SHP (Ministry of Sport, 2016). Sport has always been used in SHP as a source of inspiration, partnership, collaboration and solidarity. It has been promoting sport for social inclusion, social development and for peace for millions of children and adolescents reached by sports and the variety of physical activities offered by the program.

SHP provides opportunities for the youth, especially those who live in areas of social vulnerability, to have access to sports culture and to play sports as an essential part of their educational process to become participant citizens

and to improve their quality of life (Ministry of Sport, 2016). The objective is to socially include the youth, as recommended by Olympic Agenda 2020 (Recommendation 23 – engage with the communities, engage with the youth).

The specific objectives of the SHP are: (i) to offer educational sports practices to encourage children and adolescents to keep effective interaction which can contribute to their development; (ii) to offer adequate conditions for good quality educational sports practice; (iii) to develop social values; (iv) to contribute to the improvement of physical and motors skills; (v) to contribute to the improvement of their quality of life (self-esteem, living with others, social inclusion and health); (vi) to contribute to diminish the exposure to social risks (drugs, prostitution, teen pregnancy, criminality, child labor) and (vii) to contribute to the awareness of sports practice as a way to secure the exercise of citizenship.

According to Tavares & Knijnik (2016), although the SHP is a federal policy, it is managed and implemented by different actors, such as state and local governments, non governmental organizations (NGOs) and not-for-profit institutions (Olympic Agenda 2020, Recommendation 23). Each SHP nucleus has a coordinator, two instructors and 100 children or adolescents. The nuclei are to follow some guidelines, such as: (a) offer activities before or after school (as a rule in Brazil, students go to school in the morning and finish before lunch, or go in the afternoon, after having lunch); (b) deliver at least two team sports and one individual sport discipline no less than three times a week, from two to four hours each day and (c) deliver supplementary activities such as support in literacy or numeracy, or even cultural classes – for instance, drama or dance classes. SHP nucleuses are to give sports uniforms and a daily snack to their students.

The expected results in terms of direct impacts of the STP are: improvement in the social inclusion of the participants, improvement of participants' self-esteem, health condition, motor skills and abilities, increase the number of participants in educational sports activities and improvement of physical education teachers' and trainees' qualifications.

The expected results in terms of indirect impacts are: decrease of the exposure of participants to social risks, improvement of students' grades, diminish school dropout, creation of new jobs in the areas of physical education and sports within the areas of the program, improvement of sport infrastructure in the public school system and in the communities.

According to the Ministry of Sport (2016), in 2013 there were more than 4.5 million children and adolescents benefitted by the program in more than 3,600 cities, 3,707 nuclei and 25,171 schools (*Projeto Segundo Tempo*, Ministry of Sport).

Programa Forças No Esporte (Forces in the Sport Program [FSP])

This program was primarily developed by the Ministry of Defense (Armed Forces) together with other federal departments and agencies. Its main goal is to promote social inclusion and human development through sport. The program also emphasizes citizenship development, employment and labor market insertion, practice of physical activities, sports and leisure.

As sport has been increasingly acknowledged and utilized as a low-cost and high-impact instrument in humanitarian, development and peace-building efforts, not only by the UN but also by governments in many countries, NGOs, development agencies, sports federations, the media, and, especially, the armed forces, FSP has been contributing to promote social development and peace among the youth at risk, following both the United Nations recommendations and Olympic Agenda Recommendations (22 and 23, in particular).

FSP is present in 74 cities of 25 states of the country, in institutions related to the Navy, the Army and the Air Force. Besides that, the Armed Forces also offer the participants dental and medical service, social assistance, coordinators for the program, as well as transportation and military organizations agents.

The Ministry of Sport is responsible for the sports material and for the payment of teachers and trainees. The Ministry of Social Development contributes with the nutrition for the participants.

FSP reaches 15,942 children and adolescents from 7 to 17 years of age in 159 nuclei each year and has recently been included in the Second Half Program (Ministry of Sport, 2016).

Programa Atleta Do Futuro (Athlete of the Future Program [AFP SESI])

AFP is a SESI program. SESI (Social Service of Industry) was founded in 1946. It is an institution that works in partnership with companies to improve the quality of education and to heighten the level of schooling for Brazilians. It seeks to increase the quality of life of the workers and helps to create safe and healthy work environments. Besides maintaining a network of 1,304 institutions

that offer education for children, adolescents and adults of the various local communities, with a network of libraries, theaters, and cultural spaces that improve the access of Brazilians to knowledge and to the arts, SESI also has athletic tracks, pools, fields, courts, and soccer fields, which are made available to SESI's workers and to the community programs that encourage the healthy habit of physical exercise, sports, leisure and social integration (SESI, 2016).

It is important to point out here that AFP follows Olympic Agenda 2020 Recommendations 22 and 23, as it uses a multi-sport program to promote education and social inclusion of children and adolescents in various types of classes where they learn principles and values such as ethics, team work, determination, respect, self-esteem, and health, all so much necessary for their upbringing and their education.

AFP offers the young participants various benefits which include incentives to the practice of physical activities and the promotion of values linked to sports and personal development. These values are essential for their adult life. They learn how to develop their own positions as citizens, to act with respect, to work in teams, to be more just and responsible, besides improving their quality of life at the same time as they are having fun practicing sports.

As the methods used emphasize reflection over action, all the professionals involved in the AFP go through training programs. The young participants grow up and develop in real situations and learn outside the classroom. AFP works making content adequate for the different ages (from 6 to 17 years of age) and individual physical conditions.

The participants are organized in three phases. The multi-sports phase includes children between 6 and 8 years of age. In this group, instructors work to promote quality of life, social inclusion and development through games and various forms of play, fostering the development of various motor skills and using different materials and areas for the practice.

The second phase, called pre-sports initiation, includes children between 9 and 10 years old. In this age bracket, it is suitable to offer children a great variety of activities with exposure to different games and play just for them to have access to disciplines such as swimming, basketball, soccer, martial arts, tennis, table tennis, gymnastics, soccer, and track and field to experience different skills. It is not yet time for competition.

In the third phase, which includes three sub-phases, participants from 11

to 17 years of age experience sports initiation, refinement of the sport they choose, with technical and tactical development. They also study concepts and rules of the chosen sport more deeply. At the end of this phase, as athletes, they can become part of SESI team in state and national competitions.

As AFP is a multi-sport program focused on the social development of children and adolescents, the sports classes are complemented by programs with the participation of their families during weekends.

For example, until December 2014, in the state of São Paulo, 127,298 youth have participated in the various phases of the program, in 25 sport disciplines, in 283 cities, having the support of 218 companies.

Conclusion

Although sport is not a solution for problems of development, it has the potential to benefit societies, especially the youth. However, in order for sport to become an agent of social inclusion and, therefore, foster social development and peace, it requires professional and socially responsible intervention which should be shaped according to the different social and cultural contexts. To be successful, sports programs ought to prioritize development objectives that should be carefully designed to promote inclusion, as it is the right of all members of society to participate in sport and leisure activities.

In spite of its giant size, its 63 millions of youth and its status as a developing nation, Brazil has been able to offer inclusive multi-sports programs that have contributed to bring social development and peace through sport. The Brazilian initiatives *Projeto Transforma*, *Programa Segundo Tempo*, *Programa Forças No Esporte* and *Programa Atleta do Futuro*, all working cooperatively with the government, NGOs, institutions, public and private companies, and government agencies, have been offering monitored and guided sport activities adapted to the so many Brazilian contexts, especially the impoverished areas. But there is much more to be done.

According to Turini et al. (2015), besides the various on-going studies whose aim is to reveal new routes and strategies of innovation, it is important to suggest that these social and Olympic Education projects simply adopt the recognition of local stakeholders and not only of schools which have been mobilized due to the projects, following Recommendation 20 of Olympic Agenda 2020 (enter

into strategic partnerships). As a result, these projects will guarantee their future through partnerships with the Brazilian educational system as well as independent researchers of the various universities.

The activities proposed by Olympism in Action, which make the values of sport more accessible to all and foster the dialogue of the Olympic Movement with society, in cooperation with the United Nations and now having Olympic Agenda 2020 as a guiding light to promote changes for a better planet, will certainly contribute to the construction of a more peaceful world by involving the youth with sport and its values, within the Olympic spirit. As Pierre de Coubertin would say to all involved in this ambitious project today: "[Have] courage […] and hope! […] charge boldly through the clouds and do not be afraid. The future belongs to you."

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HUMAN-CENTERED OLYMPIAD ECOLOGY: BUILDING A SUSTAINABLE SOCIETY

Dr Alexis LYRAS (GRE)
Tsukuba International Academy for Sport Science, University of Tsukuba (Japan)
Olympism for Humanity Alliance, Inc. (USA)

> In this journey, universities and practitioners will have *to create the conditions and real life examples of transforming existing* "Sport… cheer"(leading) institutions into "Change leading" agencies where the "score" is kept on scholarship and programs produced *in service of improving the human condition.*
>
> Alexis Lyras (2013)

Reflecting on the title of my presentation, I wanted to start with a statement that would put in context both the philosophical, theoretical as well as practical steps each one of us should take to preserve the Olympiad eco-logical system and heritage centered upon the sustainability of human-oriented culture of progress and prosperity.

This presentation will utilize ancient philosophical tenets and current theoretical frameworks, to redefine our scope and vision as a global community. We, as scholars and practitioners – I would say, as servants of the Olympic idea – ought to often put forward questions about the accountability and effectiveness of our mission. Thus, an important part of this inquiry should incorporate certain philosophical pillars that encompass how we see and understand concepts like Olympic idea, Olympism, Olympic Games and Olympiad and how they relate to concepts like Ecology, Economy and Sustainable Development. It is therefore

important, according to Socratic philosophy and way of thinking, to begin any dialogue by understanding common definitions and foundations of key questions and concepts. First, I'd like to introduce two words that have the same root, words that I believe, have lost their meaning over time. *Eco-logy* and *Eco-nomy* derive from Greek words *Oikos* (house) and *Nomos* (rule, hold) and *–logy* (the study of). The existing social challenges in local communities across the globe make it imperative to understand, advance, and improve the functions of Sport and Olympism. The first step to acheive this is to "look within" (Socratic virtue) our House (as a global community, according to the Olympic idea), the way we practice the Olympic idea (Nomos) and the way we reflect and assess the sustainability of our Olympic Economy.

The central theme and main question for our global community has two parts. First, we should question and define our purpose. Second, we should evaluate whether we are actively and effectively serving and sustaining this purpose and heritage across time and space.

Olympism and Sustainable Development overview and "recent" practice

Over the last 15 years, a global community of sport and non-sport agencies has been engaging in a dialogue on how "Sport" can serve as a vehicle for achieving developmental goals. The result of this dialogue led to the development of thousands of programs, policies, and initiatives and scholarship endeavors in an attempt to understand, explain and predict functions and program components that can lead to the UN development outcomes, known as UN Millennium Development Goals (which should had been met by 2015). This framework led to a new direction (known as the post-2015 era) with additional goals and complex guidelines in a more general context, but with a central theme: "The development of a sustainable society".

While the concept of Olympism in Action (and/or Sport for Peace and Development) is considered a new practice or a new discipline, its roots and essence lie in the foundations of ancient Olympic society. The ancient Olympic Games consisted of elements that embraced human growth, peace-building and development, and created a civilization, a philosophy and a heritage of democracy, innovation and prosperity. All these are considered essential aspects of a healthy and sustainable society.

Lecture by Dr Alexis Lyras.

However, Olympism, Olympic Movement studies, academic and professional endeavors have lost their central theme, by placing more emphasis on athletic competition. As we all acknowledge, the Olympic idea is *not* about sport, physical activity and/or athletic competition. The essence and the spirit of ancient and modern Olympic ideas is about creating conditions for embracing human potential and for improving the human condition.

Through this paper, I will try to synthesize concepts, foundations and scholarship in a non-academic language. The framework of this presentation is the first step of an upcoming Book Series that aims to synthesize knowledge and wisdom around the Ecology of Olympism for Humanity. In this context, I will (a) provide an overview of personal observations and reflections throughout my journey as an Olympism servant, scholar and practitioner, (b) reiterate the need for redefining our vision, scope and collective action as a global community, (c) provide a blueprint with elements of effective programming of Olympism and sustainable development and (d) each one of you to establish a global venture where the "score" is kept in programs and scholarship produced in service of improving human conditions.

Connecting with our heritage and surroundings while investing in Human, Social, Societal and Environmental Capital

While I was writing this paper, the human pain, loss and adversity from the recent earthquakes in Japan and Ecuador reminded me of something we all know but often forget. Nothing around us is permanent and what we possess should not be taken for granted. This perspective helped me put this presentation in the right context and reflect that the biggest asset, endless resources (and threat) to our civilization, is how we treat and manage our Human, Social, Societal, Environmental Resources and Capital (Lyras, 2007, 2009). Based on this axiom, we should all question ourselves: What is our investment and commitment to these assets? What heritage do we leave behind? How do we use Olympism and the Olympic idea to invest in these capitals? How do we sustain our local society and what heritage do we leave behind?

Olympia and Crown Games: Urban Design, Context and Heritage

Development and sustainability based on a "one size fits all" policy or guidelines might be difficult to be understood, but if we look around us and ask each other the reason we are all here, we can once again come to the realization that the essence of the Olympic idea is probably one of the most invaluable universal philosophical frameworks that entail answers about the elements that are needed to embrace human potential and sustainable heritage, civilization and society. To date, Olympia, the place we all gathered today, is probably one of the most recognized brands, symbols or cities due to the emphasis our ancestors placed on it – and their investments – in keeping the balance between Human, Social, Societal and Environmental Capital. The central theme of the genesis of the ancient Olympic Games (and Crown Games) as well as the modern Olympic Games was an "urban design" model with philosophical elements and foundations of how we can build a sustainable society, based on certain assumptions and principles.

First: Mankind is capable for the best and the worst. It is therefore essential to have an ongoing lifelong commitment to the environment and elements of the urban design of the Crown Games cities (e.g. sacred-spiritual destinations to worship elements of agriculture and ecology: water, forest, mountain).

Second: The essence of the ancient Olympic idea was not about the actual athletic contest or a "world" record, but an expression of the way a society was designed and its commitment to a process, to ecological principles and foundations of human prosperity and innovation.

Third: It is it up to us to start thinking beyond sport and athletic competitions and to demonstrate commitment in conditions; structures and systems of thinking that embrace autonomy and innovation as well as free and creative thinking.

Fourth: The Olympic Games were festivals in which societies demonstrated their competencies in performing arts, athletic competitions, architecture, philosophy and literature. The Olympiad, the period before and after the Olympic Games, should be the essence of the Olympic idea, where each one of us can display his or her commitment to these ideals.

Fifth: We need to shift our attention from discourses of Olympism into actions and competitions of Olympiads, with different human-centered outcomes and scorecards (e.g. service to humankind, improvement of the human condition, processes that lead to innovation, art, technology, philosophy, sciences and an ecology of Olympism for humanity).

Six: If it takes a village to raise a child, we need to rethink the way we perceive, practice and serve the Olympic idea and maximize our efforts and commitment to unleash collective wisdom and embrace the global human potential.

Seven: We need to question and deconstruct our current state of being and place *human* progress at the center of our mission and increase our investments in all assets of our Olympiad Ecology (e.g. Human, Social, Societal and Environmental Capital).

Nothing more practical than a good theoretical framework

The way we perceive, theorize, and practise sport and Olympism is relevant to each one of us, no matter our role or cultural context. Based on the axiom that "there is nothing more practical than a good theory" (Lewin, 1952, p. 169), every stakeholder engaged in this Movement has a responsibility to shift the existing paradigm by changing current frameworks and visions in order to improve the way we address humanitarian challenges. Action without vision might create a nightmare, but a good theory (Vision) with a scientific evaluation

plan can objectively ensure the validity and the effectiveness of our actions. In our re-constructive journey of the Olympiad economy, we need to clarify our vision, define an action plan and ensure that we are headed towards the predefined goal and shared vision.

Vision without action is a daydream. Action without vision is a nightmare.
(Japanese proverb)

In an attempt to move beyond our traditional "sport-centered" Olympism paradigm, in the following section I provide an overview of the elements of effective programming (see Table 1) related to the application of Olympism as a platform for sustainable development policy and programming (SFDT, Lyras, 2001, 2003, 2007, 2009, 2012, 2014, 2016). This blueprint helped me move from discourses of Olympism as abstract concepts into the theoretical foundations of Human-Centered Ecology and Olympism for Humanity Economy Deconstructions with investments in Human, Social, Societal and Environmental Capital using real life examples. These elements and frameworks for analysis are currently being used by scholars and youth humanitarian programs across the globe, in various settings such as (a) inter-group conflict resolution interventions, (b) inclusion and integration of homeless youth and refugees, (c) HIV and Health

Prevention interventions, (d) Gender roles and inclusion policy evaluation, (e) at risk youth non-formal education, (f) Olympism-based and SFDP academic courses, and (g) youth development and student engagement ventures.

The ultimate goal of this framework is to create a blueprint and some food for thought on conditions that each of us can consider in order to increase engagement and humanitarian impact in our local communities. Over the next few days, I will seek every opportunity to connect with each one of you. I remain at your disposal and seek opportunities for establishing synergies and collaboration for joint ventures and global humanitarian action.

Before closing, I believe that the global challenges around us (e.g. immigration, racism, xenophobia, social inequalities, corruption and civic disengagement) reflect the need to deconstruct our existing vision (Olympic Idea Householding), to take action and to restore Human-centered Olympiads as a concept and a process of developing a more humane and sustainable society. With this in mind, I believe we should all drastically try to find more creative and effective ways in our sphere of influence to facilitate human-centered cause and outcome-based collaborations. This should be the commitment we should all have in an attempt to scale up humanitarian impact, outreach and changes in our global community.

Given the ineffectiveness of the way we react to the challenges around us, futuristic Applied Olympism designs should be transformed from discourses of content into comprehensions and processes of context. There is a greater need to prepare individuals, agents and institutions that function in a rapidly changing world. Therefore, our responsibility should be to see our citizens and communities not as content carriers (of the Olympic idea) but as higher impact context changers, inspired by the Ancient Olympic spirit.

I therefore urge you to join efforts and move away from discourses on Olympism into integrated and applied Olympism for Humanity Praxis. Let's change the paradigm from philosophical discourses of Olympism into Human-centered Olympiad House holding (economy) with ongoing diversified investments in Human, Social, Societal and Environmental Capital. I invite you to join our efforts in creating new and sustainable ecological systems of Olympiads, focusing on Social Entrepreneurship that advances and adjusts to the needs of our environment's new, and unpredictable conditions.

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EDUCATING PROFESSIONAL ATHLETES ON CLIMATE CHANGE

Michael PEDERSEN (DEN)
Founder, M INC ➛ Change the Game

There is a compelling business case for professional athletes to demonstrate leadership in the fight against catastrophic climate change.

Professional athletes ought to care about catastrophic climate change for several reasons. By demonstrating leadership and motivating behavioral change among fans in support of the fight against catastrophic climate change, professional athletes:

1) Boost their reputation and brand value to existing and potential sponsors, inasmuch as they place themselves in a strong position deeper and more positive fan engagement than their peer athletes
2) Have a substantial positive societal impact by contributing to addressing the biggest existential threat to current and future generations
3) Prepare and position themselves for a successful post-professional sport career in the Sport for Development sector

When professional athletes speak, people listen.

When celebrities speak, people listen across traditional societal dividing lines such as political beliefs, culture, religion, race and gender. That is not least the case for professional athletes.

Recent inspirational examples of how professional athletes could be sup-

Lecture by Michael Pedersen.

porting the development of motivation for behavioral change in support of the fight against catastrophic climate change include:

- Motivational speech by Prince Ea (rapper), titled "Dear Future Generations: Sorry"
- 2016 Oscar Award speech by Leonardo Di Caprio (actor), who devoted half of his speech to talking about climate change

National Olympic Academies have an opportunity to engage in a project to utilize the unique power of sport events and professional athletes to motivate behavioral change among fans in support of the fight against catastrophic climate change.

The project

The project is to build a common platform for encouraging sport fans to adopt environmentally responsible behavior in support of fighting catastrophic climate change; across sports and countries, inside and outside the stadium, through the development and dissemination of common guidelines for sport event

organizers, with a particular focus on developing mechanisms for enlisting sport celebrities and professional athletes to take prominent advocacy roles.

Two initial events have been convened in support of the project. A COP20 side event was convened in collaboration with the Peruvian Olympic Committee at the end of 2014. A Finnish sport community event was convened in collaboration with the Finnish Olympic Committee in the middle of 2015. Event reports are available through the following links:

- Finland: http://minc.ch/news/2015-06-2.html
- Peru: http://minc.ch/news/2014-12.html

The project is led by Michael Pedersen, sport governance expert and former Head of World Economic Forum Partnering Against Corruption Initiative, and Dr Tapio Kanninen, climate change expert and former senior UN official. The Kone Foundation in Finland has provided initial funding.

Potential engagement of National Olympic Academies

Through sport, country and/or event specific pilot projects, the project is to develop, test and establish the nature of proven, effective messaging to be given by professional athletes to fans with a view to motivating behavioral change in support of the fight against catastrophic climate change. A message by a professional athlete could for instance look like this: "Impossible is nothing. I fight climate change by being a bit more conscious about the environmental impact of my daily choices than I used to be. Your contribution matters too. Just do it!"

Activities to ensure professional athlete engagement in the pilot projects could include:

1) Educate athletes about catastrophic climate change and how they can make a difference as role models in motivating behavioral change among fans
2) Identify athletes particularly passionate about fighting catastrophic climate change and willing to show the change that they would advocate and
3) Support committed athletes in becoming effective advocates in motivating behavioral change among fans in support of the fight against catastrophic climate change

Further project information
For further project information, please see Appendix 1 or contact Michael Pedersen at changethegame@minc.ch

Appendix 1: Discussion paper by Michael Pedersen and Tapio Kanninen, with tentative proposals

This is a project to build a common platform for encouraging sport fans to adopt environmentally responsible behavior in support of fighting climate change; across sports and countries, inside and outside the stadium *through* the development and dissemination of common guidelines for sport event organizers *with a particular focus* on developing mechanisms for enlisting sport celebrities and professional athletes to take prominent advocacy roles.

1. Project objective

The project aims at utilizing the unique power of sport to boost the fight against catastrophic climate change. It is going to build a common platform for encouraging sport fans to adopt environmentally responsible behavior in support of fighting catastrophic climate change; across sports and countries, inside and outside the stadium. The project is going to have a particular focus on developing mechanisms for enlisting sport celebrities and professional athletes to take prominent advocacy roles.

Upon successful completion, the project will have provided a substantial contribution to the fight against catastrophic climate change; partly through reduced environmental footprints of sport events across the world, and most importantly through a critical mass of sport celebrities, professional athletes and sport fans across the world exemplifying environmentally responsible behavior.

2. Project justification

Climate change is a defining issue of our time. In fact, it is an existential threat to our life and development. In its most recent report, the United Nations Intergovernmental Panel on Climate Change (IPCC) made it quite clear that climate change is happening and approaching much faster than one may expect.

Thus, the world needs to fight climate change with much greater seriousness. In response to the most recent IPCC report, United Nations Secretary-General Ban Ki-moon recently stated that:

> *We have to address this issue immediately […] We have two basic purposes: one is to raise political will. I urge the political leaders of the world to prioritize their resources and their political energy on climate change. Second: catalyze actions on the ground.*

Sport has a unique power in attracting the attention of the large proportion of the global population who participate in sport and/or are sport fans – and so in influencing their awareness, opinions and behaviors. Although admirable, climate change related work carried out by sport organizations has been minimal, focusing on reducing environmental footprints rather than encouraging behavioral change of sport fans, and it has been largely uncoordinated across sports and countries. Accordingly, there is great and unleashed potential in utilizing the unique power of sport to boost the fight against climate change. That is not least the case in terms of systematically enlisting sport celebrities and professional athletes to take prominent advocacy roles.

3. Project outcome

The project is to devise and disseminate common guidelines for sport event organizers on how to encourage sport fans to adopt environmentally responsible behavior in support of fighting catastrophic climate change. It is going to have a particular focus on developing mechanisms for enlisting sport celebrities and professional athletes to take prominent advocacy roles.

The common guidelines and mechanisms for enlisting sport celebrities and professional athletes are going to comprise essential parts of an Internet-based platform for sport event organizers. The platform will become available in relevant languages and also offer opportunities for sport event organizers to share and further shape evolving good practices.

4. Project methodology

In terms of process, the project is going to stand out in at least four ways:

- Engage key stakeholders of sport events along with key stakeholders on the fight against climate change, nationally as well as internationally, in a process of co-development and co-ownership.
- Build on evolving good practices in encouraging the general public to adopt environmentally responsible behavior, across countries and sport events.
- Devise common and action-oriented guidelines that are relevant and value-adding to all sport event organizers across sports and countries; from the organizers of small local sport events in a local sport club to the organizers of big international sport events with global significance.
- Develop mechanisms for engaging sport celebrities and professional athletes in prominent advocacy roles in support of the fight against climate change in a way that replicates, scales and further develops good practices.

Along those lines, the project is going to combine research and stakeholder engagement-based approaches to change.

5. Key components of the common guidelines

The common guidelines for sport event organizers on how to encourage fans to adopt environmentally responsible behavior will comprise three levels of application; one for international level sport events, one for national level sport events and one for local sport events. Key components of the guidelines across these three levels will be the following:

1) *Guidelines to encourage spectators at sport events to adopt environmentally responsible behavior including aspects such as*:
   - Utilizing the support, environmental management expertise and network of sport event sponsors.
   - Breaks at sport events for raising awareness – for example, activities promoting environmentally responsible practices, such as billboard messaging, quizzes and awards.
   - Utilizing tickets, poster stands and merchandize for environmentally responsible messaging.
   - Ways for an event organizer to walk the talk through specific environmentally responsible initiatives at and around the sport event,

for instance, encouraging the use of public transportation to and from the sport event venue, the efficient use of electricity and recycling and reuse of waste.

2) *Guidelines to encourage fans watching a sport event on TV to adopt environmentally responsible behavior including aspects such as*:

- Utilizing support, environmental management expertise and network of sport event media broadcasters.
- Using of environmentally responsible messaging on the TV screen during the broadcasting of a sport event.

3) *Guidelines on approaches to encouraging fans following a sport event through social media to adopt environmentally responsible behavior including aspects such as*:

- Utilizing the support, environmental management expertise and network of social media platforms covering a sport event.
- Using environmentally responsible messaging and specific activities on social media platforms to encourage sustained environmentally responsible behavior before, during and after a sport event.

In and beyond the common guidelines, there will be a particular focus on developing mechanisms for enlisting sport celebrities and professional athletes to take prominent roles in support of the fight against climate change.

6. Key stakeholders to engage in the project

A non-exhaustive list of key stakeholders to engage in the project, which includes both key stakeholders of sport events and key stakeholders of the fight against climate change it is as follows:

1) *Key stakeholders of sport events:*

International, regional and national sport governing bodies; international, regional and national sport event organizers; sport celebrities and professional athletes; sponsors of sport events; media broadcasters of sport events; and entities engaged in the sport tourism business.

2) *Key stakeholders of the fight against climate change:*
Inter-governmental organizations, NGOs, governments and academia.

7. The business case for key stakeholders to support the project

Beyond perhaps some potential initial politics and turf fighting, it is hard to imagine any substantial opposition to the project. Key stakeholders of sport events along with key stakeholders for fighting climate change ought to see opportunities rather than risks in supporting this project. Their business cases look as follows:

1) *Key stakeholders of sport events*

Sport event organizers

There is much more for sport event organizers in supporting the project than simply acknowledging their societal responsibility in ensuring that future generations will also be able to enjoy an environment that is conducive of doing sport. In fact, at a time of fiercer and fiercer competition for the attention of children, teenagers and young adults – between sports and between sport and other recreational activities – engaging current and potential sport fans around a common cause could well be a critical game changer in building the platform for winning the future game. Eventually, it is an opportunity for building future participation and revenue growth in sport, and subsequently for building future performance in sport. For many sport event organizers, the opportunity cost of continuing business as usual is simply too high, in and across sports and countries.

Sport event sponsors and media broadcasters

Many sport event sponsors and media broadcasters already engage in various efforts to minimize their own environmental footprint. Supporting the project not only comprises an opportunity to expand their activities and create more impact. It is also an opportunity to add more value in their actual business engagement around a sport event by positioning themselves as part of a solution rather than risking being seen as part of a problem.

Sport celebrities and professional athletes

Supporting the project is an opportunity for sport celebrities and professional

athletes to further build their reputation as societal role models who exemplify the unique values of sport, inside and outside the stadium, with the potential of maintaining and/or attracting the attention of a high number of fans and subsequently higher value sponsorship deals.

2) *Key stakeholders for the fight against climate change: Governments and NGOs*

Everyone engaged in encouraging environmentally responsible behavior is struggling to get the issue high enough on the agenda of the general public in competition with a range of other global issues. Be it inter-governmental organizations, governments, NGOs, academics and others engaging in encouraging environmentally responsible behavior. Consequently, all stakeholders for the fight against climate change ought to be supportive of the project, inasmuch as it offers potentially massive impact in addressing the core issue that they care about.

The IOA interactive educational program "Discovering the Olympic Movement and its Values" in the IOA premises at the disposition of all visitors.

8. Potential project phases

The project, expected to last for approximately two years, would potentially be comprised of a pre-project phase and three main project phases.

A) *Pre-project phase (approx. 3 months):*

Suggested key aspects of the pre-project phase:

- Build a strong foundation of support by key stakeholders of sport events and key stakeholders of the fight against climate change (mainly at an international level for the pre-project phase).
- Devise a detailed project plan, methodology and budget for the three main phases of the project, including staffing.
- Develop a suitable governance and partnership model for the project.
- Secure funding for the full project.

B) *Three main project phases (approx. 21 months):*

Phase 1 (approx. 12 months):

1a) Devise common guidelines for sport event organizers

- Development process with key stakeholders to devise common guidelines.

1b) Develop mechanisms for enlisting sport celebrities and professional athletes to take prominent roles in support of the fight against climate change

- Development process with key stakeholders to devise mechanisms such as the business case, a platform for recognition of celebrities and athletes signing a Hippocratic oath in support of the fight against climate change as well as examples of specific actions to take and messages to address to fans at a sport event.

Phase 2 (approx. 5 months):

2) Create an Internet based platform for sport event organizers (users of the common guidelines)

- Development process with key stakeholders to create a platform that makes the common guidelines and mechanisms for enlisting sport

celebrities and professional athletes easily accessible in a number of languages. The platform is going to be designed in a way that also allows sport event organizers to share and shape evolving good practices.

Phase 3 (approx. 4 months):

3) Systematic outreach to sport event organizers as well as sport celebrities and professional athletes
   - Outreach process with support of key stakeholders to identify and reach out to all relevant sport event organizers as well as sport celebrities and professional athletes – across sports and countries.

OLYMPIC EDUCATION AND POVERTY REDUCTION

Henry B. TANDAU (TAN)
Founder of NOA of Tanzania
National Course Director of the
"Advanced Sports Management Course"

It is always an honour to come to Olympia to deliver a lecture and to meet other like-minded people who share common interests on the topic of Olympic education.

"Olympic education" is a term which first appeared in sports education and Olympic research only in the 1970s (Müller, 1975). Olympic education endeavours to provide a universal education or development of the whole human individual, in contrast to the increasingly specialized education encountered in many contemporary disciplines. Consequently, it can only be based on the fundamental values of human personality.

Fundamental to the understanding of Olympism is its emphasis on an educational mandate. In fact, the "Olympic idea cannot be understood without an understanding of its educational mission" (Gessman, 1992:33). This educational mandate is outlined in several of the Fundamental Principles of the *Olympic Charter* (IOC: 2011).

Fundamental Principle #2 – 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 the respect for universal fundamental ethical principles.

Fundamental Principle #3 – The goal of Olympism is to place sport everywhere at the service of the harmonious development of man, with a view

to encouraging the establishment of a peaceful society concerned with the preservation of human dignity.

Some of the specific positive values referred to in these principles include a respect for balance in the human character in relation to aspects of mind, body and spirit, an understanding of the joy found in effort, an emphasis on peaceful behaviour, and respect for others.

The principles also include guidelines for an Olympic pedagogy. That is, the fundamental principles seem to suggest components of a possible teaching and learning strategy. Note the references to such strategies as "blending sport with culture and education," setting "good examples," and encouraging participation in sport as parts of an educational project in which these values can be developed.

Olympic Values Education Programme (OVEP)

The Olympic Values Education Programme (OVEP) integrates sporting values and physical activity into a cultural and educational framework in line with the UN General Assembly declaration of the Decade of Education for Sustainable Development. Taking into account the IOC's social responsibility and the importance of sport for young people, the IOC has devised a strategy aimed at maintaining young people's interest in sport, encouraging them to practise sport and promoting the Olympic values. OVEP forms part of this larger objective. As explained by the IOC President, Thomas Bach: "Sport is not just physical activity; it promotes health and helps prevent, or even cure, the diseases of modern civilisation. Also, it is an educational tool which fosters cognitive development, teaches social behaviour, and helps to integrate communities."

Objectives of OVEP:

- To design and implement an Olympic Education programme for children and young people, particularly in developing countries, in order to promote the application of Olympic values through sport.
- To play a key role in achieving the UN Millennium Development Goals (MDGs). Specifically, reference is made to MDG Goal 2 – to achieve universal primary education – which can be addressed in the framework of OVEP, as the essential value of sport lends itself to quality and enrichment of learning (i.e. education).

- To conceptualize education and promote the development of a values-based, life-long learning perspective. The focus is on developing skill sets for life and on learning that spreads beyond the sports field or the four walls of the classroom, into the fabric of daily life.

The definition of poverty

n. 1. The state of being poor; want of the necessities of life. 2. (often foll. by of, in) scarcity or lack. 3. inferiority, poorness, meanness. Eccl. Renunciation of the right to individual ownership of property. Poverty line – the minimum income level needed to secure the necessities of life. Poverty – stricken extremely poor. Poverty trap – a situation in which an increase of income incurs a loss state benefits, making real improvement impossible. (*Advanced Oxford English Dictionary and Thesaurus*)

Poverty reduction

There is a healthy debate about how to achieve poverty reduction in developing countries, but not enough discussion on what we mean by this term. "Poverty reduction" is often used as a short-hand for promoting economic growth that will permanently lift as many people as possible over a poverty line. But there are many different objectives that are consistent with "poverty reduction," and we have to make choices between them. There are trade-offs between tackling current and future poverty, between helping as many poor people as possible and focusing on those in chronic poverty, and between measures that tackle the causes of poverty and those which deal with the symptoms. Often times, we focus on just one dimension of poverty reduction (growth) and marginalize other legitimate objectives such as reducing chronic poverty or providing social services to those who cannot otherwise afford them.

Olympic education and poverty reduction

The unique potential of sport, its global reach, its universal language, its impact on communities in general, and young people in particular, are all a fact and are increasingly recognised around the world.

The fundamental role of sport as a means to promote education, health, development and peace was re-emphasised in UN Resolution A/69/L.5 adopted by Member States on 16 October 2014. The resolution "encourages

Member States to give sport due consideration in the context of the Post-2015 Development Agenda".

The Synthesis Report of the UN Secretary General on the Post-2015 Agenda also recognizes that sport plays a significant role in youth education and life-long learning, and contributes to ensure healthier lives.

The sport sector, which gathers millions of people, practitioners, and professionals of all ages across the five continents, has contributed significantly to the Millennium Development Goals (MDGs) and is looking forward to accelerating its efforts within the Post-2015 Development Agenda, the Sustainable Development Goals (SDG).

The IOC recognizes that this Agenda is a historical opportunity to ensure that sport and physical activity are integrated as a meaningful and cost-effective tool to achieve the sustainable development goals. Founded on evidence-based research, the IOC, on behalf of the Olympic and Sport Movement, has developed several Olympic Education program and toolkits (such as Sports and the Environment; Sports against HIV and AIDS; Sports for Peace; Be a Champion in Life; the OVEP Toolkit and several other manuals) globally advocating for the use of sport to:

- eradicate extreme poverty and hunger
- promote health and the prevention of non-communicable diseases
- achieve quality education through values-based learning
- promote gender equality, including the empowerment of girls and women
- promote sustainable cities and human settlements
- contribute to peaceful and non-violent societies and
- develop human capital and human potential

Olympic education through sports programs provides quality physical education in schools and in all other educational institutions. It is probably the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society, thus creating an inclusive environment free of violence, sexual harassment, racism and other forms of discrimination; an environment, that is, fundamental to enabling poverty reduction.

Here are some examples of areas where Olympic education can play a key role in poverty reduction:

Gender equality

Achieving gender equality and empowering all women and girls: Olympic education, through the Women and Sport programs can help to enhance girls' and women's health and well-being, foster self-esteem and empowerment, facilitate social inclusion and integration, challenge gender norms, and provide opportunities for leadership and achievement.

Human settlements

OVEP and related physical activities and sport programs can save money on health care and transport services; protect young people from unhealthy and dangerous behaviors such as alcohol and illicit substances use, unprotected sexual activity, smoking, delinquency and violence; reduce crime; have more productive citizens and workers; have less pollution and better access to green spaces.

Prevent conflicts and build peace

Olympic education programs advocates peaceful and inclusive societies for sustainable development. The Olympic Truce observed during the staging of the Olympic Games is a living example of what Olympic education can achieve. Olympic Education through Sport for peace initiatives can serve as a tool to advance demobilisation and disarmament efforts and to support the often difficult reintegration of ex-combatants, particularly former child combatants, into their communities.

Definitely, sport alone cannot prevent conflict or build peace. However, it can contribute to build relationships across social, economic and cultural divides and to create a sense of shared identity and fellowship among groups that might otherwise be inclined to view each other with distrust and hostility.

Conclusion

It is a fact that Olympic education alone cannot achieve poverty reduction, but it can make a very big contribution in the process and in the attainment of the UN Development Agenda, since sport is undeniably a key partner in the planning and implementation of Global Development Agenda. It is an important contributor to a better and more peaceful world, in close partnership with other members of the civil society.

Olympic education can contribute to poverty reduction through various sports programs and activities. Sport brings together millions of people from all ages, and youth in particular, to practise sport and physical activities. Sport gathers millions of people through organisations, clubs, associations, business companies and events that contribute to the economic and social development of communities around the world. Olympic education uses the power of sports to rally communities, engage youth, reach out to the most vulnerable groups, and create shared interests, thus playing an active role in multi-sectorial and multi-disciplinary platforms tackling: public education and social mobilisation; health promotion and disease prevention; child and youth development and education; social inclusion; conflict prevention and peace building; gender equality; inclusion of persons with disabilities and other marginalised groups; and employment and economic development.

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THE RELEVANCE OF OLYMPIC TRUCE NOWADAYS

Dr Constantinos FILIS (GRE)
Director, International Olympic Truce Centre

Let me introduce you to the Olympic Truce by making a brief reference to ancient times. Back then, around 776 BC, according to the myth, Iphitos, the king of one of Greece's city-states, which were in constant conflict, went to the Delphic Oracle to ask how he could end these wars. The Oracle urged him to revive the Olympic Games as a means to achieve temporary peace.

As the messengers traveled to various cities announcing the Games, participants began their preparations, which essentially meant that armed conflicts gradually took a back seat, as citizens who were also soldiers participated in the Games. An Olympic victory took on great value – not just symbolic – and this. in result, reduced the amount of time willingly devoted to bearing arms. Thus, every four years a ceasefire was agreed to for athletes, spectators and artists, so that they could travel to and from the Games in Olympia.

The Truce was observed, though not always in full, for some 1,200 years, making it the most durable peace accord in history. I was abolished by the Roman Empire as a pagan rite, given that, in truth, it was observed – by the city-states, initially, and, subsequently, the countries from which the athletes came – mainly out of fear of retribution from the gods, and less because of the fines imposed for non-compliance. Moreover, it wasn't easy at that time to ascertain the extent to which the truce was implemented: it was only clear from the extent to which athletes could travel unmolested to the site of the Olympic Games – where we are meeting today – and return safely to their homes.

In modern times, up until 1994, sports and Olympism were, one way or another, victims of world politics. They were postponed during the two World Wars and countries boycotted them for political reasons. Until 1994…

In Lillehammer Winter Olympic Games, the Olympic Family took the lead. It proved that, in coordination with political leaders, the Olympic Movement can actively contribute to achieving peace. Thus during the opening ceremony and for 24 hours a ceasefire was achieved in the whole of ex-Yugoslavia. Even in a small corner of the earth. But it was a precious beginning.

Six years later, the Greek government, in cooperation with the International Olympic Committee, decided to revive the idea of the Olympic Truce by creating an agency – the International Olympic Truce Center – to promote the necessity of honoring the Truce; that is, a ceasefire lasting through the 16 days of the Games themselves, in an effort to adapt the practice of the ancient Truce to the demands modern times.

Subsequently, the process of UN Resolutions began. Every fall before the Games, the adoption of a resolution is put before the General Assembly, regarding the need to implement the Truce.

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

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

When there are, as we speak, more than 20 ongoing conflicts throughout the world, most of which many of us have a limited awareness of, you can see how difficult universal implementation of the Olympic Truce actually is. In fact, for some time now we have been working in the direction of adapting to the current reality, in the sense of identifying/specifying one or two conflicts on which we can work methodically and systematically, with the assistance of the IOC and the UN, in order to get results. We can then utilize this experience, the momentum and example, to work the next time on a new case. Some sort of award or recognition (for compliant parties) should not be ruled out.

Respecting the Olympic Truce does not make our world perfect. And it is not sports that ultimately bring peace or change the world… but look how many people are motivated by sports… how many children in developing countries aspire to be an athlete and why not an Olympian! What resources are invested in sports development and what percentage of world GDP comes from the sports industry? Needless to stress that the Olympic Games reach more people on earth than any other event!

This is why sports, and especially the Olympic Movement, have to contribute to peace. As said, Olympic Games were revived in ancient Greece as an antidote to war. The Olympic Truce stands for our shared values of tolerance, solidarity and peace. Sport is in a unique position to put the spirit of the Olympic Truce into practice. Sport is the only area of human existence that has achieved the status of universal law. Regardless of where in the world we practise sport, the rules are the same and apply to everyone. They are based on our shared values. Sport is always about building bridges, it is never about erecting walls.

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

The Olympic values (excellence, friendship, respect) are the prerequisite not only for moving our societies forward, but also for restraining or defusing conflicts or disputes which, in addition to their other tragic consequences, destabilize entire countries or regions – conflicts that are waged for years. Because of them, we are running the danger of losing generations of young men and women as they are being imbued with hatred and intolerance; young men and women who learn the art of war and fight in war zones from their early

years; young men and women who learn to handle a weapon better than they do a ball, and they believe that the things that divide people are greater than the things that unite them. In contrast, we strongly believe that the things that unite us are greater than the things that divide us! We also believe, as members of the Olympic Movement, in concepts such as consultation, reconciliation, cooperation, synergies. Using education as our tool, we want to help more youths from all over the world believe in these ideals!

It is an obligation, for all of us who identify with the Olympic Movement, to work to our best ability in order to create another culture, a culture of peace. We can achieve this by correctly and effectively using the best tool and means of inspiration we possess: sports.

The Olympic Truce is a notion that can transform the outlook of each and every one of us on our fellow human beings and society. It does not solely concern States or some faceless "elite", but also – and more so – each of us as individuals. It is in this context that we encourage nations and their peoples to work toward laying the foundations for Peace, based on the central idea that "what unites us is always greater than what divides us". This is the essential meaning and message of the Olympic Truce in our time.

We have an obligation to explore ways to bridge our differences, to respect the uniqueness and diversity of others, to give those around us our time and attention: to listen to others and understand them. We need to choose dialogue, mutual understanding and cooperation over the antagonism that ruins lives and blights the futures of whole generations. How can we make all of this a reality in our day-to-day lives so that we can live together in harmony, ensuring a better quality of life for ourselves and others?

If this endeavor is to succeed, we need to have the younger generation on our side. We need their spontaneity, their passion, their idealism and their creative expression, all of which make them the best possible ambassadors of our timeless messages.

We want to create a global community of Truce "ambassadors" who will share with one another their personal experiences and ideas via social media platforms, thus mobilizing international public opinion towards the gradual adoption of a code of conduct that stands above conflict, hatred and fanaticism, based on a universal framework of human values and rules: a culture of peace.

Our aim is to put civil societies, especially the younger generation, in the

driver's seat, empowering them to create a global community of values on the hard road to bridged differences, with no dividing lines.

We strongly believe that the Olympic Truce ideals are the first step towards this objective. If we want peace, we have to apply them in our everyday lives. We have to make peace with our family, our friends, our neighbors, our co-workers, our community. It is the community level that helps us understand the importance of peace. It is there that we first practise mutual respect, understanding, acceptance of the people as they are. Sport activities show us the way to do so, because we cannot practise sports without respecting our opponent or trying to achieve excellence or being a friend to our co-players. It is sports that help all of us to live and cooperate with each other, to strive for the best result and enjoy the benefits of the common effort. In other words, sports in everyday life is the best "low-politics" tool for a better future. Our everyday activities are the ones which build our characters and help us apply our ideals. If we cannot show respect and understanding in our everyday life, if we cannot accept the different opinions in our community, then how will we do it when we act as a state or a nation?

Nelson Mandela said that "education is the most powerful weapon you can use to change the world". This is certainly true. It is worth noting that the IOC President, Dr. Thomas Bach, attaches great importance to Olympic Education, which is a boosting incentive for all of us who serve the Olympic ideals and are part of the Olympic Family.

On our behalf, the International Olympic Truce Centre strongly supports grassroots programs and community-based action. Sport and cultural projects contribute to our efforts to bring communities closer, get them to know each other's special characteristics (religion, language, tradition, etc.) and eventually accept them.

So, for five years now, since I took over as Director, we have been emphasizing education projects in order to instill in the most dynamic group of our societies – young people – the principles that govern the Olympic Truce and, by extension, peace. By talking about accepting difference, about understanding, dialogue, violence, racism, xenophobia, bullying, inequality, compromise, coexistence, etc., we endeavor to cultivate an alternative culture of peaceful coexistence. We are not afraid to raise and discuss taboo subjects, with the help of specialists; to listen not just to the children, but to their teachers, their parents and their

guardians, so that we can assist in confronting modern phenomena that have to do with habituation to violence, proposing, in a responsible manner, means and tools for dealing with them.

Our main education activities are in the following directions:

• "Respecting Diversity" Educational Program:

It is a program against bullying addressed to schoolchildren 10–15 years of age. It takes place in public and private schools all over Greece and is based on the interaction between educators and audience. The presence and participation of Greek Olympians adds extra value to the program and excitement for the kids. During the last four years, more than 20,000 children and over 1,000 teachers have participated in this program.

Also, as part of this program, a web e-competition is being organized on an annual basis, in an attempt to inspire kids on the values and ideals of Olympism and Olympic Truce. "Say NO to Bullying" asks kids working in groups of 2–5, to create short films or powerpoint presentations on topics such as social inclusion, conflict resolution and equality of opportunities.

The "Respecting Diversity" Program is addressed to teachers and parents, through seminars organized throughout the year, in cooperation with other authorities (municipalities) and experts (psychologists, educators, criminologists, professors).

- Furthermore, the International Olympic Truce Centre has developed over the last few years a valuable cooperation with the UNOSDP; a collaboration which allows the IOTC trainers to be present in several UN camps organized worldwide, and spend a whole day presenting the Olympic Truce to international students who participate in the UN Youth Leadership Programs.
- This coming summer, it is going to be the second time the IOTC organizes their own camp, the Imagine Peace Youth Camp, in cooperation with the British Council of Greece. It is a six-day-long camp addressed to international, enthusiastic individuals up to 25 years old, who wish to offer to their communities and would like to become Young Ambassadors in their place of origin. The camp takes place in the IOA premises in Ancient Olympia.
- "I Respect Diversity – I become aquainted with sports" is the program most recently established by the IOTC. It takes place in one of Greece's most well known stadiums, the Peace and Friendship Stadium, and is addressed

to elementary and high school pupils. Olympians and other top athletes, within a 20-minute long timeframe, present their sports to the pupils, who are then given the opportunity to practise it along with the athletes. After the end of each sports presentation, the pupils groups shift sports halls and eventually get acquainted to different sports. At the beginning and at the end of the program, pupils and teachers attend a discussion about Olympic Truce, Peace and Conflict Resolution.

- Last but not least, I would like to mention our close cooperation with the International Olympic Academy and the Hellenic Olympic Committee and the Hellenic Olympic Academy. By uniting forces, we jointly promote Olympic values as well as the notion of Olympic Truce.

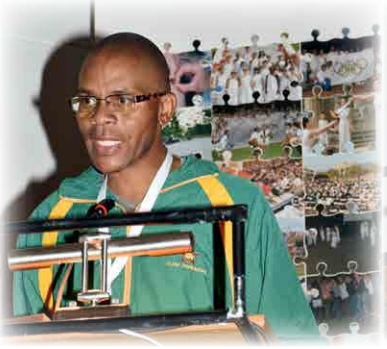
In order to achieve our goals, we have developed synergies with a number of organizations with which we share a common purpose. And it is an honor and a privilege that today I am sharing my ideas with directors and representatives of NOAs from all over the world.

We believe that we can contribute our small part to the tremendous effort that is being made by the Olympic Movement on education. Promoting a healthy way of life does not refer to our body. It mainly refers to our mind and soul. A healthy person is a person in equilibrium. As members of the Olympic Movement, we need to inspire people to do sports. Sports have an inspirational power on all humanity. We need to utilize this to instill in people's minds the ideals that will help them live in a better world. Excellence does not apply only to competition. It also applies to social performance: in the way you act within your community and in being a useful member of society.

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

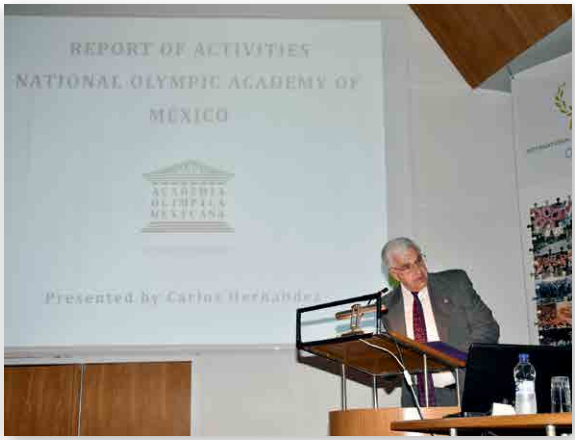
I would like to close my intervention by reminding you of an old African saying: "This world is not ours; we have borrowed it from our children." So, we owe them to give it back in the best possible condition.

SHORT PRESENTATIONS BY THE PARTICIPANTS



Sport and Peace for Development

FINLAND
ESTONIA
LATVIA
INTERNATIONAL OLYMPIC ACADEMY


REPORT OF ACTIVITIES
NATIONAL OLYMPIC ACADEMY OF
MEXICO
ACADEMIA
OLIMPICA
MEXICANA
Presented by Carlos Hernández

ACTIVITIES OF THE ASSOCIATION OF AFRICAN NATIONAL OLYMPIC ACADEMIES (AANOA) 2014–2016

Dr Ridha LAYOUNI (TUN)
AANOA President

During 2014–2016, the Association of African National Olympic Academies (AANOA) carried out the following activities:

AANOA Evaluative General Assembly

The AANOA evaluative General Assembly was held from March 23 to 26, 2016 in Bamako, Mali, at the same time as the 2nd Session of African NOAs, in cooperation with the Malian NOSC and NOA, under the chairmanship of Military General Lassana Palenfo and in the presence of His Excellency, Ibrahim Babacar Keita, President of the Republic of Mali.

The President gave us a warm welcome by receiving us at the Presidential Palace and putting at our disposal all the means for ensuring the complete success of these events.

This assembly meeting allowed us to take stock of and review the AANOA's and African NOA's activities during the period that followed the elective General Assembly in Tunis 2013, and to discuss how to optimize their actions.

To this end and drawing on the IOC Agenda 2020, the following resolutions were adopted by the General Assembly and are part of the efforts of the AANOA to further spread the Olympic values in Africa and promote the principles of Olympism.

This will allow us to search in particular for an appropriate African intellectual presence that would give Africa the distinction of a fully-fledged player in the debate on universal Olympic values, aimed at:

- Further disseminating Olympic education by organizing an annual Session for African youth dedicated to the promotion of Olympic Education, which will strengthen the Session of African NOAs, now in its 2nd edition.
- Stimulating scientific research on Olympism by establishing the African Centre for Olympic Studies, for which we have already received the first candidature from the Cameroon National Olympic and Sports Committee.
- Encouraging, as a first phase, a member NOA to organize an activity likely to promote Olympic education in the country or region concerned. In spite of its very limited financial resources, the AANOA will subsidize this activity with an annual endowment of up to US $ 3,000.
- Strengthening cooperation between the AANOA and various Olympic Sports Organizations and enhancing its visibility within the Olympic Movement through the use of modern tools of communication.

African NOAs Sessions

• 1st Session

The first African NOAs Session was held in Tunis from 12 to 15 October 2014, under the auspices of the ANOCA and with the support of the TNOC.

The session was held under the chairmanship of General Lassana Palenfo, President of the ANOCA and with the participation of Mr Mehrez Boussayène, President of the TNOC and members of the TNOC Governing Board.

Mrs Maiga Keita, First Lady of Mali, Vice-president of the AANOA and President of the MNOA came to Tunis for the occasion. The President of the Tunisian Republic, in response to the AANOA's request, officially welcomed her and covered all costs of her stay in Tunisia.

• 2nd Session

As part of the decentralization of its activities, the AANOA organized the 2nd Session of the African NOAs from 23 to 26 March in Bamako (Mali) under the auspices and the support of the ANOCA and with the cooperation of the Malian NOSC and NOA.

The session was chaired by the president of the ANOCA and attended by Mrs Aminata Maiga, First Lady of Mali and members of the MNOSC and the

MNOA headed by Mr Habib Sissoko, President of the MNOSC, delegates of the African National Olympic Academies, media and Olympic Sports Organizations representatives.

Mr Isidoros Kouvelos, IOA President and Mr Dionyssis Gangas, IOA Director, who were invited by the AANOA to the 1st Session of African NOAs, expressed their regrets for not attending due to other commitments.

Mr Isidoros Kouvelos who was invited to the 2nd Session, was unable to attend because of Greek Independence Day. He made a video address to the participants, wishing them success in their proceedings and sending the encouragement of the IOA.

The Sessions provided the opportunity to take stock of the situation of the African NOAs, to present their achievements and activities, to point out the difficulties they face and to propose the relevant Olympic organizations' recommendations for the dissemination of Olympic education in Africa.

Governing Board meetings

The AANOA Governing Board met twice, in Tunis and Bamako, during the continental Sessions. Many questions were raised concerning AANOA activities and decisions were taken relating to its operation.

The AANOA communicated with African NOAs in an attempt to persuade and encourage those that have not yet joined to become members, leading to ten new affiliations and thus increasing the number of AANOA members to 31 NOAs out of 38 in Africa. After the Bamako meeting, a 32nd member joined the AANOA, the Madagascar NOA.

Meetings with Olympic Family officials

On 12 March 2016, the President of the AANOA met Dr Thomas Bach, IOC President, Mr Pere Miró, IOC Deputy Director General and General Lassana Palenfo, ANOCA President, on the occasion of their official visit to Tunisia.

On this occasion, he handed the IOC President a document presenting the AANOA and a paper with the following thoughts and proposals from African NOAs, for disseminating more effectively the Olympic values and further promoting the principles of Olympism in Africa:

- Consider, in addition to funding ANOCA, the granting of an IOC credit line to the AANOA in order to strengthen its capacity to promote the Olympic values in Africa.
- Examine the possibility of allocating a budget for NOAs through their NOCs to allow them greater flexibility in their efforts to spread the Olympic values and in the training of human resources within the OSOs of their countries.
- Provide for the creation of a system of training and courses designed jointly by the IOC Olympic Education Commission and Olympic Solidarity for the NOAs, aimed at training OSO stakeholders in Olympic education, similar to the sports administration courses and advanced courses in sports management. The AANOA is willing to participate in the design of these courses in cooperation with relevant Olympic structures.
- Encourage NOCs to provide a legal basis in the statutes of their NOAs and make available to the NOAs premises and appropriate administrative structures to ensure the best conditions for achieving their goals and continuity in their operation. In this respect, the Tunisian NOC experience can serve as an example.
- Support the creation of an African Centre for Olympic Studies managed by the AANOA.

Similarly, in order to boost the work of the AANOA, its President had talks with Mr Maher Ben Dhia, Tunisian Minister of Youth and Sports, Mr Lassana Palenfo, President of the ANOCA, on the occasion of his visits to Tunisia, and Mr Habib Sissoko, MNOSC President and Mr Siteny Randrianasoloniaiko, President of the Madagascar NOC on the occasion of their visit to the AANOA headquarters.

Meetings with Malian Sports and Education Ministers took place during the events organized by the AANOA in Mali.

Acknowledgments

The AANOA reiterates its gratitude for the exceptional support of two NOCs which have marked the history of the African Olympic Movement:

- The Tunisian NOC, headquarters to the AANOA, which supported and covered the costs of two General Assemblies and the 1st African NOAs Session, and

- The Malian NOSC for the organization of the AANOA evaluative General Assembly and the 2nd African NOAs Session, and for covering the costs of those events.

In this connection, the AANOA would like to express its sincere gratitude to his Excellency Mr Ibrahim Babacar Keita, President of Mali, the Malian Government and authorities, as well as to Mrs Aminata Maiga Keita, First Lady of Mali, Vice-president of the AANOA and President of the MNOA and Mr Habib Sissoko, President of the MNOSC, who have ensured the success of the meetings in Bamako.

We would also like to sincerely thank General Lassana Palenfo, ANOCA President, for his support for the Association and for chairing the constitutive General Assembly of 2008, the elective General Assembly of 2013, the evaluative General Assembly of 2016, as well as the two Sessions of the African NOAs and for the financial support to the ANOCA.

The AANOA would also like to extend warm thanks to the African NOCs for their support and for the membership of their NOAs, and also for sending delegates to the events it organizes.

We would also like to thank the IOC, Olympic Solidarity and the IOA for their interest in the AANOA.

REPORT ON THE ACTIVITIES OF THE ANGOLAN OLYMPIC ACADEMY

Prof. Mayimona NZITA (ANG)
Member, NOA of Angola

The Angolan Olympic Academy carried out a number of activities in 2015, namely:

- The Olympic Solidarity National Directors' training program.
- The Angolan Olympic Academy director's trip to Greece for the 13th International Session for Directors of National Olympic Academies
- The visit of the Olympic Academy director to the Portuguese Olympic Academy
- The first Plenary Assembly of the Angolan Olympic Academy
- The 3rd Session of the Angolan Olympic Academy
- The visit of the Olympic Academy president to Cape Verde
- The training of Luanda sport leaders

The procedure for appointment to the post of Olympic Solidarity National Director started on April 27 and closed on 31 August 2015.

Initially, 25 candidates registered and covered five phases for 13 participants. The procedure was organized by the Angolan Olympic Committee.

The Olympic Academy director Ms Sara Tavares took part in the 13th International Session of Directors of National Olympic Academies in Olympia, Greece, from 2 to 9 May 2015.

The subject of the Session was: "The Value of Excellence as an Educational Tool". The Session, which took place in the auditorium of the International Olympic Academy, was attended by 90 participants and 14 lecturers from 73 countries.

Back home, the Angolan Olympic Academy director paid a courtesy visit to the Portuguese Olympic Academy with a view to an exchange of experiences and educational material between the two countries.

With the intention of giving the Academy new impetus, the first Plenary Assembly of the Angolan Olympic Academy was held on 15 June 2015 in the auditorium of the Angolan Basketball Federation, under the chairmanship of Mr Gustavo da Conceição, President of the Angolan Olympic Committee and Academy.

The following points were discussed:

- Approval of the program for the 18th Anniversary of the Angolan Olympic Academy
- Approval of the Angolan Olympic Academy rules of procedure
- Establishment of the electoral commission

The 3rd Session of the Angolan Olympic Academy was held on July 4, in the Sports Hall. The presidents of the Portuguese Academy, Mr Luis da Costa, and of the Cape Verde Academy, Mr Emanuel D'Oliveira, were invited. Unfortunately, President Luis da Costa was unable to attend for professional reasons.

The opening Session was chaired by the Secretary General of the Angolan Olympic Committee, Mr Antonio Monteiro and coordinated by the director Ms Sara Tavares. Seventeen new members (11 men and 6 women) of the Angolan Olympic Academy attended the Session. Eight lectures were given by seven lecturers, including Emanuel d'Oliveira, who gave two lectures at the Institute of Industry in Luanda.

The Session concluded with a cocktail reception, which provided an opportunity for contact with founding members, members of the AOA commission and President Emanuel d'Oliveira.

The Benguela sport leaders training course took place between July 6 and 10, 2015, in the auditorium of the Commandant Augusto Chipenda School, with 50 participants, 45 men and 5 women, all of whom completed the course successfully. The Luanda sport leaders' training course took place between October 17 and November 5, at the Cidadela Desportiva. One part of the training took place in the auditorium of the Angolan Basketball Federation, with 25 initially registered and 23 successfully completing their training; the other

part of the course took place at the Angolan Paralympic Committee facilities, with 35 initially registered and 32 successfully completing the training, 23 men and 9 women. Participants on both courses came from national federations, the Physical Education Institute and provincial sport associations. Fifteen lecturers gave 20 lectures at these courses. The Angolan Olympic Academy intends to organize two more training courses for sport leaders, one in Luanda and the other in the province of Lunda Nord. During the Olympic Week, in June, the Angolan Olympic Academy intends to present lectures in secondary schools in Luanda.

AANOA

Angola

Bangladesh

Belarus

Bulgaria

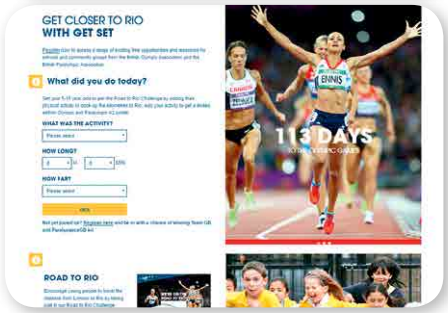
Canada

Chinese Taipei

Colombia

Croatia

Finland



Great Britain

Greece

GREECE

HUNGARY

JAPAN

Japan

Lesotho

Lithuania

Mauritius

Mexico

Mexico

Portugal

CONVITE
PROGRAMA
14h30 Receção aos Convidados
15h00 Sessão Solene
Intervenção Vítor Serpa, jornal A Bola
Admissão de novos membros
16h30 Porto de Honra

altius
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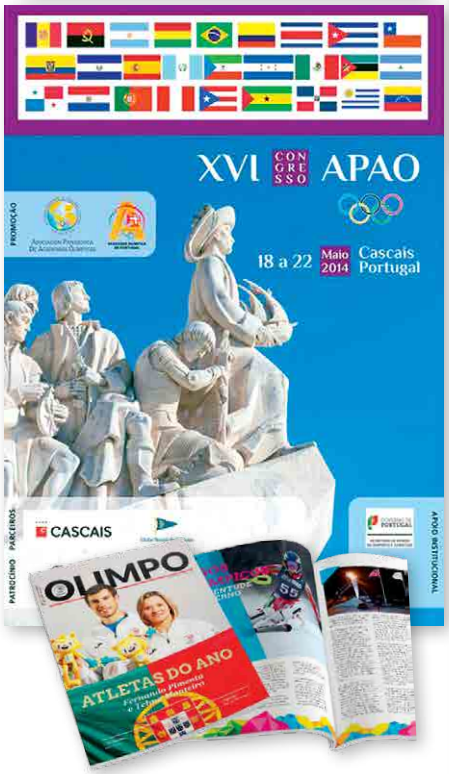
Olympica Olimpica
LOUL 2013


XVI CONGRESSO APAO
18 a 22 Maio 2014 Cascais Portugal
PROMOÇÃO
CASCAIS
PATROCÍNIO
PARCEIROS
APOIO INSTITUCIONAL
OLIMPO
ATLETAS DO ANO

23 Out
Jogos Olímpicos na Escola
Programa Transforma Rio 2016
Com
Vanderson Berbat
Gerente Geral de Educação
Comitê Rio 2016
23 de Outubro
10h00
Biblioteca Municipal Torres Novas
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ACADEMIA OLÍMPICA DE PORTUGAL
Desporto Escolar
torres novas
GOVERNO DE PORTUGAL
DGEstE

Conferência
Olimpismo: perspectivas e realidades
7 Dezembro 2015
10H00 - 12H30 | Auditório 1 - ULL
Entrada livre sujeita a inscrição
Organização:
Prof. Doutor Pedro Sarmento
Faculdade de Ciências Humanas e Sociais
Universidade Lusíada de Lisboa
Prof. Doutor Alcides Costa
Faculdade de Ciências da Economia e da Empresa
Universidade Lusíada de Lisboa
Parceria:

Portugal

Portugal

Slovakia

Sri Lanka

Sri Lanka

Uganda

Ukraine

YOUR
OLYMPIC
GUIDEBOOK

2022
ОЛІМПІАДА

НАЦІОНАЛЬНИЙ ОЛІМПІЙСЬКИЙ КОМІТЕТ УКРАЇНИ

ВІТАЄМО

ОЛІМПІЙСЬКИЙ
УРОК
ELEIKO
UKR

#OlympicLab

Art Competitions 1912

Ukraine

2015–2016 ARGENTINE OLYMPIC ACADEMY REPORT

Prof. Silvia DALOTTO DE MARCÓ (ARG)
Director, NOA of Argentina
Mario MOCCIA (ARG)
President, NOA of Argentina

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

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

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

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

In the year 2015, the session was held between 19 and 23 October.

The session was very fruitful; Mrs Elena Iñiguez de Heredia and Mr Marcos Lannusse were selected to attend the 56th Session for Young Participants in Olympia in 2016.

Additionally, since 2010, the Argentine Olympic Academy has been organizing biannually a session for adults over 35 years old, who have never attended any other session of the Olympic Academy and are now working in education, in sports or in the health sector. In 2016, we will have this session again.

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

Because Buenos Aires has been appointed to host 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 Programme.

During 2015, 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 modern era, under the presidency of Mr Daniel de la Cueva, former student of the AOA and 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, which was founded in 2000. Its current President is Mr Ramón Vallejos.

Olympic education and the dissemination of the Olympic Movement's values have become the pillars of the Argentine Olympic Committee. All of us at the Olympic Academy endeavour in this direction with full commitment and passion.

ORGANIZING OLYMPIC EDUCATION FOR PUPILS AND STUDENTS IN AZERBAIJAN

Prof. Aghajan ABIYEV (AZE)
Secretary General, NOC of Azerbaijan

1. The mission of the modern Olympic Games was the physical and spiritual education of the younger generation, so that boys and girls would contribute to the development of their country.

The health of our children can be achieved through physical culture and sports – healthy body in a healthy mind.

Cultures of bodily development eventually lead to a healthy lifestyle so that a physically and spiritually healthy youth can contribute variously to their country and their people. Such values are central and common to both the ancient and modern Olympic ideology and philosophy.

Our NOC in Azerbaijan is in complete agreement with this philosophy and tries to build its work according to the core values of Olympism.

2. The strength of our organization primarily lies in the visualization of power and beauty of Olympic sports, Olympic champions and participants of the Olympic Games. Our Olympians are always among the youth – in life, in sport, in universities and schools. Our Olympians set the best example in life and young people clearly see in them the benefits of the Olympic Movement.

Our organization works in many regions of the country, since more than 50 Olympic centers have been built away from the capital, while local sports institutions organize sports competitions among the youth and students in the regions away from the capital.

The NOA together with the NOC of Azerbaijan organize every year a number of special events, such as the Sports Day (5 March), an athletics relay race in the city, as well as a public meeting with Olympic champions and Olympic participants in universities and secondary schools.

After the First 2015 European Games, our NOC's experience in organizing and working with volunteers was enriched. During the preparation and holding of the Games, thousands of young boys and girls eagerly worked as volunteers, thus contributing to the success of the First European Games. As a result, a new system and trend of volunteerism has now been formed in Baku. The excellent organization of the European Games in Baku was due to volunteers, who consisted of universities' students and young sportsmen.

Acting accordingly to the principles of Olympism as articulated by Baron Pierre de Coubertin, the main task for the NOC is to attract pupils and students to the Olympic Movement, in order to actively involve them in physical culture and sports. Only in this case the youth will achieve their best in their personal, professional and social life.

Baron Pierre de Coubertin wanted to see healthy and happy French youth, and made happy young people around the world.

REPORT ON THE ACTIVITIES OF THE NOA OF THE NOC-BANGLADESH

Md Mahfuzur Rahman SIDDIQUE (BAN)
Honorary Director, NOA of Bangladesh
National Course Director, NOC of Bangladesh

Introduction

The National Olympic Academy (NOA) works as the centre of Olympic studies of any National Olympic Committee or Council (NOC). The NOC-Bangladesh, since its establishment in 1979 and its official recognition by the IOC in 1980, is committed to disseminate Olympic education among the athletes, sports organizers, officials, students and sports-loving youth of this country. The NOA of NOC-Bangladesh is a recent institution. Participating in the IOC-OCA Seminar on Olympic Values Education Programme (OVEP), Kuala Lumpur, March 2012, is instrumental to the formation of this NOA. Having taken part in the OVEP Seminar mentioned above, the NOC-Bangladesh held a Seminar on OVEP in the context of the Olympic Day 2012. Subsequently, the NOC-Bangladesh established a NOA in the same year and informed the International Olympic Academy. Since then, it has been working in the same premise as the Olympic Bhaban, the newly constructed office building of NOC-Bangladesh, which was generously supported financially by the IOC. A separate space has been dedicated to set up an Academy, an Archive, a Library and a Museum in the office of the NOC-Bangladesh, locally known as Bangladesh Olympic Association (BOA). From then on, the NOA is working under the direct control of BOA. Initially, one of the NCDs (National Course Directors), Md. Mahfuzur Rahman Siddique, was given charge of the Academy as Consultant and he is now working as Honorary Director.

Activities of the NOC/NOA of Bangladesh

Before the setup of the NOA, Bangladesh Olympic Association has been continuously organizing educational programs with generous financial and logistic support, under the Olympic Solidarity Programme of the IOC's Department of International Co-operation and Development. These are the Olympic Solidarity Sport Leadership Courses (later renamed Olympic Solidarity Sports Administrators Courses), which have been running since the early nineties. One such course was especially arranged for Women Sports Organizers and Physical Education Teachers under the auspices of a Divisional Sports Association, a constituent unit of NOC-Bangladesh. Some other courses, having educational value and aiming to enhance the technical knowledge of Coaches, are being regularly organized with the assistance of the respective International Federation and under the financial support of Olympic Solidarity. These are Coaches Courses organized for different National Federations. So far, more than 40 Administrators Courses and 25 Coaches Courses have been organized. Since 2008, "Sports for All" programs are being organized in different Administrative Districts/Divisions in cooperation with the respective Sports Association(s), financially supported by Olympic Solidarity.

Activities of the NOA under the NOC-Bangladesh

Since its creation in 2012, under the sole administrative and overall control of NOC-Bangladesh, the NOA has organized the following projects and events: Seminars on Sport & Environment, Green Games, Olympic Values Education Programme, International Day of Sports for Development & Peace, Life & Work of Baron Pierre de Coubertin, the exponent of Olympism, reviver of Olympic Games in the modern era and the founder of the IOC and the Olympic Movement on his hundredth birth anniversary. Apart from these, the NOA-Director (Honorary) has been directly involved in the newly introduced program on Olympic Education, Culture and Legacy since 2015. This program, organized by BOA under the support of Olympic Solidarity, is addressed to secondary school students. In 2015, four such programs have been organized in different secondary schools. In the same year, another new program has been supported by the Olympic Solidarity for NOC-Bangladesh, which is the National Federation Administration Development Course. The NOA was involved in

this program organized for two National Federations, namely the Bangladesh Swimming Federation and the Bangladesh Tennis Federation.

Target and priority of the NOA, NOC-Bangladesh in promoting Olympic education and the Olympic Movement

The establishment of the NOA and of the Archive, Library & Museum (ALM); under this, the fulfillment of the aims, role and mission of the NOC-Bangladesh as incorporated in Article 5 (II) of its Statutes vetted by the IOC. More specifically, it is assisting this Academy to perform some of the functions of NOA, especially those specified by Prof. Konstantinos Georgiadis, IOA Honorary Dean, in his article "The IOA and the National Olympic Academies", *Directory of National Olympic Academies*, International Olympic Academy 2012. It goes without saying that financial constraint is the main stumbling block in making NOAs of NOCs of the Third World countries viable, self sufficient and sustainable. To make them effective to the optimum level, NOAs may be made subsidiaries of NOCs with financial and administrative independence. A good number of NOCs are yet to establish NOAs. For the promotion of Olympic education and thereby of the Olympic Movement, provision of establishing a NOA under rule-27.2.2.1 (Mission and Role of the NOCs) of the *Olympic Charter* (2015) by the NOCs may be made compulsory. At the same time, the IOA may be given a good measure of supervisory and administrative control over the NOAs. Also, a portion of financial assistance given to the NOCs of developing countries by the IOC under Olympic Solidarity Quadrennial Plan can be earmarked for the operation of the NOAs. In addition, NOAs should be equipped with the knowledge, capacity and logistics to play their expected role in the implementation of the Agenda 2020 of the Olympic Movement adopted by the IOC in 2014 in their respective jurisdiction.

ORGANIZATIONAL AND METHODOLOGICAL BASES OF OLYMPIC EDUCATION IN THE REPUBLIC OF BELARUS

Irina GUSLISTOVA (BLR)[1]

Dissemination of knowledge about the Olympic Movement, Olympism and the Olympic Games are in demand in the established and permanent system of Olympic education in Belarus.

The dynamic development of the country's Olympic education system is possible due to the successful coordination of the work of the Belarusian Olympic Academy, National Olympic Committee, Ministry of Sport and Tourism, and Ministry of Education.

Various forms of implementation of Olympic education in the national education system, as well as constantly expanding scale of educational activities are in top priority.

At the pre-school and elementary school level, small Olympic Games are held in winter and summer sports, as well as in entertainment and sports events, along with meetings with Olympic champions.

Recently, the Belarusian Olympic Academy has been preparing an educational project for children which is entitled the "Olympic Corner". It consists of an interactive stand and a set of thirty cards about sports.

For elementary school pupils, we prepared a series of methodological recommendations on the organization of the Olympic education in accordance with the education program "Physical Education and Health" for I to IV grade classes in two parts: "Olympic guide" and "Practice".

In the middle and high school, sports events and activities work towards promotion of Olympic values.

1. The presentation was made by Ms Hanna Pechankova, NOA delegate at the Session.

Students of "Belarusian State University of Physical Culture" held master classes in sports, as well as "Peer to peer" classes and Olympic lessons for schoolchildren.

The methodological bases for such activities in the development of the Belarusian Olympic Academy strategy are derived from the "Teaching the Olympic values" and "Olympic values through the symbols and ceremonies" toolkits.

In 2015, our Academy organized the writing of a diary by V to XI grade students of sports classes and schools of Olympic Reserve. It was entitled "Your steps to Olympus" and was published in 2016. The same project will also be implemented in the educational program for 2016–17.

For teachers we have developed an educational methodological complex titled "Bases of Olympic Knowledge" for I to XI grade classes.

In recent years, Olympic Youth forums have been held for students of higher educational institutions in our country, along with innovative festivals, such as "Olympic Movement, communication and education".

The program of our international scientific conference opened with the theme of "Olympic education". In 2016, the conference was attended by representatives of the Olympic Academy of our neighbor countries, Lithuania and Latvia.

For teachers in all regions of the country, we are organizing a permanent seminar on "Scientific and methodological support and actual problems of Olympic education", as well as popular Olympic festivals that span audiences of all ages.

The main participants of the events are gymnastics students of Belarusian State University of Physical Education.

Moreover, the Belarusian Olympic Academy supported the International Olympic Day in our country. During the preparation of our national team for the first European Games in Baku in 2015, we organized a "Marathon of wishes", in which every citizen could participate and leave a wish for our athletes.

For all the participants of the International Olympic Day we made a flash mob and named it "Olympic Dance". We also organized interactive question games for preschool and elementary school children, as well as the "Expert of the Olympics" competition.

Dear participants of the Session, here is the headquarters of the National

Olympic Committee of Belarus. There are guided tours and holiday events, as well as the possibility of Olympic classes and meetings with the Olympic champions to be held here.

Another way to promote Olympic values is by visiting the Olympic Museum exhibition inside the National Olympic Committee of Belarus.

You are all welcome to the Belarusian Olympic Academy. We are open to everybody!

OLYMPIC ACADEMY OF CANADA: ACTIVITIES REPORT

Kate MOORHOUSE (CAN)
Manager, Education, Youth and Community Outreach
Member, NOA of Canada

Canada Olympic House

Launched on 9 July 2015, Canada Olympic House is the headquarters of the Olympic Movement in Canada. Canada Olympic House is located in Canada's first Olympic city in Montreal, Quebec. It will be the home to a state-of-the-art sport science and technology centre that will allow students 15 years of age and under to walk in the shoes of athletes and engage in virtual recreations of various Olympic sports.

Canada Olympic House features a multi-purpose room that hosts students, press conferences, meetings, and acts as a media space for visiting athletes. With the opening of the Canada Olympic House to the public, the Lausanne room will act as the education hub where visitors will learn about and be inspired by the Olympic Movement.

Canadian Olympic School Program

The Canadian Olympic School Program is comprised of values-based educational resources that promote the Olympic Movement while challenging participants to get active 60 minutes a day. All resources are available to educators within Canada and beyond, free of charge.

Canadian Olympic Activity Challenge

As levels of inactivity raise amongst Canadians, the COC has made it a priority to provide resources to educators, parents and students to help increase levels

of physical activity amongst children and youth. All resources have been written in conjunction with the support of National Sport Federations (NSF). NSFs in the first round of resource development included: Athletics, Badminton, Canoe/Kayak, Fencing, Judo, Rugby, Speed Skating, Softball, Swimming, Synchronized Swimming, Table Tennis and Triathlon.

Hero of play

As an extension of the Canadian Olympic Activity Challenge, the COC has worked with National Partner, Canadian Tire, to develop a program that challenges students to get moving 60 minutes a day. Schools are provided resources and programming to assist them in identifying a "Hero of Play" weekly within their school. This pilot program will engage over 100,000 students across Canada and will close with an Olympic Day celebrations at the various schools.

#OneTeam

The #OneTeam initiative is focused on creating safer learning and sport environments for LGBTQ youth. The COC has partnered with strategic partners Egale Canada Human Rights Trust and the You Can Play Project to develop in school/club resources for parents, teachers and educators. These resources are available free of charge at Olympic.ca/education. As part of the #OneTeam initiative Olympians, National team members, coaches, officials and COC staff have been recruited as ambassadors to share the message of inclusion.

Athlete Wellness – Game Plan

Game Plan is a collaboration between the COC, Canadian Paralympic Committee (CPC), Canadian Olympic and Paralympic Sport Institute Network (COPSIN), and Sport Canada to provide the best resources to Canadian national team members.

Game Plan is a holistic approach to athlete development and total wellness throughout an athlete's high-performance sport career, and beyond. It is a world-class program to develop mentally stronger athletes who apply what they have learned as leaders in sport to the betterment of themselves and their communities.

Game Plan is a source of competitive advantage for Canada and for Canadian athletes that will position Canada as a global leader in the sport community.

National Sport Federation enhancement initiative

In 2013 the COC launched the NSF Enhancement Initiative designed to improve on-the-field performance by enhancing the business operations of NSFs. The COC has partnered with Deloitte to perform an Implementation Progress Assessment of this initiative.

Deloitte also conducted two thematic case studies to highlight Targeted initiatives conducted by select NSFs. These case studies were conducted to provide deeper understanding and insight into the initiatives chosen by highlighting the situation/need, the solution that was chosen, the benefits received, and the degree of replicability for each case study.

The selected case study themes and NSFs were:

- *Membership Management System* – Includes the implementation of a software to register, manage and track membership data at the national, provincial and/or local level.
- *Philanthropic Efforts* – Includes the collection of revenues received as charitable donations by external stakeholders. Philanthropic donors can include alumni, organizations or other patrons.

These two case-study themes were chosen because a high degree of interest exists from other NSFs to potentially pursue these types of initiatives in the future. The case studies will be used to validate hypotheses around the efficacy of each initiative.

Next generation

FanFit

In partnership with the Canadian Olympic Foundation (COF), FANFIT is a first. It's an intense multi-station total fitness challenge where each participant is measured against a field of peers and top athletes.

FANFIT connects participants with our Canada's best athletes in a new and inspiring way as participants go toe-to-toe and receive encouragement from top-level Canadian athletes. Participation in FANFIT can boost an Olympians' chances of getting the financial support they need to train more effectively.

Training Ground

Launched in early 2016 the RBC Training Ground is a series of regional combine events designed to help sport officials uncover athletes with Olympic podium potential, in sports they may not have considered.

At RBC Training Ground events, local athletes will execute a series of combine workouts measuring speed, power, strength and endurance. They will perform in front of coaches and officials from a variety of national and provincial sport organizations and their results will be measured against performance benchmarks to determine an athlete's capacity for sport at its highest level.

RBC will identify up to ten athletes at each of four regional events to receive additional assistance such as funding, resources, coaching and/or mentorship that is necessary to achieve their Olympic journey. Four top performers will also receive a trip to the 2016 Olympic Summer Games in Rio de Janeiro, Brazil to help fuel their passion and commitment.

Olympic Day

Over 10,000 participants joined in on Olympic Day events across Canada, through the Hero of Play initiative and Olympic Day planned events; it is anticipated that participation for 2016 will be closer to 50,000 across the country. The main goal of Olympic Day is to connect children and youth with sport in their community. The COC began using this model in 2012; since then we have worked with over 50 local sport clubs to connect them with children and youth in their region as a means to increase participation rates. Annually, sport sreturn to participate in Olympic Day as it is a very effective recruitment tool.

Celebration of excellence

As the Rio 2016 Olympic Games approach, the COC is developing a large scale Community Engagement plan that will bring Olympians to communities and share their Olympic Journey and inspire the next generation of Canadian athletes.

OLYMPIC EDUCATION: AN EFFECTIVE TOOL FOR DEVELOPMENT, PEACE AND SUSTAINABILITY– THE COLOMBIAN CASE

Carlos Eduardo VILLEGAS ESTRADA (COL)
Member, NOA of Colombia

Two year ago, I had the privilege to stand here, in front of you, to explain how sport, culture and Olympic education have been a powerful tool to achieve peace in Colombia. Today, I'm very happy to tell you that we are within weeks of signing the final peace agreement with the insurgent group The Revolutionary Armed Forces of Colombia –FARC–, ending a fifty-year armed conflict, and showing to the world that reconciliation and forgiveness are possible when a society is united.

On the sporting field, Colombia continues to grow rapidly as we project a delegation of more than 130 Athletes to the Olympic Games and around 70 for the Paralympics in Rio – an increase close to 30% compared to London 2012. This record, along with the performance of our Soccer National Team that finished in 5th place in the last World Championships held in Brazil, has been generating a national identity phenomenon that is contributing significantly to the peace process. This is a signal that Sport will play a particularly important unifying and healing role in the long-waited post-conflict era in Colombia.

Our National Olympic Academy, faithful to the Olympic principles and now in line with the recommendations of Olympic Agenda 2020, maintains its active work contributing to the promotion of the Olympic Movement and to the sustainable development of our great Nation. We continue to promote new programs in search for the consolidation of a Culture of Peace with the hope to achieve a permanent "truce", inspired by the Olympic spirit, focusing on the respect for human rights, particularly among young children and adolescents.

Regarding Olympic Education, during the past two years, the Academy

proclaimed four new Chairs in Olympic and Sport Studies bringing the program to a total of twelve institutions of higher education in different cities of Colombia. The new Chairs are: Saint Buenaventura University in Medellin, Tolima University in Ibague, Libre University and University of the Andean Area in Bogotá; we are close to proclaiming one more at the University of Córdoba in Monteria, while we started dialogs with the Pontifical Xaveriana University.

Early this year, we hosted in Bogotá the IV National Meeting of Olympic Studies Chairs, with the participation of nine of the Universities taking part in the program; as a result, we have set more challenging objectives like the publication of a yearly academic document containing the work of all institutions. The Chair has impacted by now close to one thousand youngsters in many regions of Colombia.

To remind you, the Chair in Olympic and Sport Studies was created in 2009 with the academic support of the Pan-Iberican Association of Olympic Academies with the idea to contribute to the sustainable development of our Country, through the promotion of a Culture of Peace inspired by the educational and cultural values associated with sport.

The Academy continued with its program of "Olympic Gatherings", the 69th since its inauguration in 1993; the most recent topics covered were: Olympic Agenda 2020 (69th); Ethic and Sport (68th); Sport and Peace, (67th); II Youth Olympic Games Nanjing (66th).

The Academy also participated actively in the revision of the I*nternational Charter of Sport and Physical Education*, originally adopted in 1978 by member states of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The revised *Charter* was adopted on November 18, 2015 during the 38th Session of the UNESCO General Conference; following the recommendations of a meeting of experts organized in Medellin, Colombia, to draw up a preliminary draft, where the Academy was represented. The new *Charter* is a follow-up to the Declaration of Berlin that was adopted by 600 participants from 121 countries, as an outcome of the 5th World Conference of Sport Ministers (MINEPS V), chaired by our Colombian Minister of Sport, Andrés Botero.

Philatelic exhibitions and postal emissions remain one of the main activities of the Academy; the most recent samples were carried out within the framework of the Soccer World Cup 2014 and the XXI edition of the National and IV of

the Paranational Games held last November in the Departments of Tolima and Chocó.

The Academy continues its permanent contributions to the Olympic Magazine, edited by the Olympic Committee, with several articles in a variety of topics ranging from Olympic Philately to the most recently diffusion of Olympic Agenda 2020 recommendations.

Speaking of the Olympic Agenda 2020, as you might have noticed by now, the Academy has dedicated it lately to the diffusion of President Bach's Agenda's 2020, which is the roadmap for the future of the Olympic Movement. In that sense, the Academy has prepared a series of presentations that we are ready to share with all the Spanish-speaking Olympic family.

In other Academy news, last year we received with sadness the resignation, of Germán Collazos, former President of the Academy. That circumstance reminded us of the need to search for new members to fill in four vacancies to complete the maximum of fifteen members established in the Statutes. As a result of this, Mr. David Cañon, one of the most recognized sport journalists in Colombia, who has covered every Olympic Games since Munich '72, was appointed as a new member. During 2015 the Academy members met eleven times reaching the quorum to deliver and decide in ten of those Sessions. Records of all the meetings are kept on the archives of the Academy.

The Academy also sent participants to the International Olympic Academy Sessions of Directors of National Academies, Young Participants and Educators.

Finally, we want to acknowledge that we are very lucky to have a fluent relationship with our National Olympic Committee, with which we are devoted to the regional union as we intend to host the XVII Congress of Pan-Iberican Olympic Academies this November in Bogotá.

Fruit of that alliance, too, the headquarters of the Academy has moved into the Olympic House, a totally renovated facility that also houses the academic section of the Olympic Committee, the Olympic library, and will offer the space to build our own Olympic Museum in the future.

PROMOTING OLYMPISM AND OLYMPIC EDUCATION AS AN EFFECTIVE TOOL FOR DEVELOPMENT AND SUSTAINABILITY THROUGH CROATIAN OLYMPIC ACADEMY PROGRAMS

Dr Sasa CERAJ (CRO)
Director, NOA of Croatia

Introduction

The annual activities and programs of the Croatian Olympic Academy are in accordance with the *Olympic Charter* and values that Olympism as a movement brings to modern society. The Croatian Olympic Academy pays special attention to the Olympic values, Olympic education, ethics, fair play, sustainable development and environmental protection and it includes these principles in the projects it implements.

Programs of the Croatian Olympic Academy aimed at the promotion of Olympic values

The Croatian Olympic Academy has been in charge of the organization and implementation of various activities celebrating International Olympic Day at the national level for six years in a row. The program in 2015 was implemented in cooperation with 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 goal is common action aimed at the popularization of sport and positive values, and the dissemination of the Olympic principles among children and youngsters. The Olympic Day celebration program in Croatia includes six program activities based on the concept: Move, Learn and Discover.

An art exhibition on the topic of Sport Photography was organized during

the finals of the National School Sports Associations Championships, which include elementary and high schools and intellectually challenged children. Winners – three best submissions in the elementary and high school categories – were awarded during the exhibition opening and the pupils also received educational flyers on Olympism and ecology.

To raise awareness on the importance of preserving the seabed and environment in general, the Croatian Olympic Academy joined the seabed cleaning environmental action within the 2015 SUB ECO BOL project on the island of Brac, carried out under the auspices of the Croatian and Slovenian Scuba Diving Federations. Together with around 300 scuba divers, elementary and secondary school pupils participate in the action every year. All participants received educational pamphlets on Olympism and ecology, and a banner with the Olympic Day logo was symbolically placed underwater as an expression of the strong commitment of sport and the Olympic Movement to environmental protection, in accordance with the Code of Ethics of the International Olympic Committee.

In cooperation with the Croatian Olympic Committee, an Olympic Day celebration was organized for 350 pre-school children in Zagreb. All participants received t-shirts with the Olympic Day logo, medals and educational materials.

The Olympic Day central celebration was organized as part of the 8th Day of the Universal Sports School of the Croatian School Sports Association at the Mladost Sport Centre in Zagreb on 29 May 2015. It included around 700 pupils from all Croatian counties, accompanied by leaders from school sports associations, and approx. 100 other participants (athletes, coaches, etc). The celebration was held under the auspices of the Ministry of Science, Education and Sport, and it was also attended by numerous Croatian Olympic athletes.

A philatelic exhibition titled "Olympism through Philately" was held during the finals of the National School Sports Associations Championships for the 5th and 6th grade elementary school pupils, which took place in the town of Vinkovci from 4 to 6 June 2015. Olympic philately is part of the Olympic cultural heritage, as stamps and other philatelic materials have captured almost all events from the history of Olympism and the Olympic Games. The Croatian Olympic Academy created flyers, cards and a postmark with the inscription "Olympic Day. Move, Learn and Discover".

The Croatian Olympic Academy and the Croatian Olympic Committee in cooperation with the Croatian Society for the United Nations marked the

International Day of Sport for Development and Peace by organizing a futsal tournament at the Zagreb Fair on 4 April 2015.

The day of 29 April 2015 marked the 20th anniversary since the statue commemorating renowned Croatian Olympian and basketball player Dražen Petrovic was erected in the Olympic Park. The statue is one of four monuments of athletes in the park in front of the Olympic Museum, which is an additional honour and recognition of the famous Croatian Olympian, but also to Croatian sport and the country. To mark that occasion, of Croatian Olympic Committee, the Croatian Olympic Academy and the Dražen Petrović Museum and Memorial Centre opened an exhibition and held educational workshops for elementary and secondary school pupils on 27 April 2015. A delegation of the Croatian Olympic Committee and Mrs Biserka Petrović, Dražen Petrović's mother, laid flowers on the Petrović Monument and met with the Director of the Olympic Museum in Lausanne on 29 April 2015.

The Croatian Olympic Academy and the Croatian School Sports Association have been implementing a joint program titled School Sport and the Olympic Movement for three years in a row. The topic of this year's contest is Sports Photography. The goal of the program is spreading Olympic education, popularizing sport and fostering active synergy between the worlds of art and sport.

The Croatian Olympic Academy and the Dražen Petrović Museum and Memorial Centre have signed a cooperation agreement to implement a program titled "The Olympic Ideals – Drazen Petrovic" during 2016, aimed at promoting the fundamental Olympic principles through the character and work of this athlete, who was a true role model for children and youngsters.

The program will be implemented through educational workshops at the Dražen Petrović Museum during 2016.

The Croatian Olympic Academy has also been continuously carrying out Olympic education programs, which include coaches, athletes, children and youngsters.

Conclusion

In accordance with the provisions of the *Olympic Charter*, the Croatian Olympic Committee guidelines and its annual program, the Croatian Olympic Academy promotes the Olympic values and the importance of being involved in sport for children and youngsters, with a special emphasis connecting education, culture, art and sport.

PROGRAMS OF THE ESTONIAN OLYMPIC ACADEMY

Reele REMMELKOOR (EST)
Director and Board Member, NOA of Estonia

The Estonian Olympic Academy (EOA) was founded in 1989 in Tartu. Since 2009 it operates as an indipendent non-governmental organization, being at same time a member of the Estonian Olympic Committee.

The main programs of the EOA for different target groups are the following:

1. Public programs:
   - Annual Conferences
   - Summer Sessions
   - Annual Award named Georg Hackenschmidt for the best sports publication since 2011 (in cooperation with the Estonian Sports Museum)
   - Olympic Education Website (www.olympiaharidus.eu)

2. Programs for athletes and coaches:
   - Scientific sessions for analyzing performance of Estonian Olympic athletes since 1992
   - Involvement of Olympic sportsmen in educational activities (School Olympic Games, Summer Sessions, Integration Projects)
   - Educational materials for the Estonian Olympic team

3. Programs for the universities:
   - Integration of the Olympic topic into the curriculum of Tartu University
   - Essay contest for choosing participants for the IOA Sessions
   - Annual scholarship named Prof Atko-Meeme Viru for the best young sports scientists since 2009

- Conferences and seminars (in cooperation with Tartu University)

4. Programs for the schools:
   - Project "School Olympic Games" since 1997 – to explain Olympism and the idea of Fair Play, raise interest in sport and physical activity, bring Olympic Games to every student
   - Project "Fair Play in Youth Sport" since 1997 – to evaluate honesty and respect in youth sport by annual contests and special awards (FP medal, T-shirts, books)
   - Project "Olympic Values Education" in 2008 – to analyze educational materials, compile new educational videos and create a new website (in three languages)
   - Integration projects in 2009, 2011, 2013 – to integrate other nationalities (Russians) into Estonian society, organize common sessions and compile new education materials (roll-up exhibitions in two languages)
   - EOA Young Participants Sessions since 2011 – to educate young participants, promote Olympic values through sports and motivate participants' activity, creativity and voluntary work, and compile new educational material (board game)

5. International cooperation programs
   - Common School Olympic Games with the Finnish Olympic Academy
   - EOA Grundtvig Workshop in 2013
   - Attending in the IOA Sessions
   - EOA Seminars in Olympia in 1998, 2002, 2007, 2011
   - International EOA Young Participants Session "Olympic Education – Connecting Youth" will be held in Estonia in July 2016 (project partners: Finnish and Latvian Olympic Academies)

THE FINNISH PRESENTATION: ONE-HOUR PHYSICAL ACTIVITY DURING THE SCHOOL DAY

Susanna RAHKAMO (FIN)
Vice-President, NOC of Finland
Chair, Olympic Culture and Legacy Commission,
European Olympic Committees

This presentation has three parts, the first is about the government action in increasing movement in Finland, the second is about the recent Olympic education activities in Finland, and the third is about the work and plans in the European Olympic Committee Commission that I have the honor to chair.

The Finnish government program 2015–2019

In the spring of 2015, the new government program was composed to include one hour of physical activities during the school day for all pupils in Finland.

Before the parliament election, the Finnish Olympic committee and the Finnish Sports Confederation Valo ran a campaign to promote the need to increase activity and decrease inactivity among children in Finnish society. All the political parties and numerous candidates running to be elected to the parliament were approached with this message.

This action and approach was motivated by:

- the results of extensive research done in Finland on school aged children's daily activity in comparison to their health
- many surveys on the positive correlation of physical activity with increased academic results
- various social and health-related research projects reporting the positive effect of physically activity, and

- the notion that an inactive physical childhood often leads to physically inactive lifestyle later in life, whereas an active lifestyle in youth is often carried throughout an individual's life

Focus was given on finding ways to organize activities during the school day. The schools were seen as the perfect place to implement this project, as all the children could be reached there and not just the active ones. From a health-centric point of view, the activation of non-movers was the most important and at the same time most challenging task. However, 47% of daily sedentary time occurs at school and, therefore, actions towards schools had potential for improvement.

There are many established programs for children at school. One of the most powerful is the "Move" program. This program in Finnish schools had made a pilot project during the years 2010–2012 with very promising follow up results that encouraged topursue the project further.

The goal of the ongoing "Move" program is to increase physical activity and decrease sedentary time among school-aged children through activities during the lessons as well as during the pupils' free time.

The actions include:

- During *school classes* sedentary behavior has been decreased by implementing active learning methods involving short active breaks, in order to support optimal learning and avoid long periods of continued sitting. Decreasing excessive sitting during school lessons offers an opportunity to increase wellbeing also among all school personnel.
- Increasing activity during *recesses*. One effective way to approach recesses has been to educate young people to activate their peers during the recess. Altogether, 1,000 schools have educated their pupils and 26,000 4–9 graders have been educated to use recess as instruments for physical activity.
- Promoting *free time activities*; e.g., by commuting to school and back, by making journeys to friends' houses and promoting sport hobbies.

By April 2016, more than 70% of municipalities and 1,500 comprehensive schools are involved in the program across the country. The schools and municipalities participating in the program are implementing their own individual plans in order to reach the goal of the program.[1]

1. For more information see: http://www.liikkuvakoulu.fi/in-english

The Finnish Olympic Academy: examples of recent activities

This year, on the way to Rio, the Finnish Olympic Academy has produced inspiring materials based on the values of respect, friendship, excellence and tolerance. Each month one of these values became the focus of attention. Materials have been produced to inspire a variety of discussions about the month's theme. The materials include videos, written descriptions, exercises and lots of practical hints to teachers to make these values visible in schools.

Two young teachers produced an excellent prezi-presentation to stimulate discussion with the pupils about the Olympism.[2]

To get the blood flowing on the road to Rio, the Finnish Olympic Academy produced a samba rehearsal video to be learned at school.[3]

European Olympic Committee, Olympic Culture and Legacy Commission in 2016 –2017

Olympic Culture and Legacy Commission's vision is to *inspire, motivate and instill the Olympic Values to the youth, aiming to transform them into lifetime ambassadors of Olympism in every society around Europe.*

For the EYOF 2017, the commission is:

- Designing a quiz application for mobile phones. The quiz is based on the Olympic Guidebook produced by Dr Bulatova from the Ukraine Olympic Committee.
- Creating a virtual education program for young ambassadors.
- Activating the ambassadors through social media.

2. The link to the presentation is: https://prezi.com/alwlusqdqigo/olympic-fever/?utm_campaign=share&utm_medium=copy

3. Link to the video: https://www.dropbox.com/s/l7ymdi9txpfyusf/Samba2.mp4?dl=0

THE GERMAN OLYMPIC ACADEMY: AIMS, OBJECTIVES AND RECENT ACTIVITIES

Prof. Dr Manfred LÄMMER (GER)
Board Member, NOA of Germany

The National Olympic Committee for Germany founded the "Advisory Board International Olympic Academy" in 1966 and the "German Olympic Institute" in Berlin in 1993. Both institutions were united as the "German Olympic Academy" in Frankfurt in 2007, after the umbrella organizations of German sport – the German Sports Confederation and the National Olympic Committee – had merged. Based on the tasks assigned to the National Olympic Committees according to Article 27 of the *Olympic Charter* the German Olympic Academy pursues the following objectives:

- Promoting the values and principles of the Olympic Movement, the Paralympic Movement and of sport in all its different forms
- Organizing events and preparing statements on current and overarching issues of sport
- Consulting the NOC and the members of the German Olympic Academy
- Providing measures and teaching material on Olympic education
- Conducting research on the history of the Olympic Movement and its political, social and cultural aspects

Every year, we offer a variety of events, trainings, publications and additional collaborative projects.

Advanced Training

A key role of the academy is to provide further training to a specific target groups.

Each year we alternately host a professional development event for teachers and a seminar for German *university students* at the International Olympic Academy. The events are usually attended by an average of 100 people.

Olympic education and imparting values in and through sport are the main subjects of the *teachers' further training*. The German Olympic Academy organizes lectures and workshops to general and specific topics (such as fair play or doping prevention) as well as visits to significant historic sites for the participants.

The sports *scientific Olympic seminar* aims at enabling an interdisciplinary discourse about historic and current issues of the Olympic Movement and encourages an intensive exchange of ideas and experience between students and scholars from German universities.

Olympic Youth Camps

During the Olympic Games, we traditionally organize at the venue a national *Youth Camp* for 50 young people aged between 16 and 19 years. These youngsters are either promising athletes or young delegates from the national sports federations. Since 2010 these youth camps have also been held during the Youth Olympic Games. The national youth camps were introduced as a response to the decision by an increasing number of Olympic Games Organizing Committees not to run an International Olympic Youth Camp. During these camps, we take the youngsters to athletic competitions, hold seminars to pass on Olympic knowledge and Olympic values, and offer options to get to know the culture of the host country.

Olympic Day

Each year the German Olympic Academy hosts numerous events, conferences and workshops – including our highlight: the *Olympic Day*. On behalf of the German Olympic Sports Confederation the Academy organizes the annual event in and around the German Sports and Olympic Museum in Cologne. The program always focuses on bringing people together while promoting the Olympic values of excellence, friendship and respect. The Olympic Day mainly addresses school children and offers them a unique opportunity to engage in

the Olympic spirit, have fun, learn about the Olympic Games as well as discover new sports and meet their sports idols. The event is growing from year to year – this June we expect more than 3,000 participants.

Publications

Another key aspect of our work is the development of *teaching material* on the Olympic and Paralympic Games designed for primary and secondary levels. The series of material is called "Olympia is calling – join in" and consists of a booklet providing basic knowledge regarding the Olympic and Paralympic Games and two brochures that are published specifically for the 2016 Games in Rio. These booklets are distributed to all schools throughout Germany and can additionally be downloaded free of charge from our website. The educational material can be used alongside two poster series which we have produced on the Olympic Games and the Olympic Winter Games.

But we also publish other material. Furthermore, it is our responsibility to translate the *Olympic Charter* into German in its respective updated version and to provide relevant information material for each member of the German Olympic team.

Special collaborations

A critical factor in the success of our work is the collaboration with strong partners. As a cooperation partner, the German Olympic Academy supports the world's biggest school sports competition: "Youth training for the Olympics" and "Youth training for the Paralympics". Pupils from all over Germany come together to the federal finals and compete for their state. With exhibitions, information booths and social activities, the German Olympic Academy addresses the values of excellence, fairness and respect.

To further promote the cause of Olympic education among pupils, the German Olympic Academy also cooperates with the health and activity project *symbioun*. Based on our own teaching material, they designed a program that shows teachers and pupils how to have more fun and live healthier by including more sporting activities in their daily school routine. At the same time the participants learn about Olympic and Paralympic Games and to fair play,

respect and friendship. Having started recently in one federal state, the project *symbioun* will soon be offered all across Germany.

Cooperation with the International Olympic Academy

The National Olympic Committee for Germany has been strongly linked to the International Olympic Academy and the Hellenic Olympic Committee in close and cooperative partnership for more than 50 years. It is worth mentioning that the foundation of the IOA in 1961 – after the ancient Olympic stadium had been excavated under the direction of the German Archaeological Institute – was the result of longtime joint efforts of Jean Ketseas and Carl Diem.

Each year the German Olympic Academy chooses, prepares and dispatches the three German representatives for the IOA Session for Young Participants. The best pre-selected applicants have to prepare presentations on historic or current Olympic topics and take part in several discussion panels with members of our board. There we choose the three best-suited applicants to take part in this extraordinary experience.

We are also happy to regularly dispatch motivated young German academics to the International Seminar on Olympic Studies for Postgraduate Students and other seminars held here, at the International Olympic Academy.

ACTIONS AND PROJECTS OF THE ACADEMY AND THE FRENCH NATIONAL OLYMPIC AND SPORTS COMMITTEE

Dominique PARET (FRA)
Delegate, NOA of France
Arnaud WAQUET (FRA)
Delegate, NOA of France

Our contribution aims at explaining how the representatives of France understand Olympism and Olympic education as an "effective tool for the sustainable development of French society".

In February 2016, Paris, the capital of France and birthplace of Pierre de Coubertin, submitted to the IOC its candidature for the 2024 Olympic and Paralympic Games. As the symbol of Olympic excellence, the Games are the result of the commitment of millions of men and women, largely volunteers, to the practice of sports: competition sport, health sport, educational sport, sport for the disabled, social sport or sport as a tool for peace. In France, the legacy of Coubertin's Olympism is reflected daily through the work of 2 million officials, coaches, judges and referees that animate 165,000 sports clubs catering for over 16 million registered members. Together they contribute to the organization of French sport. This involvement supports Olympism in a sustainable manner; also culturally, educationally, environmentally and economically, fully in line with the approach of Pierre de Coubertin who argued that he had restored the Olympic Games: "[…] to ensure their independence and duration, and thus to enable them better to fulfill the educational role incumbent upon them in the modern world".

Beyond the Games, however, Olympism cannot claim to be a part of popular culture. While Pierre de Coubertin stated in the early 20th century that "sports education became the basis of moral education", Olympism has still to prove, at

the beginning of the 21st century, its ability to tackle social issues if it wishes to be considered a tool for development, bequeathing a permanent legacy to the public.

As a result of economic, ecological and geopolitical crises, and with a view to addressing the problem of a constantly increasing world population, development no longer depends on politics or the economy. Olympism, together with the goal of "Peace", must go beyond the sporting dimension, incorporate a social responsibility for sustainable development and respond to the social demand regarding the "Greatness of Man." This approach must be independent of any governmental influence, which was the strong wish of the reviver of the Olympic Games. Indeed, *Universal Olympism* must prove that it is useful to institutions and the public. For this to happen, Olympism has to be designed according to the theoretical concepts developed by O. Bessy, aimed at analyzing the use of sporting events for the purpose of sustainable development, and J. L. Chappelet, who analyzes the legacy of the Olympics on the basis of various dimensions: social, cultural, environmental, territorial, economic and humanitarian. It is by demonstrating its ability to integrate all of these dimensions that Olympism can be considered by institutions and the public as a social tool capable of being implemented, in a sustainable way, for the development of peoples and able to announce that it will continue Pierre de Coubertin's "Sports for all" as well as "Olympism for All".

To demonstrate how Olympism could be considered as a multi-dimensional tool for the sustainable development of French society, we will present the actions and projects envisaged by the Academy and the French National Olympic and Sports Committee:

1. *At the social level*: Social support at major sporting events (UEFA Euro 2016, 2017 world handball championships). In the cities and districts that host matches, various actions should be developed, in cooperation with administrations and civil society in favor of sport for youngsters without a university degree and far from any sporting activity, especially girls, disadvantaged young people, those from rural communities and those with disabilities. For these actions it is necessary to recruit young people for "civic service" (aged 18 to 25). The aim is to ensure a positive and lasting legacy from hosting a sporting event.

2. *At the cultural level*: a) The awards "Art and Sport" for sculpture and painting, organized by the Olympic Academy, are part of the competition "Art and Sport" organized by the IOC. Pierre de Coubertin said that "Art is probably a sport and sport is an art". And b) the "Memos" program, centered on safeguarding the memory of sports through the conservation of written and oral archives of federations, clubs and French sport leaders, thus registering for posterity human actions and sport developments (cultural heritage).
3. *At the educational level*: a) Numerous activities, organized annually by the Olympic Academy, such as Olympic camps, Olympic classes and the university Olympic week; and b) the activities of the Agency for Education Through Sport with the participation of the Olympic Committee's regional structures; and c) the Olympic Committee's Sports Culture and Education Program, in collaboration with physical education in schools and school sport federations, thus ensuring an educational cultural legacy for Olympism.
4. *At the health level*: The hundreds of "Sport and Health" activities carried out by the French Sport Foundation Henri Sérandour, Olympic sports federations, multi-sport federations, peer, school and university groups, supported by state funding, all contribute to the sustainable development of society (health legacy).
5. *At the economic level*: The integration of corporations as sponsors of major events, and the positive economic effects identified during the 2007 Rugby World Cup, suggest that similarly good economic performances will recur during the UEFA Euro 2016, the 2017 World Handball Championship, the 2018 Rider Cup, the 2019 FIFA Women's World Cup; and, perhaps, during a 2024 Paris Olympic Games. Sport and Olympism must become engines for the economic growth of these regions.
6. *At the territorial level*: With the prospect of a 2024 Paris Olympics and as a result of intense urban planning and public works, it was decided to build the Olympic Village north of Paris. This was a strategic choice to ensure a short distance between the athletes' accommodation and competition venues. This was also a windfall for the city of Saint-Denis that will benefit from sports facilities and housing after the Games.

7. *At the environmental level*: The effort to obtain an "Agenda 21 for sport" label, which is given by the Olympic Committee for national and local sports events, will help align the sports movement with an environmentally friendly attitude. At the international level, the fact that 80% of sports equipment for the 2024 Paris Games already exists, shows the willingness of Paris, the candidate city, to respect the 20+20 Agenda set out by the IOC President Thomas Bach.

In conclusion, and after all the examples we have given, it is fair to say that Olympism can be regarded as an effective social tool, contributing to the sustainable development of societies, in that it encourages the development of social, cultural, educational, environmental, health, or economic actions. It is in this context that Olympism must assert its responsibilities and protect itself from the dangers it faces. To paraphrase Pierre de Coubertin, we might go so far as to say: "Surpassing oneself in action is what brings Olympism closer to men".

WHAT CAN NOCs DO FOR SUSTAINABILITY? THE JOA/JOC ENVIRONMENTAL POLICY

Katsuya OTSU (JPN)
Director, NOA of Japan
Member, JOC Sport and Environment Commission

1. Introduction to the Olympic Academy of Japan (JOA)

The Japan Olympic Academy (JOA) is not a part of the Japanese Olympic Committee (JOC), even though it was established by the members of JOC in 1978. The JOA is one of the oldest National Olympic Academies and it was created in 1970's, when the concept of understanding for the Olympic education and other ideals of the Olympic Academy were not, perhaps, well known within the JOC.

Because Japan has been awarded with the hosting of the 2020 Summer Olympic Games, both JOC as well as the Municipal Government of Tokyo are urged to implement Olympic education. In this context, we have improved our relationships with the JOC recently. JOC began special lectures to the retired Olympians on the Olympic Movement and Olympism. JOA is now in charge of these lectures. Also JOA members are involved in the creation and editing of the Olympic textbooks for elementary and secondary schools in cooperation with the Tokyo Municipal Government.

2. Relationship between sports and the environment

In order to understand the relationship between sports and the environment, it is necessary to be aware of the two sides of the issue. On one side is sport. Its participation and participants may cause damage to the environment. The number of people engaging in sporting activities is increasing, resulting in a shortage of facilities. Mountains are excavated and oceans are polluted,

among other destructive acts. Large-scale sporting events consume massive amounts of energy and create immense amounts of waste, putting stress on the environment. On the other side of the issue, the degenerating environment may cause damage to the health of sports participants or in sports. The problems caused by the changes in the environment make it difficult to create spaces suitable for sports, and the fun of it all dissipates little by little. One cause of this is mild winters resulting in less snowfall. Much attention is paid to winter sports in this case, but the climate change due to global warming also causes increased hurricane activity and sudden downpours that can make it difficult to engage in sports. From heatstroke to water quality, all of these environmental issues affect sports in some way.

3. International Olympic Committee (IOC) activities

In 2015, the IOC changed the name of its "Sport and Environment Commission" to "The IOC Sustainability and Legacy Commission". The current IOC is moving toward focusing on the large concept of "sustainability", including the environment, and defining its importance within the Olympics. In addition, one can see that the current concept of "sustainability" includes not only the environmental aspects of minimizing environmental impact but also co-existing with nature and raising awareness. Its meaning has expanded to include consideration for human and workers' rights and managing the supply chain. In this regard, any actions inappropriate for sustainability could not only greatly affect the public opinion about the Games, but also could degrade the entire value of the Olympics and Paralympics. Considering the enlargement of the Olympics into a mega-event and the fact that holding the Games is increasing the negative effect on the environment, the IOC's idealistic awareness-raising efforts have not yet rescued the entire ideology of the Olympics. It is not an overstatement to say that, in realizing its own sustainability, the Olympics are at the crossroads; it can either evolve into a shared resource of the human race, embodying the ideology of the new generation, or it can become a negative legacy.

4. JOC environmental initiatives

The JOC was the first of all the NOCs to officially succeed in meeting the

ISO14001 internationally recognized environmental management standard, which emphasizes lowering environmental risks as well as balancing both contributing to and managing the environment. Within the office, the PDCA Cycle is adhered to, and measures are taken in business affairs to ensure smooth and proper production and quality controls. They aim for constant improvement by repeating four key steps: Plan → Do → Check → Act.

JOC Environmental Policy

Environment

The Japanese Olympic Committee (JOC), in accordance with its aim of contributing to world peace and promoting sport through the Olympic Movement, will adopt environmentally sound practices at the JOC secretariat and contribute to global environmental protection through continual efforts to improve its environmental management system.

Action Agenda

I. To promote recycling and reduced resource use at the JOC secretariat through efforts such as lower electricity consumption and efficient use of paper.
II. To give precedence to green products when making new product orders
III. To obey environmental law and other environmental guidelines.
IV. To promote internal environmental educational initiatives to ensure that all JOC staff fully understand the environmental policy while working at the same time to put the policy into action and to publicize it externally.

Japanese Olympic Committee
Tsunekazu Takeda, President

5. JOC Sport and Environment Commission activities

It is impossible to enjoy sports fully without a keeping the Earth's environment in good condition. In 2002, to preserve the Earth's environment in a condition suitable for the enjoyment of sports, the JOC created the "JOC Sport and Environment Commission". The commission works with Olympic athletes and each sporting organization to spread messages about conserving the environment, putting up posters at event sites, and increasing public awareness of environmental issues. The JOC homepage has also added a new section

called “Sports and the Environment” that is frequently updated with the latest information. The main activities of the Committee are listed below.

A) “Sports and the Environment” poster creation
Promotes public awareness by putting up posters at various events including each Olympic contest.

B) Hosting regional JOC seminars on sports and the Environment
Seminars are held each year in different JOC partner cities (cities which have hosted international sporting events or have hosted international sports meetings, and which cooperate with the JOC in efforts to promote the long term success of the Olympic Movement through practical sports policies) with the support of sports affiliated people in the region to reconsider the importance of preserving the environment for the sporting world, and to learn about what actions can be taken to achieve that goal.

C) Sports and the Environment Representatives Meeting
JOC officials, Sports Environment Special Committee members, Sports Environment Ambassadors, representatives of JOC affiliated sporting organizations, JOC official partners, and members of the Ministry of the Environment gather every year for an informative meeting on current environmental problems.

D) Publication of the JOC Sport and Environment Commission Report
A report published yearly summarizing the environmental activities of JOC affiliated organizations.

6. Environmental Initiatives for the 2020 Tokyo Olympics

The Tokyo 2020 Olympics is setting the highest standards in the world for environmental initiatives, and will work to promote sustainability in a wide variety of areas including “environmental”, “social”, and “economic”. The organizing committee has implemented initiatives for conservation of the environment and sustainability. For example, there are plans to make the Olympic medals from materials taken not from an actual mine, but from the “city mine” (gold, silver, and bronze taken from recycled home electronics). This new way of making the

medals sets a social and environmental example and could become a symbol of sustainability. Sustainability can be divided into three sections: environmental, economic, and social. These three sustainability-supporting sections can also be called the Triple Bottom Line. With this in mind, the Organizing Committee has created a 5-point sustainability plan that focuses on the following themes: 1. Low-carbon Management; 2. Resource Management; 3. Atmosphere, Water, Greenery, and Biodiversity Management; 4. Human Rights, Labor, and Justice Practices; 5. Participation, Cooperation, and Information Transmission (Engagement).

7. Summary

The key to the relationship between sports and the Earth's environment discussed previously is sustainability. In order to promote a healthy future for sports, it is necessary to reexamine the importance of considering the environment when we engage in sports. Whatever direction the future developments in the sporting world take, damage to the environment must be minimized and environmental awareness must be the top priority. The mindset of participants in sports must be changed from the current disposable mindset to one of sustainable sports. But the present state of the sporting world is still trying to preserve the environment through a policy of minimum impact. What we are charged with now is going moving from considering sports as a person to person issue, to dealing with it as a "humanity to earth" issue. First, it is important to understand the extent to which our own actions affect the environment while being conscious of humanity's broader influence, and then take steps to prevent those negative effects. We must quickly find strategies to solve the problems of sports destroying the environment and the declining environment destroying sports. The Earth's environmental problems are a global issue, but the solutions are local. In this way, tackling various issues through sports will not only cause people to reconsider the importance of sports, and make changes in that field, but also help us realize a more sustainable society.

HUNGARIAN OLYMPIC ACADEMY

Lilla SZIJJ (HUN)
Member, NOA of Hungary

The Hungarian Olympic Academy is an independent body under the umbrella of the Hungarian Olympic Committee, but it is financially dependent on the Committee. The main pillars of the Hungarian Olympic Academy are the following:

1. Olympic Clubs
2. Olympic Quiz – national and international
3. Seminars, conferences
4. Olympic Schools

The Hungarian Olympic Academy was founded in 1985 as the 26th Academy in the world. This year, we have celebrated the 30th Anniversary of its foundation, together with the 120th Anniversary of the Hungarian Olympic Committee. Our Board is composed of scholars, journalists, professors, historians, etc. The current Board Members were elected in 2012 for a four-year period.

We are really proud of the past and present Hungarian Sport Diplomats, who include, but are not limited to, the following personalities:

1. Dr Ferenc Kemény: IOC co-founder and member (1894–1907). He had a very good relationship with Baron Pierre De Coubertin, and also made systematic efforts to bring the Games to Hungary.
2. Dr Arpad Csanádi, IOC member (1964–83). There is an Arpad Csanadi Olympic School in Budapest. It includes Olympic Education in School Curricula, organises different commemorative events to Arpad Csanádi, also sport events, and takes part in the Olympic Quiz as well.

3. Mr Pál Schmitt, former President of Republic of the Hungary, IOC member (1983-), NOC member and Honorary President.
4. Dr Tamas Ajan, HOA President, IWF President, IOC member
5. Otto Szymiczek: Dean and Rector of the International Olympic Academy. He supported the establishment of the Hungarian Olympic Academy.

The Hungarian Olympic Academy nurtures a very good relationship with the IOA. HOA/HOC has been representing itself on each event of the IOA already since 1966 (International Session for Young Participants). There are already two Master's degree holders of the IOA Master Program, and also four Postgraduate degree holders. The HOA organises a study visit to Olympia each year.

The Board of the HOA works independently and each member has its own task. These are:

1. Materials (questions, tasks) for mental competitions
2. Exhibitions in cooperation with the Olympic & Sport Museum
3. Presentations, research, publication (quarterly & yearly)
4. International relationships
5. Commemorative events
6. Regular events (conferences, meetings for directors of schools and clubs)
7. Funerals of champions
8. Events of Olympic Schools and Clubs

Olympic Conferences are organised two times in a year in a different city of Hungary, in cooperation with the given municipality and mayor. The topics are always up to date, and we also invite retired champions related to the region/city. In each occasion we commemorate an Olympian/Champion of the given city/region by raising a statue or commemorative board.

Together with the HOC we organize each Olympic year an Olympic Quiz for Hungarian citizens. This year it was also successfully completed. There were five online rounds, semi-finals and one final, all of which were held in Budapest. The prizes were the followings:

1. Tickets to Rio, with accommodation and food
2. Study visit to High Tatras
3. Study visit to Transylvania

One of the most important pillar is Olympic education. We try to implement Olympic history and philosophy into school curricula. For this purpose, the best approaches are the Olympic Schools, which are named after an Olympic champion or sport diplomats. They have a cooperative agreement with the HOA, and under its aegis, they organise small Olympic Games, different single and multi-sport competitions, and participate in the Olympic Quiz. They also organise sport, or Olympic Days, commemorative events, and participate in the Youth Olympic Camp both in Hungary and Slovakia.

This year, together with the Slovak Olympic Academy and Committee we organised an international Olympic Quiz, where the main prize was a study visit to Piestany, offered by the Slovakian partner. The questions and tasks were issued, translated and put online by the HOA Board Members.

We are very proud of our role models and we believe that Olympic Schools will contribute to the increasing number of our gold medallists in the Olympic Games. This is already shown by the result of Eva Risztov, Olympic Champion, London, swimming, 10km, former student of Zoltan Halmay Olympic School. Altogether, we have 168 Olympic gold medallists, and expecting around 150 qualifications for Rio.

LESOTHO OLYMPIC ACADEMY (LOA): 2016 REPORT

Letsatsi NTSIBOLANE (LES)
Director, NOA of Lesotho

Background

Established in 2001, the Lesotho Olympic Academy (LOA) began a robust program of action in 2013. A strategic plan aimed at providing an informed direction was developed in the same year to be implemented in an environment where Olympic education was only enjoined by a few groups in society, such as sports administrators and trainers, while many sectors of the nation, inter alia, schools and the community at large, were not fortunate enough to enjoy the benefits of Olympic education. Against this background, the Academy has seen significant growth through strategies that have left indelible marks in the Mountain Kingdom.

2015/2016 Academy Activities

Tertiary Schools Seminars

Through the unwavering support of Olympic Solidarity, LOA was able to hold Olympic education seminars at tertiary schools themed "The Birth of Modern Olympic Games". These seminars began in 2014 and the target group was learners in higher learning institutions. The initiative was indeed a success, as some of the candidates enrolled in the first ever Young Participants Session held in the country and were tasked to develop Olympic Clubs at their different institutions.

The plan is to continue with this initiate, which will target athletes from a

range of National Federations (NFs) at the institutions of higher learning in an effort to further spread Olympic education in the country.

The 2015 Olympic Day

Owing to cold weather in the Mountain Kingdom, the Lesotho NOC was granted permission by the IOC to celebrate the Olympic Day in August instead of June. Thus, in August 2015, the Olympic Day was celebrated in the District of Leribe in the northern region of the country. As part of its educational strategy, LOA dedicates the whole week preceding the Olympic Day to teaching of the Olympic values to all schools surrounding the place where the Olympic Day is held. This is done through a myriad of activities geared towards Olympic education.

The year 2015 was no different. A team of young people camped in Leribe and had a variety of educational programs including presentations, art, poetry writing and recitations, and essay writing. All these were based on Olympic education. The sessions were concluded on 22 to 23 August, the days on which the 2015 Olympic Day was celebrated. All the art work of learners was displayed for hundreds of people to see and appreciate Olympic Education at work.

The Young Participants Session

The Lesotho Olympic Academy, as part of its strategic goal, held its first ever replica of the International Olympic Academy Young Participants Session. This ground breaking event was held from 13th to 19th December 2015 at the famous cultural site, Morija. The 48 participants were drawn from Olympic education participants from institutions of higher learning, National Federations, Olympic Youth Ambassadors Programme (OYAP) and Physical Education students from the Lesotho College of Education.

The session that received the warmest welcome by all participants was a resounding success as some graduates of the International Olympic Academy Master's Programmes, inter alia, Lehlohonolo BOROTHO, created a platform in their home country to transfer their knowledge to young people. Moreover, the platform not only offered an opportunity for LOA to achieve its mandate to spread the Olympic ideal but also assisted the participants to develop a comprehensive and a sustainable implementation plan and matrix for such future developments as formation of Olympic Clubs at schools and communities.

Activities for 2016

1. Olympic Youth Festival (October 2016)
2. NOA Young Participants Session (December 2016)
3. OVEP Training Session and exhibition (end July 2016)
4. Olympic Day (August 2016)
5. Schools athletics and ball games in Olympic education programs (April and August 2016)
6. Seminars for tertiary schools (June to December 2016)

Conclusion

The Lesotho Olympic Academy is indebted to the IOC Olympic Solidarity and the International Olympic Academy for their unwavering financial and technical support respectively. We have a firm conviction that the goals we have set for ourselves in order to spread the Olympic ideals in Lesotho are significantly being realised.

As the Director of the NOA of Lesotho, I can confirm that the value of the annual IOA Directors' Sessions and our participation thereat can be manifested in the strides we have made as a country in Olympic education. Our biggest goal is to work with the relevant IOC sectors, as we have started with Elizabeth Sluyter, in order to include Physical Education and Olympic education in the national curriculum with potential outcomes that cannot be overemphasized.

DISSEMINATING OLYMPIC IDEALS: THE MISSION OF THE NOC OF LITHUANIA

Vita BALSYTE (LTU)
Delegate, NOC of Lithuania

The development of Olympic education programs in Lithuania started several decades ago. A number of projects and programs have been implemented over the past years. The Olympic Movement constantly develops, therefore it is essential that Olympic education programs are being reinvented, while innovative methods for the dissemination of Olympic ideas need to be found. Lithuanian NOC is constantly looking for opportunities to involve children and youth, communities of educational institutions and educators into various Olympic education activities.

Olympic education projects in Lithuania are targeting children and youth. Nevertheless, other social groups are also involved through mass events, charity projects or cultural and sport activities.

Lithuanian NOC works on three major Olympic education projects: Children's Olympiad, Olympic Generation and Lithuanian School Games. What is more, other projects such as sport cinema evenings and discussions, charity project Christmas Caravan, LTeam Winter Festival and Olympic Day are organized annually either solely by the LNOC or in cooperation with partners.

Children's Olympiad

Children's Olympiad consists of relay races for pre-school children, designed to develop their fundamental motor skills. Children's Olympiad is organized in cooperation with the Lithuanian Physical Educators Association specializing in pre-school children's Physical Education. Therefore relays are produced

by experienced professionals, the aim being not to win or be the fastest, but to actively participate and find joy in every effort. All the teams win at this competition, 15 finalists from the whole country gather at the final event, where they play and have fun, while doing sport and meet famous athletes.

For the past three years the Children's Olympiad involved approximately 200 kindergartens and 12,000 preschool children per year at different stages of the project. The main goals are to disseminate Olympic ideas, form a positive attitude towards sport and Physical Education, encourage cooperation among educators, aid educators with their work as well as train them.

Pre-school age is the most appropriate time to form healthy habits and prepare children for a physically active life. Integrating Olympic values into the educational process allows us to create the background of Olympic culture not only theoretically but rather from a practical point of view.

Olympic Generation

The aim of the Olympic Generation project is to form a society where children are healthy and happy create opportunities for children and youth to express themselves through sport and inspire them to follow their dreams.

Olympic Generation is a voluntary project for preschools and schools of general education. The main idea is that educational institutions participating in the project integrate Olympism into the school curriculum. In formal education, Olympism is integrated into different subjects for pupils, whereas in informal education Olympic ideas are disseminated through events and other extracurricular activities. Lithuanian NOC partially funds projects and activities of the partner institutions; organizes teacher training, joint seminars for teachers and youth, conferences and congresses, summer camps, contests and competitions for children; and arranges visits by the Olympians.

The Olympic Generation project has inspired children to be active in sport and in life, to learn creatively and become active members of their community. In addition, teachers have started using innovative teaching methods, involving pupils into the development of their learning process, teaching Olympic values through experience-based learning.

The results of Olympic education project on schools' self-evaluation show that the relationships within school and pre-school communities have become

stronger and that there is more efficient collaboration among educators, children, pupils and their parents. Joint sport events with other project members are being organized and the importance of sport and physical education is emphasized. As a result of participation in the Olympic Generation project, institutions feel the necessity to spread Olympic ideals in their towns, cities and regions.

Lithuanian School Games

Lithuanian School Games have been organized for more than a decade. The Ministry of Education and Science and the Lithuanian NOC are principal institutions, which fund, develop and implement this project. All 60 municipalities (administrational units in Lithuania) take part in the School Games. Pupils have the opportunity to choose from 25 summer and winter sports, individual and team.

In addition, Lithuanian NOC has partnered up with the biggest Internet news outlet, "Delfi.lt". As a result of this cooperation, the website of Lithuanian School Games is published within the Delfi website, where the greatest audience of people can see the news. Nevertheless, each school, out of 1,100 participating at the LSG, has its own website, where they share all school news, results from the Games, other projects, and details on events and other activities on a daily basis.

Furthermore, Lithuanian School Games take place throughout the school year. Biannually, during LTeam Winter Festival and Olympic Day, LSG finals are organized in different Lithuanian cities, where Lithuanian NOC organizes mass sport, culture and leisure events. On one hand, this society helps to involve into the Lithuanian School Games and increase media coverage; on the other, LSG participants find themselves in an Olympic festival, where after the tournaments they participate in the cultural program, meet Olympians, and try out different sports. As much as 500 and 1,200 pupils participate at winter and summer finals respectively.

Innovations made during the past year regarding the organization and implementation of the Lithuanian School Games helped to secure a stable number of participants: around 200,000 attendees indicate that teachers and pupils are interested and excited to participate in this project and get inspired by their experience.

The National Olympic Committee of Lithuania continues to develop Olympic education programs and disseminates Olympic ideals all around Lithuania.

OLYMPISM AS AN EFFECTIVE TOOL FOR DEVELOPMENT AND SUSTAINABILITY

Sanjaye GOBOODUN (MRI)
Director, NOA of Mauritius

Olympism has always been a dynamic philosophy involving the continuous development of the individuals and the society in which we live. Throughout the years we have witnessed that the Olympic Movement has a tremendous capacity to reinvent itself. The IOC has long recognized that, in a changing world, the key to survive and remain relevant is a willingness to adapt and, if necessary, change itself.

Redefining sustainability in all aspects has been a major issue within the Olympic and sporting realm for a long time. Nowadays with the new IOC Agenda 2020, more emphasis is noted for sustainable development. Down the line, National Olympic Committees and National Sport Federations in various countries have raised concern on sustainable development and how this can be implemented. However, it is obvious that discrepancies in the available resources and commitment are hindering the progress variably in different countries.

What is sustainability?

Sustainability is more than just "being green". It is about achieving excellence, being innovative, doing things more efficiently and creating a positive impact. As such, we realize that in achieving sustainability, we are in fact heading towards the Olympic values that we preach.

Sustainable development encompasses three major entities:

1. *People* – Social impact
2. *Plane* – Environment impact
3. *Profit* – Economic impact

Hence, in organizing our sport events, it is important for us to consider these impacts in compliance with our commitment to the global struggle for sustainable development.

What are we doing at the level of our NOA/NOC?

In line with the pledge taken by the IOC to promote sustainable development, it is our duty at the level of our NOAs and NOCs to do our best to contribute in this field while undertaking our activities. We believe that education is a major tool that can be used to make Olympism an effective tool for development and sustainability provided that all actors play their respective roles.

At the NOC of Mauritius, two commissions deal with this issue:

- Commission for Sport & the Environment
- Commission for Education, Culture & Heritage

Commission for Sport & the Environment

Within the scope of this commission we have produced an Environmental Charter to guide us in fulfilling our set objectives. On this aspect, kindly note the following examples of activities that have been achieved or earmarked for the future:

1. Capacity building for our sport leaders/administrators.
2. Production of environmental pamphlets to raise awareness for environmental concerns.
3. Clean up campaigns and tree planting sessions nearby sport complexes.
4. Environmental audit in certain sport infrastructures.
5. Rainwater harvesting project.

Our primary objectives are to educate our athletes and sports administrators about the impact of their sport activities on our daily lives and how these can contribute towards promoting sustainable development.

Commission for Education, Culture & Heritage

This commission is newly created and now encompassing our National Olympic Academy. Activities of our NOA have been manifold throughout the years. In relation to the topic under discussion, we have always integrated the concept of Olympic values to promote sustainable development. For instance, while hosting our Seminars on Olympism, there was always a slot to discuss sports sustainability.

Last year, an art competition for kids was organized having as its main theme "Sport & Environment". During the organisation of Olympic Day, several events are organised in this context to promote values in relation to Olympism and sustainability.

What can we do better?

We need to move one level up and concentrate more on the impact of various sport events organised and devise measures on how to create a more positive impact on society whilst upholding our sport activities. In other words, we have to be more practical and implement what we teach.

For small NOAs/NOCs like ours, this might be difficult but it is not impossible. Every small contribution towards sustainability is crucial. We should always *Think globally and act locally*.

OLYMPIC ACADEMY OF PORTUGAL: 2015 ACTIVITIES REPORT

Rui CARVALHO (POR)
Secretary General, NOA of Portugal
Fernando SANTOS COSTA (POR)
Member, NOA of Portugal

The Olympic Academy of Portugal (AOP) is an integrated part of the Olympic Committee of Portugal (COP). Its mission is to promote and disseminate the Olympic values and ideals, focusing in particular on children and young people throughout the country.

Since its foundation, in 1986, the AOP has developed multiple actions, events and activities to promote and disseminate the Olympic ideals, among which the organization of competitions, exhibitions, annual sessions for the young participants, etc. stand out.

In its 2015 annual review, AOP highlighted three moments of great impact.

- The annual meeting held in May, in Loulé (a city in southern Portugal), under the theme "Paths of Education and Olympism". This cycle of conferences allowed those with the least knowledge of the Olympic Movement to receive a more comprehensive training and initiation in the dynamics of the AOP.
- The session for members held in October in Torres Novas. This conference series is aimed at those who are already familiar with Olympism, and provides a deeper approach into specific topics. This session central subjects were gender equality in sport, the Olympic schedule in 2020, the Sport Arbitration Court in Portugal and the Portuguese mission in Baku. Special emphasis was given to the Rio Games 2016 Olympic education project "Projecto Transforma", with specific training for Physical Education

teachers and the holding of two conferences (Lisbon and Torres Novas), in collaboration with the School Sports and the Ministry of Education of Portugal. To present this project, the AOP invited the General Manager of the Committee for Education – Rio 2016, Dr Vanderson Berbat.

- The anniversary of the AOP was celebrated in December with a Solemn Session, where a national sport personality was invited to make a keynote speech; also, a fair tribute was paid to Dr. David Sequerra, a founding member of AOP and a prestigious sports journalist.

During 2015, AOP developed ten Olympism dissemination actions. Among them, we highlight the lectures at universities, the program "Transforma" – 2016 and the Kelfes Games. These Games are the biggest event in Portugal, for the promotion of Olympic values among children. We held the sixth edition with the presence of youngsters from five cities of southern Portugal, with a total of approximately 20,000 participants.

The Academy was invited to support cultural and social events and was present on 31 occasions.

Also, the AOP was involed in exhibitions, awareness lectures and promotional material on Olympism in schools throughout the country.

Moreover in 2015 we developed two projects/activities; a seven-minute radio show called "Era uma vez os Jogos" . This radio program was created to tell stories and other anecdotes from the modern Olympic Games of the modern and was broadcasted weekly on state radio, "Antena 1", in the 28 weeks prior to the opening of the Olympic Games – Rio 2016.

The General Regulation of the AOP was reformulated, debated and approved in October 2015 by its members, in order to be up-to-date and adequate to Portuguese Society needs.

A major concern of any Academy is how to communicate to its members, other institutions and society in general. In order to be more efficient with the promotion of its activities, during 2015, a new image, content development and a way to access these, were developed in order to be presented in 2016.

Following these concerns, the AOP institutional webpage will be redesigned in 2016 to contain daily updated content. A page on Facebook was also created, having already 17,418 followers. In addition, a "Newsletter", developed by the COP, is sent to all its members by mail.

In a different register, the *Olimpo* magazine, published by the COP, has been used as a dissemination tool of the activities of the AOP.

In terms of international relations, the AOP participated in sessions for directors, youth and educators of the International Olympic Academy (IOA).

Promoting good relations with Academies from other countries was also a task for 2015, aiming to highlight the cultural and social aspects of our projects. Establishing connections with Portuguese and Spanish speaking countries was also pursued after organizing the Congress of Panibérica Association of Olympic Academies (APAO) in May 2014, in Portugal.

Thus, the AOP used its 29th year of existence to redo the design of its communication, making it more efficient in 2016 by strengthening the guidelines of the work achieved and creating the conditions to develop innovations in the years to come.

THE NATIONAL OLYMPIC ACADEMY OF MEXICO

Carlos HERNANDEZ SCHÄFLER (MEX)
President, NOA of Mexico

Our target:

To establish one Olympic Studies Centre (OSC) per year within universities or educational institutions across Mexico.

Our priorities:

Education and promotion of Olympic values. In our opinion, it is fundamental to educate the educators.

Our progress:

Pierre de Coubertin, wrote: "I have not been able to carry out to the end what I wanted to perfect. I believe that a centre of Olympic studies would aid the preservation and progress of my work more than anything else." Considering this idea, the National Olympic Academy of Mexico has been making special efforts with the purpose of establishing Olympic Studies Centres in different cities of our country during the last three years.

The objectives of these centres are:

- Defense and dissemination of Olympic values in order to build a stronger Mexico through sport.
- Development and facilitation of activities and programs such as conferences, courses, exhibitions, publications, sports activities, research works and post-graduate studies.

- Connection and dissemination of the research works and programs, developed in the national and international field.
- These activities are intended for the school community as well as for people that live in the area and are involved in sports.

As of today, five centres has been established in different states of the Mexican Republic (three are very active and the other two are on stand-by):

1. 1 March 2012, the first Olympic Studies Centre in Mexico was established at the Universidad Panamericana campus Aguascalientes.
2. 26 September 2012 the second OSC was established at the Benemerita Universidad Autonoma de Puebla.
3. 25 February 2013, the President of the NOC of Mexico, Carlos Padilla, signed the agreement to establish an OSC at the Universidad Autonoma de Chihuahua.
4. 13 March 2013 the fourth OSC was created at the Universidad Autonoma de Occidente in Sinaloa.
5. 22 October 2014 the fifth OSC was created at the Universidad de las Culturas in Michoacan.

This year, we plan to set up one centre at Universidad Iberoamericana campus Leon, one at Universidad Autonoma de Nuevo Leon and one at Instituto Coubertin Oaxaca.

OSC – Universidad Autonoma de Occidente

Objectives and mission: Disseminate the principles and values of Olympism through the development and application of scientific knowledge in order to promote physical, cultural and sporting activities, to contribute to the integral development and improve the quality of life in a sustainable way in the Sinaloa society. Last year, the director of the OSC, MC Hussein Muñoz Helu, and his staff created the first sports school with 120 children aged from 4 to 17 years old. Activities run from 5:00 to 6:30 pm, three days a week.

Moreover, the members of the OSC are carrying out a project called "Sports and Peace". They plan to finish their reasearch this year and publish a book.
February 12–14

Students of Physical Education of the Universidad de Occidente visited the Mexican Olympic Sports Centre where they carried out different sports activities. The president of the NOA, Carlos Hernandez, gave a lecture about Olympism to the students.

July 1
The Universidad de Occidente campus Los Mochis and the NOA of Mexico organized the Second Session of Physical Education, Health and Olympism and the Annual Session of the Academy. A total of 200 students, teachers and general public attended this session, in which the President of the NOA was one of the lecturers – along with others from France, Brazil and Mexico.

Other activities of our NOA

May 22–23
The President of the NOA traveled to the state of Michoacan to meet with the Dean of the Universidad de las Culturas and was informed about the project to build the headquarters of their Olympic Studies Centre that includes a library, a museum, administrative offices and classrooms.

September
The President of the NOA and the principals of the Instituto Coubertin Oaxaca, Dr Lilia Sanchez and Dr Mario Martinez, had a meeting in order to establish the steps to be followed for the creation of the sixth Olympic Studies Centre in Mexico.

November 17th
The President of the International Society of Olympic Historians, David Wallechinsky, and the General Secretary, Tony Birjkerk, presented the Vikelas Plaque to the president of the NOA in a ceremony held by the Mexican Olympic Committee. Carlos Hernandez was awarded with this Plaque in acknowledgment of his work for more than 30 years in the dissemination of the Olympic principles in Mexico and Latin America.

Committed to excellence and education, we have highlighted the importance of having better prepared educators; so, last year, for the first time, Mexico will have representatives in the 11th Session for Educators and Officials of Higher Institutes of Physical Education held in Olympia; one member of the OSC of

the Universidad Panamericana, José Antonio Franco, attended this Session. Also, we have a representative, Ms Maria Fernanda Delgado, in the Master's program in Olympic Studies, organized by the University of Peloponnese with the support of the IOA. Finally, another candidate, Ms Monica Villalpando, applied for the Master's for the academic year 2016 –17.

PROMOTING AND DISSEMINATING THE CIVIC AND OLYMPIC VALUES IN SCHOOLS THROUGH SPORT, ART AND CULTURE: THE LYCÉE DE POUT OLYMPIADS
December 12, 2014 – May 23, 2015

Souleymane Boun Daouda DIOP (SEN)
Director, NOA of Senegal

Background and rationale

Since January 2013, the government of Senegal has developed a new program to coordinate and monitor the educational system, instead of the PDEF that has just ended. This new program, called "PAQUET", has the following objectives among others:

The concerted, transparent, effective and efficient management of schools involving various stakeholders (the government, local authorities, decentralized departments, teachers, students' parents, students, technical and financial partners). PARQUET recommends greater involvement of the educational community to better monitor secondary schools, with support for local initiatives and the search for new sources of funding.

The organization of the first Olympiad reflects our community's wish to innovate for a better school life.

School life is what contributes – within the school environment – to improving the conditions of teaching / learning, living and working, as well as to the development of responsible citizens, through showing respect for people and property, which necessitates the acceptance of diversity. Indeed, school is a community where members are required to live together without having chosen to do so.

School is the space that covers the educational facilities and their immediate surroundings.

We must realize that we enter a space governed by rules of life that must be accepted. The organization of these Olympiads is a challenge for all involved in the educational community.

Those who dare to believe, they can conquer the impossible; climbing the mountain without knowing how to reach the top, are those who are most likely to reach it.

I. Project identification:

Project Carrier: The school's Headmaster
Project Owner: The educational community
Contractor: The Lycée de Pout Olympic Committee (LPOC)
Official Partner: The Senegalese National Olympic Academy

Associate Partners:

- Ministry of Foreign Affairs and Senegalese Abroad
- Ministry of National Education
- The Thiès Academy Inspection
- The Thiès Regional Sports Inspection
- The Senegalese National Olympic and Sports Committee (SNOSC)
- The Olympic Committees of the countries represented
- The National Sports Federations of sports included in the program
- The Companies located in the Pout department
- The Schools on which the Lycée de Pout focuses
- The Pout Sports Movement
- The Pout Administrative Authorities
- The Parents' Association (PA)
- The TANDIAN Printing House
- The 2Stv
- The RTS

A. The project's main goal

To promote and disseminate the Olympic values in schools through sport, art and culture.

B. Strategic goal

To use Olympism as an educational vehicle, with sport and art as tools for culture in general.

C. Specific goals

To animate workshops for painting, poetry, street art, urban music, theatre and, in particular, for sports events.

II. Sports activities

- TEAM SPORTS
  - Football (girls, boys)
  - Hand-ball (girls)
  - Ball aux paniers
- INDIVIDUAL SPORTS
  - Track and field boys: 80m–1200m – triple jump – throwing events
  - Track and field girls: 60m–600m – triple jump – throwing events
- INDIVIDUAL SPORTS
  - Wrestling
  - Gymnastics
- INDIVIDUAL SPORTS BY MIXED TEAMS
  - Gymkhanas
  - Relay hurdles

III. Cultural activities

- Theatre
- Poetry
- Drawing
- Mind games
- Slam and dance competition

Classes will compete in various activities based on Olympism and its values

- Poetry recital competition
- Street art (TAG)
- Painting workshop

– Urban music (RAP)
– Theatre performance

IV.Practical arrangements

Delegations:

The 20 classes of the Lycée will represent 20 countries. Each class should identify itself in order to represent its country properly.

You need to know about the country:

- Its currency
- Its symbols and emblems
- Its geography

Each class (country) will make its own flag.

Each class will decorate the place assigned to it in the Lycée (Olympic village).

Note: The best delegation will receive an award at the opening parade.

The drawing of lots for the delegations produced the following results:

No	COUNTRY	CLASS
1	Ivory Coast	1st S2 B
2	Burkina Faso	2nd LC
3	Ethiopia	2nd SC
4	Gambia	2nd SA
5	Guinea Conakry	2nd SB
6	Madagascar	1er L1 A
7	Mali	T L2A-TL2B
8	Morocco	2nd LB
9	Mauritania	T L´1 A
10	Senegal	1st L´1 B
11	Nigeria	1st L´1C
12	Niger	1st L2 B
13	Algeria	2nd LD
14	France	1st S1 S2 A
15	Belgium	2nd L E
16	Luxembourg	2nd L A

17	Lebanon	T L 2C
18	Ile Mauritius	1st L2 A
19	Canada	T L'B
20	Greece	T S1 S2 B
21	Haiti	TS2 A
22	Switzerland	IOC

SLOVAK OLYMPIC ACADEMY

Dr Zdenka LETENAYOVA (SVK)
Executive Board Member, NOA of Slovakia

In the school year 2015/16, the Slovak Olympic Academy organised for the first time an educational competition for secondary school students about Olympism on an international basis – with the participation of Slovak and Hungarian schools. The competition consisted of three themes: *1. Olympic symbols, medals, posters, mascots, 2. The XXVI Olympic Games in Atlanta 1996 (general information, 1st to 3rd places focusing on the results of Slovak and Hungarian athletes), 3. Speed canoeing and water slalom (Olympic Games from Atlanta 1996 to London 2012, Hungarian and Slovak Olympic medallists in the given period).* An Olympism Department of the Slovak Olympic Committee was in charge of the organisation of the competition in Slovakia.

The first part of the competition was conducted online and it had the form of an Olympic Quiz. Questions for a four-round quiz were prepared by the representatives of the Slovak Olympic Academy (SOA) and the Hungarian Olympic Academy (HOA). In Hungary, they have experience with this kind of educational competition from previous years and therefore the first online part was conducted through an HOA server. The whole competition was in English. Only one team of 4–8 members could represent one school. It was possible to answer questions only once in each round, adhering to a time limit. After the individual online rounds of the competition ended, students could find the correct answers to the questions at the end of each week.

In total, 30 secondary schools – 6 Hungarian and 24 Slovak – acquired points in some of the four rounds of the first international educational competition about Olympism. Three schools got very close to the maximum possible 207 points. The best Hungarian school was Körmendi Kölcsey Ferenc

Gimnázium with 206 points. Ten more places were taken by Slovak schools. The Slovak Olympic Committee granted honorary certificates to all 24 schools for participating in the competition.

The four best schools advanced to the competition's finals and competed with the four best Hungarian schools. Finally, only three Hungarian teams competed in the finals. The Hungarian Olympic Academy was in charge of the organisation of the finals. They took place on 13 February 2016 in Budapest.

The competition's finals consisted of an eight-round quiz in English. Answers of individual teams were evaluated by a jury led by Honorary Chairman from Hungary, 81 year-old György Kárpáti, a three-time Olympic winner in water polo. As to the jury, Slovakia was represented by Vladimír Miller, Vice-President of the Slovak Olympic Committee, and Miroslav Bobrík, Chairman of the Slovak Olympic Academy. For the Slovak side, the event was moderated by L'ubomír Soucek, a Media Communication and Public Relations Manager of the Slovak Olympic Commiťtee.

Körmendi Kölcsey Ferenc Gimnázium from Hungary was again the clear winner in the finals. The team consisted of three members only. The team from the school that traditionally dominates Hungarian educational competitions on Olympism had only one incorrect answer and acquired 173 points out of the maximum 175 points! In addition to books and other Olympic souvenirs that were also given to the members of other teams, the members of the winning trio could also enjoy new tablets. The school also won the right to participate in international seminar of secondary school students in May in Piešťany, an the world-famous Slovak spa, organised by the Slovak Olympic Academy together with a Fair Play Club of the Slovak Olympic Committee. The members of the Slovak schools' teams that did not advance to the finals in Budapest will also participate in the seminar. Taking into account that all the members of the winning team from Hungary will be intensively preparing themselves for their finals, it will be younger Olympism fans who will come to Piešťany.

After the evaluation of the first international educational competition on Olympism at the premises of the Slovak Olympic Committee and the Slovak Olympic Academy, and following the November elections of all bodies of the Slovak Olympic Committee, it will be decided if and how the competition will continue in a new form.

EMPOWERING YOUTH WITH OLYMPIC IDEALS AND VALUES

B. L. H. PERERA (SRI)
Director of Academic Programmes, NOC of Sri Lanka
Director, NOA of Sri Lanka

Executive summary

The National Olympic Committee of Sri Lanka (NOC SL) had the opportunity to conduct its activities targeting youth as a power agent in promoting Olympic ideas in Sri Lanka. The 14th National Olympic Academy (NOA) Session concluded with the South Asian regional youth representatives. The regional NOC enthusiasm was well admired by Bangladesh, Maldives and Pakistan representation and was able to lead all discussions on the "Moral significance in Sport". The purpose of the discussion was to interpret and describe the significance of Olympic Value Education and review philosophical and historical, social and economical, legislative and organisational management domains. The discussions were well connected to Olympic Value Education and reviewed how each domain signifies moral values in sport practice. The ideas generated by the Youth at the Session were a landmark achievement of the NOA Sri Lanka.

Youth significance in the South Asian Region

Sri Lanka, in its post-independence history, has seen the percentage of youth population increase steadily, due to a number of reasons. This defining shift was not adequately used in social environment. The population and needs of the youth were not adequately addressed through economical, social, political and spiritual measures. The youth who live in the South and the North of Sri Lanka perhaps paid the greatest price during the war because of the cruel disruption

of the most critical and hopeful period of their lives. As a nation, Sri Lanka is taking precautionary measures and responds to the challenges faced by the youth through a number of avenues. Sport is one of the key acts that the youth is engaged in from childhood. According to the World Bank Development Report, one fifth of the population in South Asia is between the ages of 15 and 24 and some of the regions account for greater numbers ever to transit into adulthood compared to other regions in the world. Governments and policy makers across the region are looking at youth issues, mainly education and employment, and their impact on the countries' development. As a responsible Non Governmental Organisation (NGO), the National Olympic Committee has continually discussed and associated youth issues developing a dialog through sport. On the other hand, sport competition has been one of the actions promoted by major national and international organisations to support youth in the issues they face; however, due to extreme commercialisation, major sport events have limited results. Developing meaningful discussions and forums is not a popular means to empower youth in their life. The NOA is continually taking its share to address this issue, and join hands with the South Asian region. As a leading NOA in this region, Sri Lanka continues its endeavour and anticipates support from Olympic Solidarity and IOA to promote this venture.

Moral significance in sport

By the progress made by NOA at the 14th Annual Session in Bandarawela, Sri Lanka was able to produce key outcomes in order to support "humanity" by understanding different perspectives on the "Moral significance in sport", through Olympic Value Education. The majority of the participants at the 14th Session of NOA favourably discussed the importance of Olympic values as a social means. According to the United Nations Human Rights Commission for the 27th Session, Olympic ideals aim to promote human rights and universal respect. These principles are enshrined in the *Olympic Charter* and highlight the value of good sporting practice.

At the Session, it was possible to present expert opinion on the following subjects on each domain (Figure 1):

a. "The Philosophical Basis of the Moral Significance of (Physical) Sport in the Context of Olympism"

b. "Sociological Perspectives of Moral Development in Sport"
c. "Organizational Governance and Moral Development"
d. "The intersubjective moral development approach of the *Olympic Charter* in developing good governance in Olympic Sport Organizations and Olympic Values Education"

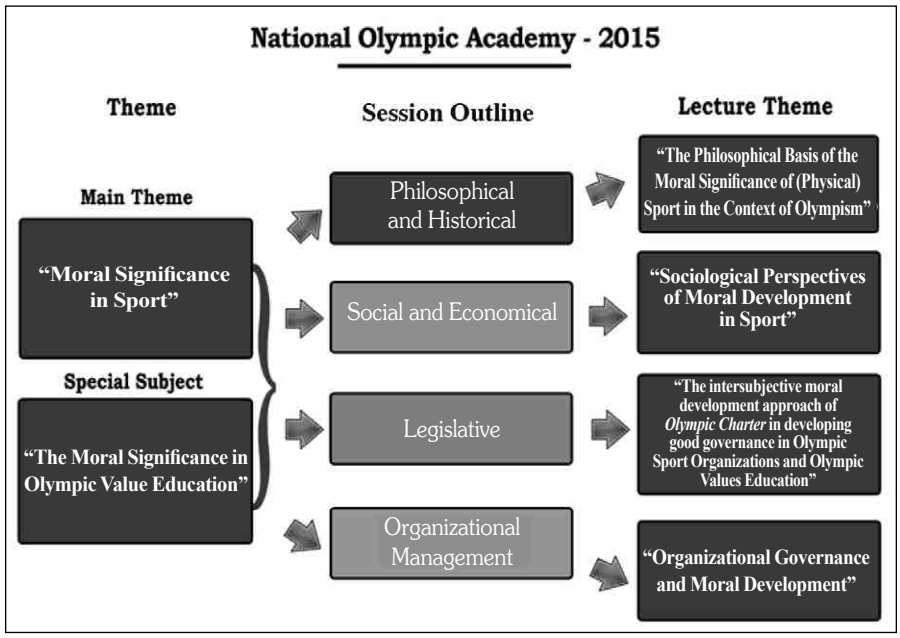


Figure 1 – 14th NOA Sri Lanka Session.

UGANDA OLYMPIC COMMITTEE – NATIONAL OLYMPIC ACADEMY

Isima IGA (UGA)
Director, NOA of Uganda

The Uganda Olympic Committee (UOC) is committed to fulfilling its obligations of promoting the Olympic Movement in Uganda, and particularly through blending sport with culture and education. This great responsibility of our NOC is entrusted in the National Olympic Academy. The NOA of Uganda is supervised by the NOC's Culture & Education Commission. Among other tasks, the NOA is charged with ensuring that Olympism is promoted among schools, universities, tertiary institutions and communities.

In October 2015, reacting positively to the Olympic Agenda 2020, the UOC converged its stakeholders for the NOC's Strategic Planning Workshop. At this forum, member National Sports Federations and members of the UOC suggested that the UOC should play a leading role in using sport and Olympic values to address the various social challenges, especially among young people. The NOA focuses on youth, especially since Uganda has the youngest population in the world, with 77% of our population being under the age of 30. In reference to the various Recommendations of the Agenda 2020, the UOC developed its Strategic Plan 2015–2020 streamlining it towards using Olympic education.

Partnership with the Uganda Scout Movement

The Olympic Movement and the Scout Movement share many aspects. Like the Olympic Movement, the Scout Movement aims to impact young people and promote harmonious development in mankind as follows:

Promoting peace | confronting any form of discrimination | protecting the environment | promoting sustainable development | supporting education and culture.

The UOC has access to 2,000,000 registered members (75% are between the ages of 14 and 25) of the Uganda Scouts, who are able to participate in Olympic programs. This has a great impact on the lives of tens of thousands of young people through the power of sport and the Olympic values.

Key milestones

a. The Uganda Scout Association became the first National Scout body to consider having Olympic sports activities as part of its badges.
b. The UOC has so far conducted Olympic programs to 30,000 youth to celebrate 100 years of Scouting in Uganda.
c. The Uganda Scout Youth Band plays the Olympic Anthem in brass format at each UOC function.

This unique partnership is being piloted in Uganda for the rest of the world.

Partnership with the UNAIDS

Among others, the NOA Uganda embarked on using the unique power of sport to address the raging HIV/AIDS pandemic among the youth in Uganda. Based on its responsibility of blending sport, culture and education, the NOA, led by the UOC management, established a partnership with the UNAIDS Country Office to raise awareness in order to reach the 90/90/90 targets, particularly among the youth, through sports. In result, the UOC trained and empowered 100 renowned athletes and Olympians to distribute HIV Awareness Cards through sports events and sports programs. Over 80,000 youth were sensitized by our 100 empowered Olympians and athletes through this HIV Awareness Cards distribution. The UOC also engaged in the activities to mark the World AIDS Day 2016.

Uganda Police Force (UPF)

In a bid to disseminate Olympism across the country, and to promote community policing and promote fitness among Ugandans, the UOC and the Uganda Police Force (UPF) joined forces.

Key milestones

a. The UPF offered 20 acres of land for the construction of a High Performance Centre and the NOC offices.
b. The UPF participates in all NOC activities and finances the mobilisation of its officers and community personnel.

NOC OF UKRAINE AND OLYMPIC ACADEMY OF UKRAINE: KEY FIGURES IN PROMOTING SUSTAINABLE DEVELOPMENT

Dr Olena YARMOLIUK (UKR)
Member, NOA of Ukraine
Member, Sport and Environment Commission, NOC of Ukraine

Sport presents broad opportunities to promote environmental awareness, capacity building and far-reaching actions for environmental, social and economic development across society. It can also be a means of achieving peace and reconciliation as a fundamental prerequisite for sustainability principles to be shared and applied in the space where the Olympic Movement plays a key role.

Environmental awareness and nature protection activity in Ukraine embraces the organizations from three sectors:

1) *Olympic Family*: NOC of Ukraine, Olympic Academy of Ukraine, National Sport Federations
2) *State authorities and non-governmental organizations*: Ministry of Youth and Sport of Ukraine, Ministry of Ecology and Natural Resources of Ukraine, UNDP in Ukraine, etc.
3) *Olympic Education and Science*: International Center for Olympic Researches, Sports Universities, Olympic Library, etc.

Having been a part of the Olympic family since 1990, NOC of Ukraine plays a great role in sharing the Olympic values, particularly sustainability. In 1999 the NOC of Ukraine Sport and Environment Commission was created for promoting and involving Ukrainians, through sports, in nature protection, biodiversity conservation, environmental education and sustainable development.

Its activity concentrates on enhancing the role of athletes in education and awareness, by promoting and communicating the importance of environmental

sustainability and protection, as well as on encouraging athletes to act as role models and take part in communicating green messages to the Ukrainian community.

In 2015 a Partnership and Cooperation Memorandum was signed between the NOC of Ukraine Sport and Environment Commission and the Ministry of Ecology and Natural Resources of Ukraine. The main goal is to forge changes in promoting sustainability through sport and involve Ukrainians more effectivaly in nature protection activities.

In order to enhance the cooperation of the Commission, the accession of Ukraine to the Partnership for Action on Green Economy program (PAGE) seeks to put sustainability at the heart of economic policymaking. Bringing together the expertise of five UN agencies – UNEP, ILO, UNDP, UNIDO and UNITAR – and working closely with national governments, PAGE represents a mechanism to coordinate UN action on green economy and to assist countries in achieving and monitoring the emerging Sustainable Development Goals, especially SDG 8: "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all."

The main environmental activities undertaken by NOC's members of Ukraine Sport and Environment Commission in 2015 were the following:

- Participation in the meeting of the European Olympic Committee's Environment and Sport for All Commission in Dublin, Ireland
- Organizing an ecological event dedicated to the World Water Day. This event is traditionally organized in Nikolaev, Ukraine; more than 300 children and local citizens were gathered for cleaning up the city parks and squares
- Organizing the photo-exhibition "Water is the Source of Life", in which over 30 photographers presented the beauty of water life of the region of Ukraine
- Organizing the *art exhibition "Eco of Nature, Eco of Soul"*, where more than 450 works from 70 participants were presented

An important place in the educational activities of the Olympic Academy of Ukraine (OAU) is given to the issue of environmentally sound development. OAU has four branches and was established in 1991, in order to unite the efforts of specialists who were engaged in working with youth, dealt with Olympic

education, and, above all, studied and taught the history of the Olympic Movement. Creating deep knowledge about the environmental problems of hosting mega-sports events, such as the Olympiads, and the ways in which they can be solved is a prerequisite not only for specialists in Olympic studies, but also for the sustainable education of different groups of the population.

According to the recommendations of the IOC, the Center for Olympic Researches and Olympic Education was opened in Kyiv in 1992, and it was granted international status in 2013. Master-degree students of higher educational institutions of Physical Education and Sport have the possibility to conduct research on Olympism, Development and Sustainability. Nowadays all students from sport-oriented universities have the possibility to study "Olympism and Environment" courses as a part of the "Olympic Sport" academic discipline.

In 2015 the Olympic Library was opened, supported by the International Center for Olympic Researches and National University of Ukraine on Physical Culture and Sport.

Ukrainian young scientists took part in the IOC research grant programs, particularly in the Olympic Study Center in Lausanne, studying environmental aspects of the Olympics, and graduated from the Master's Degree Program in Russian International Olympic University.

In order to expand the theoretical framework on the environmental issues of Olympic sport, a Master's and two PhD theses are currently carried out in the National University of Ukraine on Physical Culture and Sport.

In order to increase professional skills in environmental sustainability and green development, Ukrainian specialists and researchers will collaborate with the United Nations Institute for Training and Research (UNITAR) participating in their on-line educational programs and PAGE Academy activities.

Before each Games of the Olympiad, OAU takes part in organizing scientific events for sharing general information about preparating and hosting the Games, including its environmental aspects. In this regard, in 2015 the main activities were held on the following events:

- 8th International scientific conference for young researchers "Youth and Olympic Movement" on the occasion of the 85th anniversary of the National University of Ukraine on Physical Culture and Sport
- 9th International scientific conference "Main Directions of Development of

Physical Culture, Sport and Physical Rehabilitation"
- 19th International scientific conference "Young Sport Science of Ukraine"
- All-Ukrainian Foreign Language Olympiad "Student and Olympic Sport"
- All-Ukrainian seminar "Periodization and Content of the athletes' training a year before Olympic Games"
- All-Ukrainian seminar "Cultural and educative potential of the Olympic Movement as a powerful path to promoting moral, aesthetic and ethical values"

Also OAU members took part as lectors in numerous scientific events during 2015, among which are the following:

- 5th International congress "Physical Culture, Sport and Kinetotherapy" in Romania
- 8th Conference of Baltic Society of Sport Sciences "Sport Science for Sports Practice and Teacher's training" in Lithuania
- 18th International scientific congress "Olympic Sport and Sport for All" in Armenia
- International scientific conference "Scientific basis of sport training" in China

Sport is a key way of communicating with young people to educate them on the benefits of physical activity and the importance of sustainable development. In this context, the 2015 activities at All-Ukrainian level were the following:

- All-Ukrainian network of Olympic Educational schools; educational project which joins 255 general educational institutions all over Ukraine
- Olympic Message; all-Ukrainian contest of children's drawings (100,000 children participated)
- Olympic Day mega-celebration in Ukraine
- Olympic Lesson; a great sport festival that covers all regions of the country, where thousands of pupils and students get the opportunity to meet and talk with Olympic champions and medalists, outstanding athletes and coaches, to learn more about the history of the Olympic Movement, its ideas and principles
- All-Ukrainian contest on Olympic Museum and Olympic Corners; joint activities held by OAU, NOC of Ukraine and the editorial board of the

scientific journal *Physical Education in Native School* by Pedagogical Press Publishing House
- Olympic Lelechenya; sport-and-cultural event for schoolers
- environmental project for schoolers *"#YouLeader. Create! Study! Win!"*, a joint event organized by NOC of Ukraine, UNDP in Ukraine and Coca-Cola Company; it encourages children to learn about ecological problems and find the best way of solving them

OAU's publishing activity is evident in manuals printed before each Olympic Games and festivals addressing athletes, Olympic guests, pupils, teachers of secondary schools, and the other readers.

On demand of the European Olympic Committees, *Your Olympic Guidebook* was published and became the official toolkit for the participants of the 13th Summer European Youth Olympic Festival held in Tbilisi, Georgia, in July 2015. This issue aims to inform young athletes about the Olympic Movement and its values.

Also, this year at a special conference in Tbilisi, Georgia, before the Summer European Youth Olympic Festival Sergey Bubka, President of NOC of Ukraine, unveiled *Flying Bubka*, a new biography aimed at young readers. The hand-drawn 50-page book covers Bubka's entire life, from his early childhood and first steps in sport through his illustrious pole vault career until the present day, working as a high profile manager.

The second book presented at the event is *Track & Field. Encyclopedia in Questions and Answers,* written by Professor Maria Bulatova and Sergey Bubka. The book is inspired by athletics' rich heritage, its tradition and history. It is written in a question-and-answer format to make the exploration of the history and development of athletics from ancient Greece to the present day more comprehensible and enjoyable.

For her scientific and public activity in promoting Olympic ideas, legacy and sustainability, OAU Director, Prof. Maria Bulatova, was awarded with the IOC President's Trophy.

One of the meanings of "sustainable development" is satisfying the needs of the present generation without compromising the chance for future generations to satisfy theirs. NOC of Ukraine and OAU indeed do their best promoting environmentally sound development in Ukraine.

PROMOTING OLYMPISM THROUGH EDUCATION: THE ACTIVITIES OF CHINESE TAIPEI NOA & NOC IN 2015

Dr Che-Hung LIN (TPE)
Vice Chairman, Chinese Taipei Education Commission/NOA of Chinese Taipei
Ivan Cheng-hou LIU (TPE)[1]
Staff, NOC of Chinese Taipei

The Chinese Taipei National Olympic Academy is the fourth NOA founded and was first initiated in 1978 by the late Prof. Ming-Hsin Tang, former Secretary General of the Chinese Taipei Olympic Committee and Chairman of the Education Commission. The year 2015 has been busy for the Chinese Taipei Olympic Academy and the NOC with new projects introduced along with the existing programs organized around Taiwan.

The 1st National Olympic Athlete Forum (March), the 1st Junior Olympic Camp (July), the National Conference on Innovation and Prospects of the Olympic Agenda 2020 (May), 2015 International Forum on Sport and the Environment (September) and the Olympism Lecture Tour are just some of the new installments, whilst the 2nd Coordinator Camp (July), the 2015 International Sports Affairs Training Course (April) and the 38th National Olympic Academy Session (August), all continue to grow.

A brief introduction on some of the activities carried out by the Chinese Taipei Olympic Academy and Committee follows:

• The 1st National Olympic Athlete Forum, 31.3–2.4.2015

In line with the policy to assist athletes' career and life planning, Chinese Taipei Olympic Committee hosted the 1st National Olympic Athlete Forum at

1. The paper was presented by Ivan Cheng-hou Liu.

the National Sports Training Center in Kaohsiung City. A total of 71 athletes participated in the three-day forum. IOC EB Member Ms Claudia Bokel, Senior Vice-president of Adecco, Mr Patrick Glennon, Singapore National Olympic Council Athletes' Commission Chairman and Mr Renkai Yip are among some of the guest speakers presented to discuss the IOC Athlete Career Programme, Athlete Entrepreneurship and Employment, and other topics.

• 2015 International Sports Affairs Training Course, 24–26.4 and 1–3.5.2015

The Chinese Taipei Olympic Committee began organizing the International Sports Affairs Training Course in 2011. The course has evolved into a three-stage program consisting of a six-day intensive workshop, hands-on practice training and a field trip abroad. The aim is to equip enthusiasts with basic knowledge on international sport organization and practical experience. The 2015 course invited guest speakers Ms Elisabeth Allaman, Head of Commercial Affairs, IOC Television & Marketing Services, Mr. Laszlo Vajda, Senior Expert Nanjing Youth Olympic Games Organizing Committee (NYOGOC), and others to share their expertise and experience with the participants. A total of 270 participants have completed the course in the past five years and are now taking up jobs or volunteer work related to international affairs.

• National Conference on Innovation and Prospects of the Olympic Agenda 2020, 11–12.5.2016

In accordance with IOC's reform plan, the Olympic Agenda 2020, Chinese Taipei Olympic Committee hosted this conference to generate discussions among key stakeholders and promote the Olympic Agenda 2020 on 11 and 12 May, 2016, at the Caesar Park Hotel in Taipei City, Taiwan.

Representatives from national sports federations, the government sports agency, the Sports Administration and local sports administrators were invited to participate. The program includes four keynote speeches and a panel discussion session chaired by Mr Chun-Hsiung Kao, President of the National Taiwan Sport University. IOC EB Member, Mr C. K. Wu also shared his first-hand experience on the background, on the details of which the Olympic Agenda 2020 is formed. Other topics on good governance, the theory and

practice of Olympic Agenda 2020, and protecting clean athletes are also discussed.

• 38th National Olympic Academy Session, 13–16.8.2015

The 38th National Olympic Academy Session attracted 120 participants to join the four-day seminar and workshops hosted in the southern city of Kaohsiung. The 2015 program titled "Olympic Movement" includes lectures and activities on the origin of the ancient Olympics, the educational value of sporting events, exploring the construction of Olympic Games venues, the beauty of sport photography, elite athletes sharing their Olympic moments and on-site tour to the National Stadium and National Sports Training Center in Kaohsiung City, as well as wakeboarding activities.

The Honorary Dean of the International Olympic Academy, Prof. Konstantinos Georgiadis was also invited to share his experience and knowledge on the educational value of Olympism. Other lectures included "Understanding the Olympic Movement", "Sporting events: An educational aspect" and "Achieving true Olympism".

• 2015 International Forum on Sport and Environment, 1–11.9.2015

The 2015 International Forum on Sport and the Environment took place on September 10th and 11th at the University of Taipei, Taipei City Taiwan. The forum focused on the theme: "Sports, health and the environment", with subtopics on "Sporting environment and health", "Technology in sport and the environment", "Sporting facilities, architecture and urban planning". IOC's Sport and Environment Commission Member, Mr. Masato Mizuno spoke on "Sport and the environment, sustainability and legacy". Dr Quan-yi Huang of the Far Eastern Group spoke about how recycled bottle turned into the Football World Cup jersey. The 75 participants of the forum then contributed to a Sport and Environment Declaration according to which the participants will:

1. Integrate sports, environment and health to enrich the knowledge on sport and the environment, and ensure the public acquire the habit of exercising and maintaining a healthy lifestyle.

2. Promote sports for all as a tool change society and improve the quality of life.
3. Utilize existing sport facilities and use sporting equipment made from locally produced or recycled material to reduce environmental impact.
4. Promote the idea of environmental protection through sporting events and conduct environmental impact assessment before staging any sporting events.
5. For sporting organization and athletes: promote the idea of environmental protection and ensure an energy-saving, low-carbon emission and sustainable lifestyle.

ZIMBABWE NATIONAL OLYMPIC ACADEMY: SHORT PAPER PRESENTATION ON THE 2015 ACTIVITIES

Tirivashe NHEWEYEMBWA (ZIM)
Delegate, NOA of Zimbabwe

Introduction

The Zimbabwe Olympic Academy is a branch of the Zimbabwe Olympic Committee and its main brief is to ensure that Olympism and Olympic Values Education are spread to all through its different activities and programs. These activities are based on the plan of action which was put in place to guide the direction and trajectory that the Academy should pursue in executing its mandate.

This paper seeks to chronicle some of the activities that were undertaken by the Academy during period stated above.

1. Participation in the crafting of the National Sport and Recreation Policy

1.1 The Academy through some of its members took part in the crafting of the National Sport and Recreation Policy led by the Ministry of Sport and Recreation. The policy seeks to clarify a number of issues regarding the way recreation is run in the country.

1.2 The draft policy notes the importance of the use of sport as a tool for development; Olympism and Olympic Values Education are expected to play a pivotal role in the development of the nation, as the policy will ensure that Olympic Values Education and Olympism are dovetailed into all the sport and recreation programs.

1.3 Furthermore, the Ministry of Sport and Recreation was involved with the development of its strategic plan, which will also imply the use of sport as a vehicle for human and social development.

1.4 This approach is necessary in that Olympism and Olympic Values Education will find space in the national programs by spreading them to all four corners of the country.

2. Inaugural Zimbabwe Youth Participants Session

2.1 Zimbabwe hosted its inaugural Youth Participants Session drawing participants from different sporting disciplines, colleges and universities.

2.2 The three day program covered art, culture and sporting activities. The session was attended by 35 participants.

2.3 It was observed that the program resonated well with the youths; hence the need to ensure that it becomes a permanent feature in our programs.

3. Educational Programs

The Academy continued to work with teachers colleges and universities; Olympism and Olympic values were incorporated into the curriculum of teachers' training and university students' undertaking degree programs in sport administration.

4. Conclusion

The success of the National Olympic Academy is a combination of a number factors; chief among them is the collaboration with other institutions offering different programs that may enhance the work of the Academy. It is hoped that more collaborations will be achieved in the future.

ACTIVITIES OF THE NOA OF BULGARIA, 2014–2015

Prof. Lozan MITEV (BUL)
Director, NOA of Bulgaria

Introduction

Bulgaria has been part of the Olympic Movement since the first Olympic Games, in 1896 in Athens, when a five-member official state delegation participated in the events.

Olympic education in the country started in 1900, when the history of the ancient Olympic Games was included in the curriculum of PE teachers. Education in the modern Olympic idea and Olympic Movement started in 1933, when Carl Diem organized seminars for PE teachers and students. As early as 1942, Olympism was included in the curriculum of the Sports University – now named National Sports Academy.

General information for NOA Bulgaria

The first Olympic Society, which founded the NOA of Bulgaria, was established in 1982 as a result of the efforts to spread the Olympic ideas in the country over several decades, and especially because of the participation of Bulgarians in the IOA since 1973.

NOA Bulgaria is an educational institution of the Bulgarian Olympic Committee. According to its statute, NOA's president – always the rector of the National Sports Academy and dean – is responsible for the educational and organizational matters.

The Olympic Academy of Bulgaria is based on the alliance of Olympic clubs established in the main cities and universities. There are 17 clubs in the country and their representatives construct the Council of the NOA. To spread Olympic

education among the young generation, the clubs develop their own local programs and participate in coordinated projects approved by the council of the NOA. To strengthen the net of its structures, NOA supports the foundation of Olympic clubs, societies or teams in schools collaborating with the regional structures of the Academy.

The headquarters of the NOA are in the National Sports Academy Sofia because, traditionally and by the statute, the leadership comes from the Sports University of the country.

The mission of the NOA Bulgaria is to spread the Olympic idea among the young generation through pedagogical social, cultural and scientific activities. These include:

1. Conducting annual sessions for young participants – students, athletes up to 31 years of age.
2. Conducting annual sessions for teachers of physical education and coaches.
3. Developing educational programs for Olympic education in schools and seminars for PE teachers.
4. Encouraging research on Olympism.
5. Organizing Olympic sports events.
6. Cooperating between state institutions and public organizations for the dissemination and implementation of Olympic ideas.

The management of the Olympic activities implemented by NOA Bulgaria is based on an one-year period which starts and finishes with the annual session. To ensure sustainability, during the sessions, the NOA council accepts the rapports of the Olympic clubs for their activities, makes decisions to ensure cooperation with other institutions, elaborates strategies and suggestions for the activities. The discussions are aimed to analyze and evaluate the experience based on the activities of the clubs as well as promote corrections or new suggestions for further development.

During the sessions, the delegates from Bulgaria in the IOA always make presentations and share their experience from Olympia in Greece.

Activities of the NOA Bulgaria 2015/2016

The XXXIII Session for Young Participants and the III Session of PE for 2015

were held traditionally in the ancient town Nessebar at the Black Sea cost. The four-day programs of sessions are based on the IOA model and lecturers follow the IOA topic. In the sessions, 90 Young Participants are invited and 30 PE teachers who participate in the programs of all Olympic clubs.

Our activities in the sessions and our contributions in any project are spreading an agonistic principle – education through competition. The sessions give examples of how to implement this not only in the sports events, which are the basis of education, but also to compete in the arts, in creativity and in science –"to compete in everything, with everybody".

The sessions for PE teachers prepare programs and present the experience of the teachers who include the Olympic idea in their school's curriculum.

NOA Bulgaria also participated in the two conferences of the European NOAs in Baku 2016, where the spirit of Olympism was brought to us from our hosts and I wish to thank one distinguished Olympian – Professor Agajan Abiev – for his efforts to unite us. In this regard, NOA Bulgaria supports the decision of the Conference to empower Action Group to coordinate initiatives and establish a concept for further cooperation.

One of our important educational initiatives is the organization of Olympic sports festivals in small towns, where sports and physical education are important elements of social activity against demographic, economic and social problems. These initiatives were held in 2015 and 2016 in nine towns and included Olympic ceremonials, sport events, demonstrations and free practice of 12–14 sports. Our task is to establish Olympic clubs or groups in these regions with the assistance of local teachers and sports leaders.

A specific event organized by the NOA Bulgaria is the annual Olympic Sport Festival for Bulgarian youth living abroad. Teams from Ukraine, Makedonia, Serbia, the European Union perform sport and educational activities based on Olympism during the four-day event.

Another important activity of NOA Bulgaria is cooperation through NOC to introduce Olympism in the curriculum of schools and universities. From September 2016, Olympism will be included in the schools from 4th grade. At the moment, four universities, thanks to the initiative of our NOA, have Olympism and the Olympic Movement in Bachelor's programs; since 2009 we have also a Master's program in the NSA.

To develop the preparation of teachers who convey the Olympic idea, since

2015 NOA established Annual pedagogical conferences which function in different regions of the country. We also deliver awards for the most successful teachers.

This year NOA organized a special conference dedicated to the double anniversary of 120 years of the First Olympic Games in Athens and our first participation in the Olympic Games.

One of the specific initiatives of NOA Bulgaria is the torch relay on 23 June – the International Olympic Day. To celebrate the first Olympics in Athens, since 1996 the Olympic Club in NSA Sofia has organized a torch relay as a symbol of NOA's mission to present and spread the Olympic idea in a symbolic way. All these, who see and take the flame from hand to hand, have to be initiated of the truesense of sport – the Olympic idea. In Sofia the run is about 11km long and all participants run together. It starts from NSA and ends in NOC passing all the important national institutions such as the Parliament, Ministers' Council, the Ministry of Sport etc.

We annually organize a special School Olympic Games dedicated to the ten Swiss teachers who established modern sport in Bulgaria since 1894 and one of them participated for Bulgaria in the First Olympics in 1896.

NOA organizes educational excursions for teachers and students of the National Sports Academy, who attend Olympic education, which includes visits to Olympia in 2014 and a visit to Plovdiv where the ancient stadium of Philippopolis is.

Main problems and prospects

1. Difficulties in cooperation with sports federations and clubs for high level sports, that are not interested in Olympic education.
2. Difficulties in the cooperation with media, because of their specific understanding and policy toward Olympic education and Olympic ideas, which they often neglect or ignore, giving attention only to the Olympic Games.
3. NOA Bulgaria directs its efforts on program-based cooperation with universities and schools as a field where education in Olympic values is natural and well accepted by the authorities.

THE ACTIVITIES OF THE CZECH OLYMPIC ACADEMY IN 2015–16

František KOLÁŘ (CZE)
Delegate, NOA/NOC of the Czech Republic

The Czech Olympic Academy underwent a qualitative transformation in 2013. Based on the decision of the President of the Czech Olympic Committee, the existing "traditional" academy, which focuses on Olympic education and Olympic ideology, was joined by two other sections – the Union of Professional Coaches and the Science and Methodology section. While the former takes care of the "celebration" of coaches who were successful in international competitions, the latter proved its usefulness by organizing specialized seminars for coaches and professional publishers. In the same year, COA was assigned the Olympic Study and Information Centre, which pursues the goal of documenting the Czech Olympic Movement on professional grounds.

Within the scope of Olympic education, the Czech Olympic Academy participates in two projects of the Czech Olympic Committee which could be generally called "An Olympic education through sport". These projects are: Versatility of Olympic Winners Badge and Olympic Days for Children and Youth.

Versatility of Olympic Winners Badge

The "Versatility Olympic Winners Badge" training program was introduced in 2008 by two Czech Olympic winners in decathlon, Robert Zmelik (OG 1992) and Roman Sebrle (OG 2004), as a tool to fight the growing childhood obesity in the Czech Republic. It was inspired by the long tradition of fitness badges in Czech sport history. The second aim of this project was to increase personal physical activity in as many children and young people as possible. This project has been running every year since 2008. Today, more than 2,000 schools from all over the country

participate in this program. At their schools, children train and compete in teams consisting of eight members of both sexes. The programm includes the following disciplines: four in athletics, one in swimming, one in gymnastics, one in game skills, two tests of explosive strength and three in dynamic strength tests. Every year, during March and April, the competitions are held in every class followed by school, municipality and regional rounds. In September, the best participants compete in the national finals in Prague (www.ovov.cz).

The participation of children and youth in the "Versatility Olympic Winners Badge" project positively influences their motivation and contributes to the improvement of their physical fitness. The positive results can be seen in other equally important areas as well. For example, the project plays an important role in the prevention of socio-pathological phenomena such as: drug and alcohol abuse and addiction; truancy; vandalism; gambling; idleness; violence and ethnic conflicts. A variety of meetings and meetings of students with successful athletes and Olympians are also integral to the project, as they allow young people to meet with their idols and models.

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

Since 2003, ODCY has been held biannually, alternating between summer and winter. The aim of the project is to enable young people (10–18 years old) to enjoy sports and culture, feel the noble Olympic ideals (lighting the fire, ceremonies, atmosphere in competition, etc.) and enhance healthy activities and competitiveness among young people. ODCY is also a prestigious sports competition at the highest level in a given age group. ODCY is first organized at school, then at regional and finally national level. Governmental and non-governmental institutions and organizations as well as former Olympians often bestow their patronage on 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 Czech ODCY. Over 3,000 young sportsmen from all regions of the Czech Republic participate in this event and help to spread the Olympic ideals among their peers (www.olympic.cz).

PRESENTATION OF THE RWANDA NATIONAL OLYMPIC ACADEMY COMMISSION

Phophina GASHUGI (RWA)
Vice-President, RNOSC
President, Rwanda National Olympic Academy Commission

I. Introduction

Rwanda, located half way between Central Africa and East Africa, has an area of 26,338km^2 and currently over twelve million inhabitants. It is a country in full economic development 22 years after the 1994 tragedy, namely the genocide which extended over the whole country and claimed over one million lives.

After 1994, we had to begin again from scratch, rebuilding the country around the ideals of peace and social justice. Sport participated in this reconstruction that became the foundation for peace and social development.

II. The role of sports and the Olympic Movement in Rwanda's peace-building process

Immediately following the 1994 genocide, Rwandan political authorities and athletes understood that sports was an indispensable tool for communicating, raising awareness and mobilizing people for peace and reconciliation among populations torn apart by hatred, isolation and despair. The following activities were organized:

- Repair and reconstruction of sporting and cultural infrastructures.
- Organization of sporting and cultural activities helping people to meet and rediscover the joy of living.

- Organization of the Memorial tournaments to commemorate the tragedy and bring messages of hope and support to the victims.
- Organization of regional sports and cultural tournaments, allowing the regions and young people to open up to the world.
- Organization of continental championships such as the African Nations Championship CHAN in February 2016, an event that was a great success with the population and allowed organizers to show the world a different image of Rwanda, that of a welcoming people aspiring to progress.
- Participation in international competitions such as the Olympic Games, the Commonwealth Games and the World Championships.

III. The National Olympic Committee activities as part of Education and Promotion of Olympic values

Besides its mission to prepare athletes and organize for Olympic participation, the RNOC is responsible for the education program and the dissemination of Olympism. In this context, in 2011 it organized a special session for Regional Training on Sports and Peace funded by the International Olympic Committee. However, in order to better fulfill its mission, it set up two specialized bodies: the National Olympic Academy Commission and the Nyanza Olympafrica Centre, located approximately 100km from Kigali. Among the activities that were organized through these two bodies, the following should be mentioned:

- Mini Olympic Games which allow for the transmission and propagation of Olympic values in schools. A large number of activities are also organized by the Nyanza Olympafrica Centre, which uses sport and culture to achieve its goals. Its main activities are: "The Sports Kit" – an animation and teaching module for schools; the football tournament "Samsung", which every year brings together all the surrounding schools; the"Net" football tournament, which is an educational activity aimed at promoting women's football and the volleyball festival, an entertaining and promotional activity for sports.
- At the cultural and social level, the Nyanza Centre organizes poetry competitions, and has created two groups for traditional and modern dances.

It also organizes awareness and mobilization activities for the prevention of HIV/AIDS, citizenship education sessions for youth leaders, and social integration activities that provide opportunities for youngsters in difficult circumstances to learn a trade.

Last year, the RNOSC organized the Olympic week to transmit the values and ideals of Olympism. In collaboration with the School Sports Federation, the RNOSC organized activities throughout the country for the celebration of International Day on June 23, 2015. It also organized regional sports events for young people from neighboring countries to meet and strengthen exchanges. It further organized training sessions on Olympic education for youth workers and sports journalists.

IV: Goals for the 2017–2020 Olympiad.

- Establishing the Rwanda National Olympic Academy that will replace the existing Commission.
- Training of 30 "OVEP" animators, coming from national or regional schools, national federations and sports groups, and responsible for the teaching of Olympic values.
- Decentralizing the activities of the RNOA to the country's four regions.
- Organizing a biannual youth festival aimed at propagating the Olympic ideals and symbols.
- Establishing an administrative headquarters with games areas, classrooms and seminar rooms.

HELLENIC OLYMPIC ACADEMY

Isidoros KOUVELOS
President, NOA of Greece

This was yet another year when the National Olympic Academy of Greece implemented its Olympic Education programs throughout Greece, so that young people become acquainted with the Olympic Values and children learn the messages of Olympic education in order to become more familiar with and come closer to sport and the virtues thereof.

It is a great honor for me, in my capacity as President of the National Olympic Academy of Greece, to present you today with what we worked on over the past 11 months for the benefit of our youth.

And so, it was with our mascot Akademos the Wise on board, along with the entire educational community, which responded positively to our Academy's Olympic Education programs altogether, that we continued this "beautiful educational journey" taking us all over Greece, this being, moreover, the seventh year of our successful Olympic Education trajectory. This is a journey that is always accompanied by "Going higher up!", our empowering motto, allowing for things that maybe no one thought could possibly happen in the tough economic circumstances our country is being faced with in recent years.

There are many programs we are planning for and which we keep implementing on a daily basis, everywhere in Greece, despite any impediment whatsoever. It is a great pleasure for me to be able to tell you that the academic year 2015-2016 was one of highly successful Olympism Workshops, which we timidly started with in 2014. The participation of students and teachers from all Greek schools in those workshops has exceeded all expectations!

Over the last 11 months, in both Athens and Ancient Olympia, we held 146 Olympic workshops on the ancient Olympics and their History reaching out to students aged 9 to 14.

Children and adults alike love the handbook we use for our workshops, as it is a very useful educational publication- a "training tool", as several teachers and Olympic medalists have described it.

This book, titled *Olympic Values! From Olympia…to the World! A Magical Journey!*, is on sale at Greek bookstores and a top best-seller in its category.

The first half of the handbook elaborates on major Ancient Olympics events, by means of alternative education and training, while the second half comprises drills, exercises and Olympic education games as well as wonderful poems on Olympic values. The main characters of this publication, which has made an impression on both Greek and foreign agencies, are Akademos, the mascot, and two students, Nike and Aristos. This is a fairytale-like narrative on the first Olympic Games in ancient Greece, expounding the values of Olympism such as excellence and effort. Moreover, through this handbook children find out about how conflict and wars would stop in ancient Greece at the time of the Olympic Games, what kind of prizes went to the winners, who the jury was and which rules applied to the Games in Antiquity.

The team behind the book consisted of volunteers who wrote, illustrated, worked on its graphics, did all kinds of editing and eventually ceded copyright to the National Olympic Academy of Greece.

In addition, over the past year the NOA of Greece organized a total of 103 "Fair play – Anna Pollatou" sports day events. This program, named after the late Anna Pollatou, an Olympic medalist in gymnastics at the Sydney 2000 Summer Olympic Games and a critical partner of ours, has been held in various schools and towns for the sake of 8,233 students.

There is no doubt whatsoever that we, the NOA of Greece, prioritize "Fair Play" and promote Olympism as a way of life and a daily attitude. And thus we capitalized on the aforementioned sports day events to promote less-known Olympic sports in Greece, along with the principles of Fair Play as well as extracurricular PE for young children via sports that are not part of the Greek curriculum such as archery, fencing, beach handball etc.

Ladies and gentlemen, above and beyond the thousands of students, teachers, Olympic medalists, Paralympic athletes and Champions, approximately 2,740 Volunteers from our Academy's relevant department took part in this year's educational activities, always dynamic and keeping a smile on their faces, and this is what is empowering and inspiring us to continue our work.

This was the year when we also went ahead with actions abroad and signed a major 5-year cooperation protocol with the NOA of Cyprus, aimed at undertaking joint actions so that the youth of both nations get to learn about the values of Olympism. In the meantime, and as two Greek schools have already taken part in the "Pierre de Coubertin" Student Conference, which was hosted in Nicosia by the NOA of Cyprus on the 6th of April, let me extent our thanks to Dinos Michailides, the President of the Academy, in particular, for our excellent cooperation.

As I move on to the next point of my presentation, I shall insist on last year's successful celebration of Olympic Day 2015 on 23 June, in collaboration with the Cybercrime Squad of Hellenic Police. Approximately 1,200 children and parents subscribed to the motto, "Get Active", and, next to taking part in sports activities, they attended a lecture on how to protect themselves from Internet risks and hazards, and also received information on how sports can be a powerful tool for all, combating all sorts of violence.

As far as Olympic Day 2016 is concerned, we are gearing up to work together with the UNHCR and host actions for the children of refugees and so the original slogan has been changed into "Get Active…with Refugees!". Please let me unreservedly urge you to symbolically adopt this message and have sports events in your respective countries to celebrate Olympic Day 2016, to thus communicate a message of support to those countries that keep getting refugees on a daily basis while trying to provide children who have experienced war in their homeland with a sense of joy and peaceful involvement.

A weekly celebration of the 80 years of "Olympic Flame Lighting Ceremonies: 1936-2016", which we hosted at the heart of Ancient Olympia, is worth noting. Seven thousand children took part in this celebration, which, let it be said, included just about everything: daily Olympic education for schools in the region, communication via the internet with students in Berlin to acknowledge the first Olympic Flame Lighting Ceremony ever in the Berlin 1936 Olympics, visual arts/theatre and dancing events inspired by the ancient Olympic Games and their history, poems about the Olympic values from the handbook that I previously mentioned, as well as the annual "Excellence & Solidarity" award that was bestowed upon the people of Lesvos island as they are helping Syrian refugees and which was the result of a proposal that the students who participated in that particular celebration made.

Dear friends, an ever-increasing number of towns and schools everywhere in Greece is acquainting us with their wish to implement our programs. In 2016, the NOA of Greece is there to both ensure the continuation of all its educational programs and the participation of intercultural schools, which children of foreign migrants that live in Greece go to.

I also have the great satisfaction of informing you that on October 9, 2015, the NOA of Greece received the "2015 Fair Play Plaque of Merit & Diploma". It was a great honor for us to receive one of the most prestigious awards a member of the Olympic Family may aspire to get. The Award Ceremony was held during the Joint European Fair Play Movement & Committee International Fair Play Congress in Baku, Azerbaijan. It was in the framework of this unique gathering that brings together Olympic Movement representatives that the award was bestowed upon me for the overall educational work of our Academy from Christian Hinterberger, President of the European Fair Play Movement, in the presence of Azad Rahimov, Minister of Youth & Sports of Azerbaijan, following a special chapter dedicated to the work the NOA of Greece does in the domain of Olympic Education.

Volunteerism, effort-making, solidarity, contributing: those are all features leading straight to *Excellence*. They are part of our daily practice at the NOA of Greece and we are all very attached to these notions, relishing in the feeling we are there to contribute!

I am deeply moved knowing that, as we speak, our Olympic Education Programs have inspired dozens of agencies, schools and organisations both in Greece and abroad. *This is, after all, the very mission of an Olympic Academy!*

Before I conclude, let me also refer to our newly established Olympic Children's Choir. These 300 gifted young singers were selected by a jury of music teachers after a total of 2,500 students from schools all over Attica had auditioned for the Choir.

These young Greeks were specifically entrusted with performing live, at the Panathenaic Stadium, the National Anthems of Brazil and Greece as well as the Olympic Anthem on April 27 when Greece passed the Olympic Flame to Brazil for the Rio 2016 Olympics. This was a big challenge and preparing for that event, especially getting to learn how to sing the Brazilian National Anthem, was tough. These young stars (aged 8 to 16), thanks to the help of 12 teachers,

daily rehearsals and due care on the part of NOA of Greece staff with an eye for the most minute detail, eventually won everyone over, stole the show and moved our Brazilian friends who were there at the Stadium.

My dear peers, a few days ago, at this Session's Opening Ceremony, we heard the Olympic Children's Choir sing the Olympic Anthem. Today I wish to bring my presentation to a close having the same children sing the Brazilian National Anthem while sending my warmest wishes to Rio de Janeiro for success in the XXXI Olympic Games, which are due on the 5th of August and where I shall have the honor of being Chief to the Greek delegation!

Conclusions of the Discussion Groups

Elaborating on the conclusions of the discussion groups.

FRENCH-SPEAKING DISCUSSION GROUP 1

Subject 1: Olympism, Development, Peace

Conclusion: The NOAs is not sufficiently visible to the public.

Question: How can we use the April 6th, the International Day of Sport for Development and Peace as a springboard for the NOAs?

Proposal: The IOC must declare April 6th as NOA Day in order to give visibility to the IOA and each one of the NOAs, and draw the attention of politicians, the media and citizens.

The NOAs must work on that Day and organize activities with a view to showing that sport is a tool at the service of development and peace.

Actions:

- Organize sporting events on April 6th that will bring together children, teachers, and their parents in order to interact.
- At the closing of the day, we plan to give a prize to the team that will best demonstrate the Olympic values (respect, friendship, excellence) instead of the team that won the competition.
  - An Olympic CROSS with parents and children
  - A Fair-Play Football Sporting Tournament
- Develop relationships between NOA and UNICEF, between NOA and Peace and Sport, and between NOA and HCR for organizing sporting days on April 6.
- A sporting day between citizens and refugees in favor of the victims of natural disasters, the unemployed, homeless, children in the streets, people who are in prison, in hospitals, or socially excluded, like the elderly.
- The NOAs must multiply contacts with national and local governments, with a view to include April 6th in the school or sporting calendar as a sporting day for promoting respect, friendship and excellence.

Subject 2: Sport events as a tool at the service of dissemination of Olympic values

Conclusion: The activities of the NOAs on young athletes and coaches have very limited impact. Question: How can we intervene with young people through coaches, in order to disseminate the values of Olympism and not be solely overshadowed by performance?

Proposal: Use events in order to send messages to young people and coaches.

Actions: Take action with the committees that organize international sporting events, as well as regional and local sporting events.

- Before each event, it would be appropriate to send a message through a flag, a tee-shirt, or a song. A short message linked to an Olympic value.
  - Example: a photo of Mauritius
- Organize a show or a cultural event as part of a sporting event, in order to diffuse the Olympic values. For example, a concert, a dance performance, a painting exhibition.
  - Example: The Games of the Francophonie.
- During international events, work with the embassies in order to obtain their cooperation and involve schools and pupils in order to support a foreign team (school twinning). Develop friendship and respect among people.
  - Example: future international events for the WAWA activities; the women's CAN in Cameroun in November 2016, the Gabon CAN in January and February 2017, the Games of the Francophonie in July 2017 in Abidjan, Ivory Coast, the Games of the Indian Ocean Islands in Mauritius, in August 2019.

Subject 3: Sport as a tool at the service of inclusive societies

Conclusion: Problem of social integration, a large number of young people being rejectied by society.

Questions: How can sport fight against this social divide? How can sport fight against anti-social actions and behaviors (drugs, terrorism, etc)?

Proposal: Educate through practice outside its social landmarks.

Actions:

- Use sport competition in order to allow young people to leave their

territory and their community, to show them other models and deconstruct their landmarks. Make young people move away, even to a small distance, from their neighborhood.

– Display the achievements of people who come from their community and succeeded, while allowing young people to discover the joy of effort and sport excellence.

FRENCH-SPEAKING DISCUSSION GROUP 2

The group focused on the three following concepts:

1. Olympism

2. Olympic education (Olympic Values)

3. Sustainable development

1. Olympism

The group noted that, despite the redefinition of the values of Olympism in the Agenda 2020, the concept of Olympism remains largely unknown to the public and the media. The role of the International Olympic Academy (IOA) and the National Olympic Academies (NOAs) is to help the IOC to specify the definition of

Olympism. It becomes more important today for the IOC, which is the guarantor of the Olympic doctrine, to give the opportunity to the IOA and the National Olympic Academies to reframe the base of these values, which evolve with time, thus allowing the public and the media to use them in the best possible way.

Recommendations

- The IOC must reframe the definition of Olympism and make it known to the public and the media for an extensive diffusion.
- The IOA, in agreement with the IOC, must redefine the values of Olympism included in the Agenda 2020.

2. Olympic education

The educational program of the values of Olympism adopted by the IOA must be adapted to all continents and all social levels.

Recommendations

- Organize courses on Olympic education in the same way as the CAMS, Sport Management Advanced Courses, as well as courses for sport officials under the responsibility of Olympic Solidarity.
- Draft a manual for Olympic educators: This manual will be issued by the IOC in cooperation with the International Olympic Sport Organizations (OSO).
- Involve the stakeholders in the convention that governs the education to the values of Olympism (Ministry of Sports, Education, NOCs, the private sector, etc.).
- Develop channels for the diffusion of OVEP, the Educational Program for the Values of Olympism, through primary and secondary teaching, sport federations, associations of athletes, National Academies, the media and different social layers.

3. Sustainable development

Sustainable development is defined as an edification process with respect to economic, social and cultural aspects that allows citizens to take on their duties in order to improve society and preserve their benefits.

Recommendations

- Teach the public to become actively involved in sustainable development and environmental protection.
- Invite the countries that organize Games and major sport events to preserve the legacy through post-organization evaluation with conditional support by the IOC.
- Involve the actors of sport in sustainable development in order to change citizens' mentality.
- Foster environmentally friendly candidatures.

Conclusion

Having framed Olympism and set up educational programs, sustainable development actions are now essential.

ENGLISH-SPEAKING DISCUSSION GROUP 1

For the purposes of this paper we have examined sustainability and development from the perspective of creating sustainable Olympic education programs as National Olympic Academies (NOAs) hand in hand with the International Olympic Academy (IOA) and the National Olympic Committees (NOCs). Throughout the paper, when we refer to a NOA we mean to the group responsible for Olympic education within the respective nation.

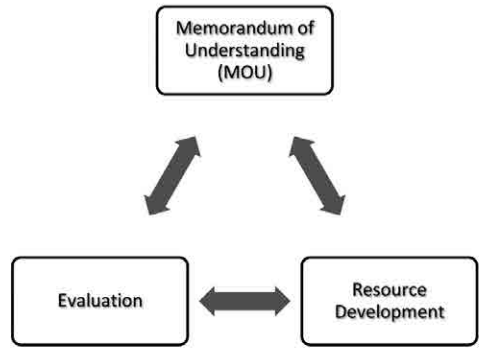
Question 1: How can National Olympic Academies create sustainable Olympic education programs?

When we consider the process in which a NOA can achieve sustainable Olympic education programs, we recommend three steps.

Step 1: Execution of a Memorandum of Understanding (MOU) – Recognizing the various governing structures within NOAs, we recommend that, as a first step, NOAs should be connected with their NOCs in identifying who their partners need to be. For example, Ministry of Education, Ministry of Sport, Institutions of higher learning, National Sport Federations (NSF), financial partners, etc.

A clear understanding of all parties will ensure that partner needs are met throughout the project.

Step 2: Resource Development – Based on the MOU, the NOA will now be able to establish a working group which will be responsible for the development of the agreed upon Olympic education resources or programs.



Step 3: Evaluation. It is critical to

conduct an evaluation of all aspects of the project including, but not limited to, program engagement and usage, development process, return on investment (ROI) for all parties, etc. A strong understanding of the ROI will prove to be very beneficial when working with financial sponsors.

Question 2: Role of the International Olympic Academy (IOA) in the development and promotion of sustainable NOAs and Olympic Education programs

Just as the International Olympic Committee (IOC) is the governing body of all NOCs, the IOA and the International Olympic Academy Participants Association (IOAPA) have the opportunity to act as the leader of the NOAs.

When considering Recommendation 22, Item 2 of Agenda 2020 (*"The IOC to devise an electronic platform to share Olympic values-based education programmes of different NOCs and other organisations"*), we feel it is critical that the IOA (or IOAPA) are actively involved in this process to ensure that the needs of the NOAs are met. The IOA has a unique perspective of the environment and the realities of the NOAs and can act as their voice in ensuring the development of a platform that is accessible to and useful for all NOCs and NOAs.

Within the NOA community there is an opportunity to strengthen the NOA network by working more closely together. With an integrated international platform, more developed NOAs could better share their resources, experiences and knowledge with newer NOAs. As we have seen with the Association of National Olympic Academies of Africa (ANOAA) and the partnership between the NOAs of Estonia, Latvia and Finland, regional partnerships are very effective in advancing the work of the NOAs.

We can and should work in a more integrated way to advance the Olympic education message.

Question 3: The role of technology and new media as a means to improve the reach of Olympic education

While the Sessions offered by the IOA to NOAs are critical and help to foster strong relationships, coming together only a couple weeks a year is not enough. Technology and social media present the opportunity to revolutionize the way in which we, as NOAs, share and disseminate information.

Advancements in technology and social media provide inexpensive and effective tools that connect with the next generation of athletes, volunteers, officials and sport leaders. It is estimated that by 2017 social networks will report memberships of over 2.39 billion (Statista, 2016). Integration of the NOA activities on social media platforms will ensure that Olympic education remains relevant to the youth of the world today. For example, the Team GB Get Set platform provides students with the opportunity to have a conversation with athletes and officials online, an opportunity they wouldn't otherwise have due to the financial cost alone.

Every year the IOA offers the opportunity for participants aged 20–35 to visit the Academy as part of the Young Participants Session. These people are leaders in sport, leaders in Olympic education and represent the next generation of NOC and NOA members. Engaging these participants to provide direction on social media integration could help advance the IOA and NOAs. As part of their discussion groups, they could be asked to prepare a proposal in which they provide recommendations to the IOA.

An online hub (similar to the NOCnet) could be very beneficial to all NOAs to share information, celebrate new projects as well as share best practices.

For example, how to complete Olympic Solidarity funding requests, what funding opportunities are available, NOA partnership opportunities, research opportunities, NOA directory, etc.

In conclusion, we encourage the IOC to make Olympic values-based Education a priority and increase the role of the IOA in the dissemination of the Olympic principles on an International level through the network of NOAs. With the appropriate finances, resources and guidelines, the IOA and the network of NOAs would be better equipped to deliver the Olympic education message.

ENGLISH-SPEAKING DISCUSSION GROUP 2

Question number 1: Should we adopt a universal approach to Olympic education and values?

We were debating about this question and the answers are: yes, no and maybe.

- Different countries have different approaches
- Universal values can be taught through sport education
- They should be adopted and not changed through time
- Every country should have flexibility to promote those values that represent their culture and society
- Teachers should promote knowledge about the Olympic Movement and its values at all levels of education, starting from elementary school

Question number 2: Are the Youth Olympic Games a real tool for Olympic education?

Aims:

- To give the youth an opportunity to discover their full potential in anticipation of their growth and development in the Olympic Movement
- It is a good opportunity to involve athletes in order to perform physical activity and promote healthy ways of living
- The educational programs before the Games are a tool to teach young locals about the Olympic Movement
- The IOC should issue a statement making it obligatory for the athletes to participate in the educational program before the sports competitions
- Sponsors should focus their promotions on Olympic values (e.g. P&G).
- To promote the accreditation of the journalists by making their attendance of NOAs' Sessions compulsory.
- Prior to the Games, the NOAs, in collaboration with the NOCs, should

organize courses for athletes and officials regarding Olympism, doping, responsible use of social networks, and other topics.

Question number 3: Should the Olympic Games be a tool for development and sustainability?

- Among the three official values identified by the IOC, *excellence* is the most difficult to implement
- Aristotle (384–322 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.
- It is difficult to measure excellence when so many very good athletes are not role models in their private and social life
- Every NOC should have a clear strategic plan with well-defined values
- As additional values on *excellence*, we have identified the following: responsibility; perseverance; fortitude; work ethic; the joy of effort; harmony between body, will and mind; prudence and peace
- We propose to educate children in the "happy joy of effort" as interpretation of *excellence*
- Reaching *excellence* in every field of life requires hard work
- Those who speak at the Opening and Closing Ceremonies should address the purpose of the Olympic Games for education
- The IOC should implement recognitions for athletes who represent the values of excellence, friendship and respect

Conclusion. It is important that the NOA and NOC promote the balance between Olympism, values, sport competitions and commercialism. Secondly, as it became evident from our observations, it is important that the IOC, through its IOC Commission for Olympic Education and Olympic Solidarity, becomes more involved in the programs of the IOA.

ENGLISH-SPEAKING DISCUSSION GROUP 3

The Group discussed the following three topics:

A. What are the positive and negative aspects of hosting the Olympic Games?

B. As the Olympic and Paralympic values are becoming aligned, is it only natural that Olympic and Paralympic competition also be integrated as one mega-sporting event?

C. Is there a role for the IOC and the IOA in the sustainability of educational programs implemented by the countries hosting the Olympic Games?

7–14 May 2016

A. What are the positive and negative aspects of hosting the Olympic Games?

What aspects of a country should be taken into account when considering a bid? What are the post-Games benefits for the host country? What goals should be set for the host country, if we take into consideration that the Games will not solve local problems, but maybe even deepen them?

Potential opportunities

1. Opportunity to improve sport, city and transport infrastructure
2. Opportunity to raise the level of athletes
3. Opportunity to promote Sport for All
4. Opportunity to promote Paralympic sport
5. Integrating population
6. Sense of national pride
7. Encourage volunteering
8. Opportunity to increase government awareness on the importance of

sports to prevent young delinquency, disease and providing examples of healthy life
9. Include OVEP in physical education curricula
10. Country-city exposure to the world and increase in tourism
11. Increased activism by populous voice
12. Promotion of sustainable economic, social and environment development
13. Job increasing

Potential challenges

1. High budget in short time
2. Increased media exposure (but also an opportunity!)
3. Potential for national budget being spent on sport rather than social service
4. Political interference in sporting decision making processes
5. Environmental degradation due to increased polluting activities
6. Displacement of poor population due to infrastructural expansion
7. Huge financial obligations might discourage countries from bidding to host the Games, in combination with financial burden left when the Games are over
8. Infrastructure becomes "white elephants", if no proper sustainability programs are put in place when the games are over
9. Corruption
10. Potential polarisation of the host city with rest of the country

B. As the Olympic and Paralympic values are becoming aligned, is it only natural that Olympic and Paralympic competition also be integrated as one mega-sporting event?

Intro:

The last two Olympics brought Olympic and Paralympic Organization together. If we are talking about the same set of values, why don't we bring the Games together (Olympic & Paralympic), given that the *Olympic Charter* forbids discrimination and supports the social inclusion. Even so, if the *Olympic Charter* points out the key principles of Olympism, including social inclusion and non-discrimination, in practice it is just the opposite.

– The main Olympic values are: 1. friendship, 2. respect, 3. excellence
– The Paralympic values are: 1. courage, 2. determination, 3. inspiration, 4. equality

Would it be possible to organize the Games together?

– One solution could be that we have the two hosting cities close to each other, to cut the expenses
– Also, we can look at the experience of certain organizations (for example, in football) where only a few countries are hosting the events
– Reduce the number of participants sent by each country and organize one event with two types of competitions (Olympic and Paralympic) together
– Preparation for the Games in the same facility, so that all the Olympic and Paralympic athletes train together

What are the practical challenges of this idea?

– Infrastructure
  • Transportation
  • Facilities
  • Technical support
  • Organisational logistics
  • Event management (Gigantism)
  • City overload
– Would unification impact on autonomy and USP of Paralympic Games?
– Lack of integration between IOC and IPC?
– Dilution of marketing potential?

Conclusion: Only the unification of IOC and IPC will lead to the integrated Games

C. Is there a more significant role for the IOC and the IOA in the sustainability of educational programs implemented by the countries hosting the Olympic Games?

Introduction

From the London Olympics case study, experience shows that the Olympic Education Program exists for the duration of the LOC. Only if the Education

Program is transferred back to the NOA will educational provisions continue (i.e The Get Set programme London 2012 and Get Set the road to Rio).

These are some recommendations to override this problem:

1. Cooperation with the local government to implement the Olympic values program into the curriculum
2. Inclusion of NOC and NOA, so that it becomes easier to pass on the program after the Games
3. Budget should be put aside to assure continuous funding of the programs after the Games are over
4. Host countries should guarantee the sustainability of post-Games educational programs
5. IOC, IPC with NOC host city should be committed to carry out national action plan on sport and sustainability development
6. IOC and IPC must strive to ensure that the outstanding disable athletes can take part in the Olympic Games
7. IOC, IOA and IPS should have the NOC and NOA to promote the OVEP

ENGLISH-SPEAKING DISCUSSION GROUP 4

Major questions

1. What are some of the things needed globally to sustain Olympism?
2. Examples of resources that aid professionals in Olympic education.
3. How can Olympic education enhance sustainability with the promotion of good governance and fair play in sports?

Discussions

Question 1

1. NOAs should hold different projects in Olympic education such as seminars, lectures as well as hand-on activities for key stakeholders: government officials, social leaders and community leaders including those in the clergy and sports leaders
2. Demonstrate how Olympic ideals can be used to address societal needs
3. Incorporate the use of technology and the use of social media as a vector
4. Use Olympic ideals to sustain the global peace
5. More funding for implementation by OVEP
6. Exchange programs among NOAs
7. Establish clear evaluation tools to ensure set objectives are achieved
8. Global call for making PE mandatory in all countries of the world
9. Ensure regular attendance in various IOA sessions
10. Fast track the revised OVEP tool kit ensuring relevance to today's needs

Question 2

1. Use mass media to highlight and showcase most, if not all, connected with Olympic education

2. Government's legislation/funding to facilitate the incorporation of Olympic education in key sectors of society
3. Intra-agency cooperation of personnel from key sectors of society such as the Ministry of Sport, Health, Education, NOCs, NOAs etc.
4. Use of audio-visual material as well as digital platforms
5. More exchange programs between the better organised/longer established NOAs and the newly emerging
6. Continue capacity building/development of all stakeholders

Question 3

1. Application of/training in Olympic values which are in harmony or are compatible with good governance principles; thus there is a need to encourage key stakeholders in sports governance to go through an Olympic education program as a prerequisite for making themselves available to leadership positions in sports
2. Keep up with evolving good governance practices
3. Olympic education is the basis for fair play concepts; hence the need to engage more athletes and the entire entourage in participating in Olympic education training programs to ensure sustainability of fair play in sports
4. Olympic values enhance the knowledge of fair play, respect, friendship etc. in every step of the athletes' and the entourage development
5. Provide lots of opportunities on a regular basis to allow all concerned to put into practice the values they would have acquired over time

ENGLISH-SPEAKING DISCUSSION GROUP 5 (The Eleven Stars)

We consider "Sustainability" as the ability to continue a certain behavior indefinitely. In other words, sustainability is simply the capacity to endure a given program.

Sustainability has four (4) main pillars:

a) Social
b) Human
c) Environmental
d) Economic

Question 1: How can NOCs/NOAs contribute to environmental sustainability through sport?

NOCs and NOAs have to use the unique power of sport to address environmental sustainability. They ought to appreciate the advantage of the visibility of the Olympic Movement to contribute towards embracing this cause as follows:

i) Encouraging athletes to create awareness on global environmental issues such as global warming, climate change etc.
ii) Synergize/collaborate with environment related organisations (such as UNEP, civil society organisations, inter-governmental agencies etc.) – both domestic and international to join efforts and champion environmental sustainability through using the Sports platform
iii) Working to achieve balance zero (like in "zero tolerance") – estimate the impact of the sport event and then compensate to try to mitigate the impact; e.g. building a zero mitigating ice ring (Finland). Another example is paying in the form of mitigating the footprint to a specialized recognized institution (Foundation) which will plant trees as a means of compensating the impact

iv) By adopting the "Green Stamp" concept where sports events are certified both at local and international level e.g. planting trees at sporting events and programs, and practising sports events in a sustainable manner

v) Join the international community in celebrating the World Earth Day held on 22 April every year, and the World Environment Day held on 5 June. These celebrations remind the world about the concerns for our environment, and hence the Sports community.

Question 2: How can we ensure the sustainability of the Olympic Movement / Games in the long term?

The sustainability of the Games is at risk! Considering the various pillars of sustainability, it is important to point out the challenges which may jeopardize the sustainability of the Olympic Movement.

Social sustainability

Today, the sustainability of the Olympic Movement is under various threats ranging from corruption, political interference, competition fixing, manipulation of results, stiff competition from other multi-sport events such as the X-Games, terrorism and propaganda, among others.

Solutions / Suggestions:

i) Ensuring good governance by all stakeholders i.e. transparency, accountability, ethics – in order to avoid corruption and protect the autonomy of Sport

ii) Promoting education focusing on values associated with Olympism and ethics, and encouraging all stakeholders to adopt these values in their day to day lives in order to protect the integrity of the Movement

iii) Identifying and sharing best practices through the Olympic Family network

iv) Focusing on inclusion and gender equality in all actions

Human sustainability

Doping, non-communicable diseases (e.g. obesity, hypertension), psychological (stress, bullying).

Solutions / Suggestions:

i) Promote and disseminate the "clean athletes" concept

ii) Educate communities about healthy lifestyles and well-being
iii) Foster tolerance in all actions

Economic sustainability

The Olympic Movement requires huge resources to stage the Games and run all its programs.

Solutions / Suggestions:

i) Scale down the requirements to organize big events in order to make them affordable and accessible to more cities
ii) Reduce the costs to allow more cities to be in a position to bid
iii) Control the size of the Games

Question 3: Is it possible for the IOC to come out with a program that has a Universal Olympic Values Educational toolbox?

Solutions / Suggestions:

i) Create a virtual platform which is user-friendly, more interactive and open for the global Olympic family
ii) Update the toolkit, and then make it available for all countries
iii) Activate Olympic values in order to relate them to their own culture and be more applicable
iv) Create sustainable collaborations and partnership with other organisations in order to widen the spectrum of the Olympic Movement

ENGLISH-SPEAKING DISCUSSION GROUP 6

We identified three questions that have to be answered in response to the topic. These questions are:

a) What is Olympism?

b) How can Olympism function as a tool for development and sustainability?

c) How can we maintain sustainability through Olympism?

These questions have been addressed as deliberated below.

Question Number 1: What is Olympism?

- Philosophy of life based on the Olympic values.
- The combination of sports + culture + education.
- Harmonious development of body, mind and will creating a peaceful, hence better society.

Question Number 2: How can Olympism function as a tool for development and sustainability?

We believe that Olympism can function as a tool through the following:

- Education:
  - Spreading the values worldwide through NOAs and NOCs
  - Keeping Coubertin's idea alive
  - Following good practice through good example
  - Ensuring all sports-men/women are well educated.
- Sport:
  - Helps to Understand:
    - Respect
    - Excellence

  - o Enjoying the benefit of common effort
  - o Friendship
- – Equal involvement and opportunities for everyone
- – Introducing athletes as role models
- – Maintaining a healthy lifestyle

• Culture:
- – Respecting diversity in a multicultural environment
- – Creating an opportunity for athletes to have a global multicultural exposure
- – Ensuring that Olympism reaches a wide spectrum of society

Question Number 3: How can we maintain sustainability through Olympism?

In other words, **let us symbolically keep the Olympic Flame alight worldwide** by:

- • Designing, developing and implementing good and customized olympic education programs through NOAs and NOCs
- • Having the full commitment of all people and organizations involved
- • Reengineering efforts and strategies to address constantly changing environments
- • Sharing best practices
- • Fostering cooperation between institutions
- • Keeping the spirit alive

ENGLISH-SPEAKING DISCUSSION GROUP 7

Introduction

Education is the great engine of personal development.
Nelson Mandela

A better world could be brought about only by better individuals.
Baron Pierre de Coubertin

The main objective of the group was to discuss the theme of the Session: Olympism, as an effective tool for development and sustainability. There was lively debate as members made meaningful contributions, utilizing their own experiences as members of the Olympic Movement and as practitioners of Olympic education. Issues highlighted during the lectures and the question and answer sessions were also considered.

The group concentrated on the following areas:

The relationship between the NOA and the NOC

The suggestion of a conflict between these two entities surfaced. Whereas, the NOA concentrates on Olympic education and Olympic values, the NOC and the IF constitute the membership of the Olympic Movement. It was noted that especially in Europe, the NOA is an autonomous body under the umbrella of the NOC, while in other parts of the world, the NOA is a commission of the NOC. While there is the desire to be autonomous, it is recognized that Olympic Solidarity funding is only accessible through the NOC. Despite this, most members agreed that this does lead to a harmonious working relationship between the two bodies. This was identified through the sharing of human and financial resources, which provided the correct platform for the work of both in spreading the Olympic values among the various target groups.

It was noted that some NOCs placed the Olympic Solidarity programs under the management of the NOA, something that leads to a more structured delivery of the programs. This, however, did not retard the work of the NOA but rather enhanced the image of the two entities and led to more sustainability. It was also highlighted that some countries did not have a NOA but, rather, there were commissions under the NOCs which conducted the work associated with a NOA.

Sustainable development as a part of Olympic education

The relevance of this concept in the 21st century was raised. Its credence was identified by the notion that the prevailing violence in schools and among the young members of communities worldwide, suggested that this was an area that, if rigorously pursued, could lead to a change in society, and a rebuilding of the values necessary for the sustainable development of our young people. Members noted that values-based education was being neglected in the homes, at school and in the wider community. The view was expressed that a critical factor for success is the engaging of other interest groups such as NGOs, universities and the wider community to assist in sustaining this values-based education, especially the Olympic values, in sporting activities among these members of society, mainly with the support and cooperation of the NOA. Value-based education with sport as a vehicle for change should contribute significantly to sustainable development as recommended in Agenda 2020.

RIO Olympics – Its legacy

Following the first presentation and the supporting film, the general opinion was that it suggested a very negative impact on the efforts of the OC for the Games.

It was noted that the negative fallout being currently experienced was more short term than long term, since the legacy aspect will only be realized after the Games.

At the same time, using the example of past host cities, it was highlighted that it was an error to expect all host cities to be the same since there can be no transfer of culture; this should be seen as an important element of the success of any major games. Further, the financial obligations and the economies of the host countries also play an integral part.

Based on the above conclusions, the group thought it would be prudent to address this topic and look at the legacy that the Games would leave for the city of Rio and the people of Brazil.

The lecture delivered by Professor Ana Maria Miragaya of Brazil brought much needed balance and perspective to the debate and was used by the group to identify appropriate and prudent features for the Rio 2016 Games legacy.

- Housing infrastructure
- Facilities
- Sports policies which will contribute to sustainable development and values-based education for millions of children and adolescents socially involved through sports
- Enhanced tourism product which will add to the sustainable economic development of the country

Sport and peace

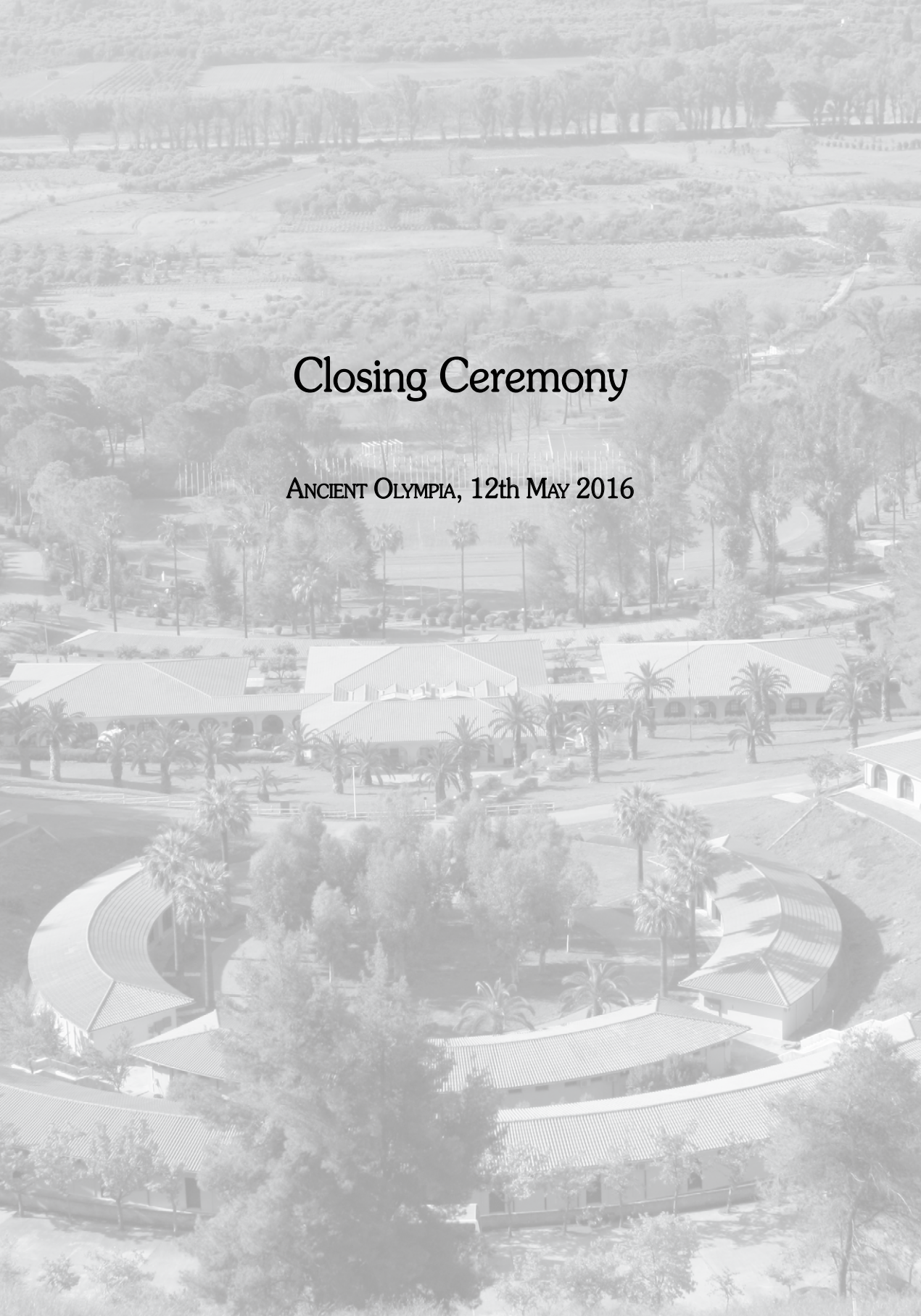
The group viewed this as an important topic that required focus, consideration and attention. The unanimous view is that tackling the intractable problems such as social disenfranchisement, disharmony and dislocation among the war-torn countries and youth at risk worldwide.

The group therefore is urging the Olympic Movement, as part of its sustainable development Agenda 2020, to place urgent priority on the use of the following resources to promote and deliver the message of sport and peace:

- Promoting discussion and advocacy among top athletes
- Educational programs to inculcate lifelong values in human development
- Greater use of digital and social media technology
- Outreach campaign targeting the youth
- Fun-based recreational sporting activities specifically among children and youths
- Development of a sustainable values-based curriculum in schools
- Use of tangible symbols to spread the ideal of sport and peace

It should be noted that a particular concern of the group is that the use of the term "Olympic values" requires clarity. It was felt that the isolated use of this term was hampering rather than helping their diffusion. As a consequence, broad-based human values education is more pertinent to sustainable development.

Presentation of the conclusions by the discussion groups.



Closing Ceremony

Ancient Olympia, 12th May 2016

Participants receive their participation diplomas by the IOA President, Isidoros Kouvelos.

CLOSING ADDRESS
on behalf of the participants of the Session
by Dr Saša CERAJ (CRO)

Please allow me to express my gratitude to the IOA for giving me the opportunity to address you on behalf of the participants of the 13th Joint International Session for Presidents or Directors of National Olympic Academies and officials of National Olympic Committees.

I am really honored that we, the participants, can express our deepest appreciation for being able to come to Olympia, to this magical place that we rediscover every time we take part in IOA Sessions. It is really not an easy task to express in a few words the thoughts and emotions that touch the essence of our very beings when we visit Olympia.

Olympic ideas brought us here to allow us to reflect and improve our educational practices, to rethink how we can make "Olympism and Olympic education an effective tool for development and sustainability". But mostly we have gathered here because we feel the call in ourselves to do more and to become better.

But how can one think and discuss about improving the Olympic idea when we are witnessing the destruction of societies and conflicts around the world in the most dramatic and violent way? Who indeed would want to talk about values in times when we are seeing inversion of these same values, in times of deep human crises, in times when we are witnessing that good is abended, in times when people are forced to leave their homes with only one reason and one wish: to live. To live a life worthy of a human being.

When we think about it, at first, it might seem as contradictory to reflect about development and sustainability in a time of a crisis, but maybe there is no better time for laying down the path for renewing our society. After all, we all gathered here because we believe in Olympism and we do believe that it can

still make a person a better human and collectively develop the society that we all live in.

So why have we gathered here? The answer to that question is in front of each and every one of us every day that we are here. You can see it in the person next you, you can see it in their passion to make changes, to strive for a better world, you can see it in their drive to enhance their surroundings and in their faith that, after all these years, Olympism is still capable of making a positive impact within our societies. Indeed, it can still make a positive impact on the world, and it can still deliver a much needed change. But we don't just believe in it. We know it. And how do we know it? We know it because we feel it and, more important, we know it because we have seen it work! We saw it work in our kindergartens, in our schools, with our athletes, coaches and our fellow countrymen. We have even seen it work on a larger scale and on a world stage.

With that in mind, we were drawn here, where the "Idea" was born so many years ago, as a valuable and kind gift from Greece to the world. We arrived here from different parts of the world, from different political systems, with different cultural backgrounds, with different upbringing, with different education, with different opinions, with different beliefs... But somehow we are here together, overcoming our differences and acting as one. We like to say that we are here as part of the one big Olympic family. Isn't that the clear sign of power of Olympism and what Olympic education can achieve in the modern world? Today, when we still can learn so much from our Greek forefathers, we have been inspired by antiquity, we adopt their values making modifications according to the times we live in, and then we go our separate ways in order to spread the message we received to those who aren't so lucky to be here. And if we are fortunate, we will have another opportunity to come back next year to start another cycle.

Once again we would like to thank you, the IOA, for giving us the opportunity to be part of this incredible journey! We would like to thank our speakers for providing us with thoughtful lectures. We would like to thank you, delegates from around the world, for giving us an opportunity to hear, discuss and accept different points of view while learning from one another in discussion groups – because this is what breathes life into Olympism and makes the IOA a living body. We would like to thank our interpreters for their outstanding gift of making it easy for us to understand each other, all those who remove the technical worries of our lectures and presentations. We also would like to thank the medical team

for taking care of us and we should not forget the valuable contribution of the secretariat for making it happen and always with a smile on their faces.

I wish you all a safe trip to your homes. Whilst we will travel back to our countries looking no different than when we arrived, I think we have all changed slightly on the inside and we will carry these changes home with us. These changes inspire us with new ideas, new practices, new approaches and above all with an urge to make changes and a need to return to Olympia once more. But to return, one must first leave and give what we have so generously received. And we will leave with full hearts and without sadness, because we will not be alone, and actually we will not be leaving because your presents, the gifts of new friendships, will all keep us company on our journey.

So, till next year, my friends, so long and see you soon!

CLOSING ADDRESS
on behalf of the lecturers of the Session
by Prof. Ana Maria MIRAGAYA (BRA) and Dr Alexis LYRAS (CYP)

On behalf of our colleagues, we would like to express our sincere gratitude to the President of the International Olympic Academy, Mr Isidoros Kouvelos, the Director of the IOA, Dr Dionyssis Gangas, and the Dean, Dr Konstantinos Georgiadis, for inviting us to give our lectures and share our ideas and projects with you in this very special Joint Session; special in the sense that the Academy is practising its ideals and values.

We believe that the themes discussed and the topics presented by all participants of this Session have greatly contributed to help us regain the essence of the Olympic spirit.

Talking about the environment, sustainability, Olympic Agenda 2020, Olympic values, values-based education, social inclusion, violence and restoration and so many other relevant themes was essential and inspiring for us as global servants of the Olympic idea. The center of this ecological system is the value we place on human condition, growth and prosperity with the objective of reconstructing a heritage for humanity today and for the next generations.

Lessons learned from the discussions and experiences we have had in this Joint Session have been enriching and have inspired all of us to transfer this energy to our own respective communities.

With the challenges the world is facing today by having the largest humanitarian refugee crisis, corruption, and instability from falling economies, we commit ourselves more than even before to the Olympic ideal and to a global plan to re-center our attention to the role each one of us plays to help alleviate the existing global challenges by spreading the message of Olympic values education.

Since human and social capitals are the biggest and most precious assets of humankind, we commit to building bridges between Olympia and Rio, Tsukuba and São Paulo, Tokyo and Cyprus, Delhi and Athens, Europe and Asia, Africa and the Americas, more bridges everywhere.

Finally, we would like to thank you all, including the supporting staff and everyone who has supported this Session and has been involved in the creation and development of this very special open space, in which we have been able to discuss and critically examine and exchange our ideas.

CLOSING ADDRESS
of the Session proceedings
by the President of the International Olympic Academy
Isidoros KOUVELOS

I deeply regret the fact that engagements I could not possibly escape from kept me away from you and your proceedings on those few days you spent in Olympia – such a magic place.

Professors Kostas Georgiadis and Dionyssis Gangas have acquainted me with the fact that the Session has been positive and constructive and that the presentations you made demonstrated the extent to which Olympic education has progressed in your respective countries.

When we made the decision that the main subject of this year's Session would be sustainability in the context of the Olympic Movement as described in Olympic Agenda 2020, we were aiming at raising the awareness of all NOAs in that direction, as sustainability has been one of the Movement's fundamental principles since 2014.

We wanted to look at the ways in which various Olympic Committees and Academies are dealing with this issue. And that was due to the fact that quite often we are faced with the phenomenon that the principles that govern sports in the various cultures of the globe develop according to local customs and traditions, every single time revealing the specificities of their origin.

And since the role of Olympic education, as you know better, is about exploring and teaching the principles that constitute the basis of the Olympic Movement, regardless where they may come from, it would be advisable to look at other forms of sports activities which are based on local specificities.

Your own contribution to this Session has been extremely positive. It is not only the formal presentations that highly remarkable professors made and which, as I could tell from their written papers, dealt with the notion of

sustainability from various theoretical points of view, that I am referring to; for the documented interventions and statements many of you made have also contributed to putting together a totality of thoughts and stances, much like a jigsaw puzzle, thus depicting a complete image of this notion nowadays.

My special thanks to the lecturers – many of whom have already left – for the range of their thoughts and positions:

- *Professor Braathen*, who focused on the challenges that the Organizing Committee of the Rio Olympic Games has been facing
- *Professor Masumoto*, who dealt with Olympic education as a tool to promote peaceful and inclusive societies
- *Professor Gupta*, who focused on the Olympic values and their importance nowadays in order to promote well-being
- *Professor Miragaya*, who gave us an overview of the Olympic education programs developed all around Brazil
- *Dr Lyras*, who dealt with the idea of sustainable ecological systems of Olympiads
- *Mr Pedersen*, who gave us a new perspective through his project on how to utilize the power of sport against catastrophic climate change
- *Mr Tandau*, holder of the Master's degree in Olympic Studies, who spoke on Olympic education in the service of poverty reduction and last, but not least
- *Dr Filis*, with his presentation on the idea of Olympic Truce and its importance nowadays

By way of conclusion, let me thank you once again for your presence and active participation here, in Ancient Olympia, and allow me to remind everyone of the great work you are doing back home to disseminate the principles of Olympism along with local sports activities.

Upon leaving, rest assured that your views are to be registered and studied to provide the Olympic Movement with fresh food for thought, conclusions and teaching in the framework of the Principles that so many generations have been nurtured with.

May you have a safe return home and may you take away with you all that you deem precious and useful out of what Ancient Olympia and the IOA have to offer.

As for our part, we shall hold on to the positive contribution you have made to our work and express our hope to have you back with us again next year with new ideas and more actions.

I would also like to thank, personally, all of you who supported the organization of this Session:

- My collaborators: Prof. Konstantinos Georgiadis and Prof. Dionyssis Gangas
- The excellent and tireless staff of the IOA
- Theo and Dorre Breuers who transmitted the Session through the Internet to all the world
- The volunteers of the Red Cross, who are always next to us every year
- And last but not least, the wonderful team of the interpreters for their support to the IOA for more than 35 years now.

Dear friends, take care and let us meet again next year, here, at the sacred land of Ancient Olympia!

List of Participants

EPHORIA OF THE INTERNATIONAL OLYMPIC ACADEMY

Mr Isidoros KOUVELOS
IOA President, President of the Hellenic Olympic Academy, ICMG Secretary General, Member of the Board of the International Truce Foundation, Member of the IOC Culture and Olympic Heritage Commission

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: ioa@ioa.org.gr

Prof. Konstantinos GEORGIADIS
IOA Honorary Dean, Dean of the Faculty of Human Movement and Quality of Life Sciences, University of Peloponnese, Director of the Master's Degree Programme "Olympic Studies, Olympic Education, Organization and Management of Olympic Events", Member of the IOC Olympic Education Commission, Member of the Executive Board of the International Society of Olympic Historians (ISOH)

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: ioa@ioa.org.gr

Dr Dionyssis GANGAS
IOA Director, Former Assistant Professor in International Humanitarian Law at "Panteion" University of Athens, Member of the IOC Olympic Education Commission International Olympic Academy

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: ioa@ioa.org.gr

LECTURERS

Prof. Einar BRAATHEN (NOR)
Research Professor, Norwegian Institute for Urban and Regional Research, Oslo and Akershus University College of Applied Sciences

Oslo and Akershus University College
of Applied Sciences
P.O. Box 4 St. Olavs plass
N-0130 Oslo, NORWAY
E-mail: einar.braathen@nibr.hioa.no

Dr Constantinos FILIS (GRE)
Director, International Olympic Truce Centre

International Olympic Truce Centre
1A, Lykavittou St.
106 72 Athens, GREECE
E-mail: cfilis@gmail.com

Dr Benu GUPTA (IND)
Head & Associates Professor, Dept. of Physical Education, Kirori Mal College, University of Delhi

Kirori Mal College
University of Delhi
Delhi-110007, INDIA
E-mail: drbenugupta@yahoo.co.in

Dr Alexis LYRAS (CYP)
Founder & President, Olympism for Hummanity Alliance (O4H), Professor, Tsukuba International Academy for Sports Studies (TIAS), Japan

8, Benaki Street, Apt#1, Agladjia
Nicosia, 2121, CYPRUS
E-mail: alexislyras@gmail.com

Prof. Dr Naofumi MASUMOTO (JPN)
Project Professor, Further Education College, Japan

Build. No.:13 1-1
Minami-Ohsawa Hachioji,
Tokyo 192-0397, JAPAN
E-mail: naomasumoto@tmu.ac.jp

Dr Ana Maria MIRAGAYA (BRA)
Professor, School of Physical Education, Universidade Estácio de Sá-Petrópolis, Rio De Janeiro

School of Physical Education
Universidade Estácio de Sá- Petrópolis
Rua Bingen, 50 Petrópolis
CEP:25660-004, Rio de Janeiro, BRAZIL
E-mail: amiragaya@uol.com.br

Mr Michael PEDERSEN (DEN)
Founder, M INC ➛ Change the Game

22 Fjordparken, DK-6440 Augustenborg
DENMARK
E-mail: changethegame@minc.ch

Mr Henry TANDAU (TAN)
Founder, NOA of Tanzania, National Course Director of "Advanced Sports Management Course", FIFA Instructor – Administration and Management courses

P.O. Box 65262
Dar-Es-Salaam
TANZANIA
E-mail: htandau@yahoo.com

GUESTS

Mr Vicente AMBROSIO (BRA)
Business Administrator,
Professor of Marketing

Rodovia BR040 Km 66
Quinta do Lago Casa 18 Araras
Petrópolis RJ 25725-905
BRAZIL
E-mail: vicenteambrosio@uol.com.br

Ms Anne Kjersti BJOERN (NOR)
Film maker ("The Olympic Dream")

Suhms Gate 12b
N-0362, Oslo
NORWAY
E-mail: Annekbjoern@gmail.com

Ms Anfisa KASYANOVA (BLR)
IOAPA Executive Committee Member,
IOAPA Liaison Officer

1, Praxitelous Kondili St.
27065 Ancient Olympia
GREECE
E-mail: anfisa@ioapa.org
info@ioapa.org

Ms Nefeli RIZOU (GRE)
Business Administration student,
University of Peloponnese

9–11, Elikonos St.
113 64 Athens
GREECE
E-mail: nefeli.rizou@yahoo.gr

OBSERVERS

Mr Jitendra Singh NARUKA (IND)
Professor

Flat No. 306, Wonder Height, Near Malviya
Nagar (Rajasthan) ALWAR 301001
INDIA
E-mail: jsnaruka2008@gmail.com

PARTICIPANTS

ANGOLA (ANG)

Prof. Mayimona NZITA
NOA Member

NOA of Angola
c/o NOC of Angola Cidadela
Desportiva de Luanda
B.P. 3814, Luanda
ANGOLA
E-mail: mayimona.nzita@gmail.com

ARGENTINA (ARG)

Prof. Silvia DALOTTO
NOA Director

NOC of Argentina
Juncal 1662 (1062) C.A.B.A.
ARGENTINA
E-mail: silvia.dalotto@coarg.org.ar

ARUBA (ARU)

Mr Eric Anthony FARRO
NOA President

NOA of Aruba
Complejo Deportivo Guillermo Trinidad
Oranjestad
ARUBA
E-mail: info@olympicaruba.com
eafarro@hotmail.com

REPUBLIC OF AZERBAIJAN (AZE)

Mr Aghajan ABIYEV
NOA President

NOA of the Azerbaijan Republic
Olympic St., bl. 5, AZ-370072
Baku
AZERBAIJAN
E-mail: agajanbox@mail.ru
noc-aze@noc-aze.org

BANGLADESH (BAN)

Mr MD Mahfuzur Rahman SIDDIQUE
NOA Honorary Director/
NOC National Course Director

NOA of Bangladesh
Olympic Bhaban
Outer Stadium
Rajuk Ave. Purana Paltan
Dhaka
BANGLADESH
E-mail: nocban@gmail.com

BARBADOS (BAR)

Mr David FARMER
NOA Director

NOA of Barbados
Barbados Olympic Association INC.
Olympic Centre, Garfield Sobers Sports
Complex, Wildey, St. Michael BB15094
BARBADOS
E-mail: info@olympic.org.bb
dafarmer@olympic.org.bb

Mr Cyria Cameron BURKE
NOC Delegate

NOC of Barbados
Barbados Olympic Association INC.
Olympic Centre, Garfield Sobers Sports
Complex, Wildey, St. Michael BB15094
BARBADOS
E-mail: info@olympic.org.bb
ccburke@olympic.org.bb

BELARUS (BLR)

Ms Tatsiana MOROZEVICH-SHILIUK
NOA Member

NOA of Belarus
Pobediteley Ave. 105-432, Minsk 220020
BELARUS
E-mail: tatmo@yandex.ru
boa@sportedu.by

Ms Hanna PECHANKOVA
NOA Member

NOA of Belarus
Pobediteley Ave. 105-432, Minsk 220020
BELARUS
E-mail: pechenkova1993@mail.ru
boa@sportedu.by

BENIN (BEN)

Mr Vinakpon Julien MINAVOA
NOA President/Director

NOA of Benin
03 B.P. 2767 – Cotonou
BENIN
E-mail: Julien_minavoa@yahoo.fr

BULGARIA (BUL)

Prof. Lozan MITEV
NOA Director

NOA of Bulgaria
4, Angel Kunchev St., Sofia 1000
BULGARIA
E-mail: nocbulgaria@bgolympic.org
lozanmitev@abv.bg

BURUNDI (BDI)

Mr Yussuf MOSSI
NOA Vice President

NOA of Burundi
B.P. 6247, Bujumbura
BURUNDI
E-mail: cno.burundi@cnobdi.org
mossiyussuf.1963@gmail.com

CAMEROON (CMR)

Mr Jean Tabi MANGA
NOA Director

NOA of Cameroon
BP. 528, CM-Yaounde
CAMEROON
E-mail: camnosc3@yahoo.com

CANADA (CAN)

Ms Kate MOORHOUSE
NOA Member

NOC of Canada
500, boulevard René-Lévesque Quest Montreal
Quebec H 2Z 2A5
CANADA
E-mail: kmoorhouse@olympic.ca

CAPE VERDE (CPV)

Ms Maria Eduarda VASCONCELOS
NOA President

NOC of Cape Verde
Travessa Pierre de Coubertin
P.O. Box 92A
Praia - CAPE VERDE
E-mail: academia.olimpica.cpv@gmail.com
mindelgina2@hotmail.com

CENTRAL AFRICAN REPUBLIC (CAF)

Prof. Clement Anicet GUIYAMA MASSOGO
NOA President/NOC Secretary General

NOC of Central African Republic
B.P. 1541, Bangui
CENTRAL AFRICA
E-mail: guimassogo@yahoo.fr

CHILE (CHI)

Mr Jaime AGLIATI VALENZUELA
NOA President / NOC Secretary General

NOA of Chile
Ramon Cruz No. 1176
6th Floor, Nunoa, Satntiago
CHILE
E-mail: jaimeagliati@gmail.com

Mr Leonardo LUCERO
NOC Delegate

NOC of Chile
Ramon Cruz No 1176
6th Floor, Nunoa, Satntiago
CHILE
E-mail: nilic@coch.cl
leonardo@coch.cl

COLOMBIA (COL)

Mr Carlos E. VILLEGAS
NOA Member

NOA of Colombia
Avenida 68, No. 55-65, Bogota
COLOMBIA
E-mail: carlosevillegas@hotmail.com

COSTA RICA (CRC)

Mr Marcelo GOMEZ PACHECO
NOC Member

NOC of Costa Rica
P.O. Box 81-2200, Coronado, San Jose
COSTA RICA
E-mail: marcelogomez@racsa.co.cr

CROATIA (CRO)

Mr Sasa CERAJ
NOA Director

NOA of Croatia
Trg Kresimira Cosica 11, 10000 Zagreb
CROATIA
E-mail: sasa.ceraj@hoo.hr

Ms Petra POCRNIC PERICA
NOA/NOC Delegate

NOA of Croatia
Trg Kresimira Cosica 11, 10000 Zagreb
CROATIA
E-mail: petra.pocrnic.perica@hoo.hr

CYPRUS (CYP)

Mr Constantinos MICHAELIDES
NOA President

NOA of Cyprus
21, Amfipoleos St.
P.O. Box 23931
CY-1687 Nicosia
CYPRUS
E-mail: cypnoc@cytanet.com.cy

CZECH REPUBLIC (CZE)

Mr Jan HAJEK
NOA Delegate

NOA of Czech Republic
Benesovska 6, Praha 10, 101 00
CZECH REPUBLIC
E-mail: hajek.jan@cmail.cz

Mr František KOLÁŘ
NOA/NOC Delegate

NOA of Czech Republic
Benesovska 6, Praha 10, 101 00
CZECH REPUBLIC
E-mail: kolar@olympic.cz

DOMINICA (DMA)

Mr Felix WILSON
NOC President

NOC of Dominica
40, Hillsborough St. Roseau
DOMINICA
E-mail: felix_wilson@hotmail.com

EGYPT (EGY)

Eng Sharif EL-ERIAN
NOC Secretary General

Egyptian Olympic Academy
Cairo Stadium, Academy Building
El Estad El Bahary St. Nasr City
EG-Cairo
EGYPT
E-mail: olympic_academy@hotmail.com

ESTONIA (EST)

Ms Reele REMMELKOOR
NOA Director & NOA Board Member

Estonian Olympic Academy
Rüütli 15, 51007, Tartu
ESTONIA
E-mail: reele@olympiaharidus.eu
info@olympiaharidus.eu

FINLAND (FIN)

Mr Petri HAAPANEN
NOA President

NOA of Finland
Finnish Olympic Commitee
Radiokatu 20, Fin000240, Helsinki
FINLAND
E-mail: petri.haap@gmail.com

Ms Susanna RAHKAMO
NOC Vice President

NOC of Finland
Finnish Olympic Commitee
Radiokatu 20, Fin000240, Helsinki
FINLAND
E-mail: susanna@maxilla.fi

FRANCE (FRA)

Mr Dominique PARET
NOA Delegate

NOA of France
Maison du Sport Francais 1, Avenue Pierre
de Coubertin, FR-75640 Paris Cedex 13
FRANCE
E-mail: dominique.paret@noos.fr

Mr Arnaud WAQUET
NOA Delegate

NOA of France
Maison du Sport Francais 1
Avenue Pierre de Coubertin
FR-75640 Paris Cedex 13
FRANCE
E-mail: arnaud.waquet@gmail.com

GERMANY (GER)

Prof. Manfred LÄMMER
NOA Delegate

NOA of Germany
DSHS Am Sportpark
D-50933 Koeln
GERMANY
E-mail: laemmer@dshs-koeln.de

GREAT BRITAIN (GBR)

Mr Andrew HIBBERT
NOA Delegate

NOA of Great Britain
British Olympic Association
60, Charlotte St.
London W1T 2NU
GREAT BRITAIN
E-mail: andrew.hibbert@bedes.org

GUATEMALA (GUA)

Ms Lorena TORIELLO ARZU DE GARCIA GALLONT
NOA Vice President / NOC Exec. Committee Member

NOA of Guatemala
Palacio de los Deportes, 3er. Nivel
24 Calle 9-31, Zona 5
Ciudad de GUATEMALA
E-mail: lorenaggt@yahoo.com

Mr Gerardo Rene AGUIRRE OESTMANN
NOA Director / NOC President

NOC of Guatemala
Palacio de los Deportes, 3er. Nivel
24 Calle 9-31, Zona 5
Ciudad de GUATEMALA
E-mail: gaguirre11@hotmail.com

HUNGARY (HUN)

Ms Lilla SZIJJ
NOA Member

Hungarian Olympic Academy
1124, Csorsz St. 49-51
HUNGARY
E-mail: iroda@mob.hu

JAPAN (JPN)

Mr Otsu KATSUYA
NOA Director

NOA of Japan
Aoyama King Building, 3rd Floor
2-9-10, Shibuya-Ku, Tokyo 150-8050
JAPAN
E-mail: otsu@tokai-u.jp

KENYA (KEN)

Mr James CHACHA
NOA President /
NOC Deputy Secretary General

NOA of Kenya
Plaza 2000, Mombasa Road
P.O. Box 46888, 00100 Nairobi
KENYA
E-mail: jimichacha@gmail.com
nock@iconnect.co.ke

Ms Rachel KAMWERU
NOC Delegate

NOC of Kenya
Plaza 2000, Mombasa Road
P.O. Box 46888, 00100 Nairobi
KENYA
E-mail: nock@iconnect.co.ke
rkamweru@yahoo.co.uk

REPUBLIC OF KOREA (KOR)

Mr Jin Hwan KIM
NOC Deputy Director

Korean Olympic Committee
Olympic Centre, 424, Olympic-ro
Songpa-gu Seoul 138-749
REPUBLIC OF KOREA
E-mail: eagle@sports.or.kr

Mr Woogyeon JO
NOC Delegate

NOA of Republic of Korea
Olympic Hall, 8th Floor
No. 424, Olympic-ro
Songra-gu, Seoul
REPUBLIC OF KOREA
E-mail: woogijo@kookmin.ac.kr

LATVIA (LAT)

Ms Irina TIHOMIROVA
NOA Senator

NOA of Latvia
Brivibas gatve 333, LV-1006, Riga
LATVIA
E-mail: olimpir@inbox.lv

LEBANON (LIB)

Mr Kamil El-KHOURI
NOA Director

NOA of Lebanon
c/o Lebanese Olympic Committee
Toni Khoury Blvd. Ri Hanieh – Baabda
LEBANON
E-mail: koukzy2@gmail.com

LESOTHO (LES)

Mr Letsatsi NTSIBOLANE
NOA Director

NOA of Lesotho
P.O.Box 756, Kingsway
LS-Maseru 100
LESOTHO
E-mail: olympic@ilesotho.com
ntsibo@yahoo.com

LITHUANIA (LTU)

Ms Jurate VAINILAITIENE
NOA Director

NOA of Lithuania
15, Olimpieciu St.
Vilnius
LITHUANIA
E-mail: info@loa.lt

Ms Vita BALSYTE
NOC Delegate

NOC of Lithuania
15, Olimpeciu St.
Vilnius
LITHUANIA
E-mail: vita@ltok.lt

Ms Ramune MOTIEJUNAITE
NOA Member

NOA of Lithuania
15, Olimpieciu St.
Vilnius
LITHUANIA
E-mail: ramaskaite@gmail.com

MADAGASCAR (MAD)

Mr Andry Lalaina RAMANANTSIALONINA
NOA President

NOA of Madagascar
NOC of Madagascar
B.P. 4188,MG-101
Tananarive
MADAGASCAR
E-mail: olympicmalagasy@gmail.com

MALAYSIA (MAS)

Prof. Dr Shamala SUBRAMANIAM
NOA Director

Olympic Council of Malaysia
Mezzanine Floor, Wisma OCM
Hang Jebat Road, 50150 Kuala Lumpur
MALAYSIA
E-mail: drshamala@gmail.com

MALI (MLI)

Ms Nene TOURE
NOA Member

NOA of Mali
Comité National Olympique et Sportif du Mali
Cité Ministérielle villa no 1
Boulevard de l'Indépendance
Quartier du fleuve, B. P. 88 Bamako
MALI
E-mail: olymp.mali@orangemali.net
nenetour@yahoo.fr

MALTA (MLT)

Mr Charles CAMENZULI
NOA Director

NOA of Malta
Malta Olympic Committee
National Swimming Pool Complex
Maria Teresa Spinelli St., MT-Gzira, GZR 1711
MALTA
E-mail: charles.camenzuli@gmail.com

MAURITIUS (MRI)

Mr Sanjaye GOBOODUN
NOA Director

Mauritius Olympic Committee
Labourdonnais Court
St. Georges Street Port-Louis
MAURITIUS
E-mail: mnoc@intnet.mu
goboodun@hotmail.com

MEXICO (MEX)

Mr Carlos HERNANDEZ SCHÄFLER
NOA President

NOA of Mexico
Calzada Desierto de los Leones 5139-3
Col. Tetelpan, Delegación Alvaro Obregón
C. P. 01700
MEXICO
E-mail: citius49@hotmail.com

REPUBLIC OF MOLDOVA (LDA)

Mr Anatolie POPUSOI
NOA Director

NOA of Republic of Moldova
11, Puschin St., MD 2012, Chisinau
REPUBLIC OF MOLDOVA
E-mail: popusoi1@mail.ru

MONGOLIA (MGL)

Mr Zorigtbaatar CHOIJGAVAA
NOA President

NOA of Mongolia
Olympic House, Chinggis Ave.
Khan Uul District, Ulaanbaatar 15160
P.O. Box 224
MONGOLIA
E-mail: zorigoo_sport@yahoo.com

Ms Buyan DASHLOMBO
NOA Manager

NOA of Mongolia
Olympic House, Chinggis Ave.
Khan Uul District, Ulaanbaatar 15160
P.O. Box 224
MONGOLIA
E-mail: wwww1@gmail.com

MOROCCO (MAR)

Ms Laila El AMRANI
NOC Delegate

NOC of Morocco
p.a.Siege des Sports Boulevard Ibn Sina Aguedal 51
B.P. 134, Rabat
MOROCCO
E-mail: laila_cnom@yahoo.fr

NEPAL (NEP)

Mr Dhruba Bahadur PRADHAN
NOA President

NOA of Nepal
P.O. Box 11455, Satdobato Lalitpur
NEPAL
E-mail: dhruba_pradhan49@yahoo.com

NEW ZEALAND (NZL)

Mr Andrew HUNTER
NOA Delegate

NOA of New Zealand
P.O. Box 37774, Parnell
Auckland 1151
NEW ZEALAND
E-mail: academy@olympic.org.nz
ahunter@balmacewren.school.nz

Mr Glen DENHAM
NOC Education

NOA of New Zealand
P.O. Box 37774, Parnell, Auckland 1151
NEW ZEALAND
E-mail: gdenham@masseyhigh.school.nz

NIGER (NIG)

Mr Oumarou SOUNGAIZE
NOA President

NOC of Niger
P.O. Box 11975, Niamey
NIGER
E-mail: soungaiz@yahoo.fr

NIGERIA (NGR)

Mr Blessings Adokiye DANS
NOA Director

NOAof Nigeria
Nigeria Olympic Committee
National Stadium Complex, Surlulere
P.O. Box 3156, Lagos
NIGERIA
E-mail: adokiye.dans@yahoo.com

PARAGUAY (PAR)

Mr Alfredo COELLO MACHAIN
NOA Member

NOA of Paragyuay
Paraguay Olympic Committee
Office Medallistas Olimpicos No.1, 1420, Nu Guazu, Luque
PARAGUAY
E-mail: cop@cop.org.py
marines810@gmail.com

Mrs Maria Ines SARUBBI
NOA Member

NOA of Paraguay
Paraguay Olympic Committee
Office Medallistas Olimpicos No.1, 1420, Nu Guazu, Luque
PARAGUAY
E-mail: cop@cop.org.py
marines810@gmail.com

PERU (PER)

Mr Fernando CAILLAUX
NOA Director

NOA of Peru
c/o Comite Olimpico Peruano
Cesar Vallejo No 290, C.P. 14–Lima
PERU
E-mail: cop_secretaria@coperu.org
minocaillaux@gmail.com

Mrs Maggie MARTINELLI
NOC Director

NOC OF Peru
c/o Comite Olimpico Peruano
Cesar Vallejo No 290, C.P. 14–Lima
PERU
E-mail: cop_secretaria@coperu.org
mymcons@qnet.com.pe

PORTUGAL (POR)

Mr Rui CARVALHO
NOA Secretary General

NOA of Portugal
36, Travessa da Memória, 1300 Lisboa
PORTUGAL
E-mail: aop@comiteolimpicoportugal.pt
rui.carvalho.box@gmail.com

Mr Fernando SANTOS COSTA
NOA Member

NOA of Portugal
36, Travessa da Memória, 1300 Lisboa
PORTUGAL
E-mail: aop@comiteolimpicoportugal.pt
sostafernando@hotmail.com

PUERTO RICO (PUR)

Mr Pedro CORDOVA
NOA President / NOC Secretary General

NOA of Puerto Ricco
Casa Olimpica, Avenida Ponce de Leon
Parada 1, Apartado 9020008
PR-San Juan 00902-0008
PUERTO RICO
E-mail: pjcordova@pontefresco.net

ROMANIA (ROU)

Ms Cristiana SCHMALER
ROA Member/branch
Caras-Severin county

NOA of Romania
20 A, Marasti Blvd, Sector 1
011468, Bucuresti
ROMANIA
E-mail: noc.romania@cosr.ro
cristiana_schmaler@yahoo.com

Mr Alexandru Iosif CONTRAS
ROA Director/branch Satu-Mare county

NOA of Romania
20 A, Marasti Blvd, Sector 1
011468, Bucuresti
ROMANIA
E-mail: alexandrucontras@yahoo.com

RWANDA (RWA)

Ms Muhimpundu Phophina GASHUGI
NOC Vice President

NOA of Rwanda
CNO et Sportif de Rwanda
Stade National Amahoro de Remera, B.P. 2684 Kigali
RWANDA
E-mail: gphophina@gmail.com

SAINT LUCIA (LCA)

Mr Alfred EMMANUEL
NOA President

NOA of St. Lucia
P.O. BOX CP 6023, Barnard Hill LC Castries
ST. LUCIA
E-mail: fredemmanuel@gmail.com

ST VINCENT AND THE GRENADINES (VIN)

Ms Miriam ROACHE
NOA Delegate

NOA of St Vincent & the Grenadines
P.O. Box 1644, Kingstown, West Indies
ST VINCENT & THE GRENADINES
E-mail: miriamroache@gmail.com

SENEGAL (SEN)

Mr Souleymane Boun Daouda DIOP
NOA Director

NOA of Senegal
Stade Leopold Sedar Senghor
Route de l'Aeroport
B.P 356, Dakar
SENEGAL
E-mail: soubdd@yahoo.fr

SERBIA (SRB)

Ms Maja ANDELKOVIC
NOA Delegate

NOA of Serbia
c/o National Olympic Committee of Serbia Generala
Vasica 5
RS-11040 Belgrade
SERBIA
E-mail: maj2xa@gmail.com

SEYCHELLES (SEY)

Mr Alain ALCINDOR
NOA Delegate

NOA of Seychelles
P.O. Box 584, Victoria, Mahe
SEYCHELLES
E-mail: noas@seychelles.net

SLOVAKIA (SVK)

Dr Zdenka LETENAYOVA
NOA Exec. Board Member

Slovak Olympic Academy
c/o Slovak Olympic Committee Kukucinova
26, 83808 Bratislava
SLOVAKIA
E-mail: office@olympic.sk
museum@olympic.sk

SRI LANKA (SRI)

Mr B. Laven Hemasiri PERERA
NOA Director /
NOC Director Academic Programmes

NOA of Sri Lanka
c/o NOC of Sri Lanka, Olympic House
100/9 F ndependence Ave.,Colombo 07
SRI LANKA
E-mail: natolcom@slt.lk
blavenh4849@gmail.com

SYRIA (SYR)

Mr Wael MOWAD
NOA Delegate

NOA of the Syrian Arab Republic
P.O. Box 421-967, Al-Faiha Sport Complex
Damascus
SYRIA
E-mail: waelmowad@gmail.com
wmowad@yahoo.com

CHINESE TAIPEI (TPE)

Mr Che-Hung LIN
NOA Delegate

NOC of Chinese Taipei
No 20, Chu-Lun St., Taipei 10489
CHINESE TAIPEI
E-mail: lin0820@mail.sa.gov.tw

Mr Ivan Cheng-hou LIU
NOC Delegate

NOC of Chinese Taipei
No 20, Chu-Lun St., Taipei 10489
CHINESE TAIPEI
E-mail: international@tpeolympic.org.tw

TAJIKISTAN (TJK)

Mr Ibod SHARIFI
NOA Director

NOA of Tajikistan
Behzod St., 20/1, Dushanbe, 734013
TAJIKISTAN
E-mail: noa.tjk@gmail.com

REPUBLIC OF TANZANIA (TAN)

Mr Muharam MCHUME
NOA Director

NOC of Tanzania
P.O.Box 2182 National Housing Cooperation
3rd Floor, No. 2 Mwinyijuma Road
Mwananyamala Dar-Es-Salaam
REPUBLIC OF TANZANIA
E-mail: mchumepijei@gmail.com
noctanzania@gmail.com

THAILAND (THA)

Prof. Dr Supitr SAMAHITO
NOA Director/NOC Vice President

NOA of Thailand
NOC of Thailand 226
Ban Ampawan Sri Ayuttaya, Road Dusit
TH-Bangkok 10300
THAILAND
E-mail: usst@ku.ac.th

TOGO (TOG)

Mr Koffi Sodjinamawu AMEGANVI
NOA Director

NOA of Togo
c/o NOC of Togo, B.P. 1320
Angle Avenue
Duisburg Rue des Nimes Lome
TOGO
E-mail: cnotogo@yahoo.fr
olympic@cnotogo.tg

TRINIDAD & TOBAGO (TRI)

Mr Brian LEWIS
NOA Director / NOC President

NOA/NOC of Trinidad & Tobago
121 Abercromby St.
Port of Spain
TRINIDAD AND TOBAGO
E-mail: contact@ttoc.org

TUNISIA (TUN)

Mr Ridha LAYOUNI
AANOA President

AANOA
2 Rue Ali Ayari
1013 El Menzah 9A Tunis
TUNISIA
E-mail: lay_rid@yahoo.fr
ridha.layouni@issep-ks.rnu.tn

UGANDA (UGA)

Ms Annet NAKAMYA
NOA Delegate

NOA of Uganda
Plot 2-10 Heskethbell Road, Lugogo Sports
Complex, P.O. Box 2610, Kampala
UGANDA
E-mail: uoc@nocuganda.org
annkamya@yahoo.com

Mr Isima IGA
NOA Director

NOA of Uganda
Plot 2-10 Heskethbell Road, Lugogo Sports
Complex, P.O. Box 2610, Kampala
UGANDA
E-mail: uoc@nocuganda.org
iiga@nocuganda.org

Mr Yayiro KASASA
NOC Delegate

NOA of Uganda
Plot 2-10 Heskethbell Road, Lugogo Sports
Complex, P.O. Box 2610, Kampala
UGANDA
E-mail: y.kasasa@gmail.com

UKRAINE (UKR)

Ms Olena YARMOLIUK
NOA President

NOA of Ukraine
1, Fizkultury St., 03680 Kyiv-150
UKRAINE
E-mail: info@noc-ukr.org
olena_yarmolyuk@ukr.net

UNITED ARAB EMIRATES (UAE)

Mr Abdelmelik MOHAMED JANI
NOA Director

NOA of Unated Arab Emirates
P.O. Box 4350-Dubai
UNITED ARAB EMIRATES
E-mail: jani@uaenoc.ae

URUGUAY (URU)

Mr Gustavo COLL PISANI
NOA Member

NOA of Uruguay
c/o Uruguayan Olympic Committee
Canelones 1044 P.O. Box 161
11100 Montevideo
URUGUAY
E-mail: cou@cou.org.uy

VIETNAM (VIE)

Mr Kien NGUYEN TRONG
NOA Member

NOA of Vietnam
36, Tran Phu St., Badinh District, Hanoi
VIETNAM
E-mail: voc@hn.vnn.vn
ntkvoc@gmail.com

VIRGIN ISLANDS (ISV)

Mr Ansen SLIGAR
NOA Director

Virgin Islands Olympic Committee
P.O. Box 1719 Kingshill
St Croix, V.I.00851
VIRGIN ISLANDS
E-mail: vioa@virginislandsolympics.org
sligar@virginislindsolympics.org

Mr Angel MORALES
NOC President

Virgin Islands Olympic Committee
c/o Olympic Academy
P.O. Box 1719 Kingshill
StCroix, VI 00841
VIRGIN ISLANDS
E-mail: morales@virginislandsolympics.org
angelmorales@gmail.com

ZIMBABWE (ZIM)

Mr Tirivashe NHEWEYEMBWA
NOA Delegate

3 Aintree circle
Belvedere, Harare
ZIMBABWE
E-mail: info@zoc.co.zw

LIVE STREAMING

Mr Theo BREUERS

Digital Broadcast 1, GmbH
Vaalser Strasse 540
D – 52074 Aachen
GERMANY
E-mail: breuers@db1.org

Mr Dorre BREUERS

Digital Broadcast 1, GmbH
Vaalser Strasse 540
D – 52074 Aachen
GERMANY
E-mail: Dorre.Breuers@mepmail.com

IOA PREMISES

Mrs Kalomoira NIKOLOPOULOU
Responsible for the premises
in Ancient Olympia on behalf
of the Hellenic Olympic Committee

International Olympic Academy
270 65 Ancient Olympia
GREECE
E-mail: olympia@hoc.gr

IOA ADMINISTRATION STAFF

Antonia BORBOTSIALOU
Administration Office

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: a.borbotsialou@ioa.org.gr

Elli PAPAIOANNOU
President's Office
NOAs Relations

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: e.papaioannou@ioa.org.gr

Christos SKALIARAKIS
Finance Services & Logistics

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: c.skaliarakis@ioa.org.gr

Panagiotis TRIKALIOTIS
Academic Programs Coordinator

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: p.trikaliotis@ioa.org.gr

Dr Vassiliki TZACHRISTA
Archaeologist

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: vastzach40@gmail.com

Roula VATHI
Publications

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: r.vathi@ioa.org.gr

IOA TECHNICAL DEPARTMENT

Mr Evangelos FRIGGIS
Responsible for the premises in Ancient Olympia on behalf of the IOA,
Electrician

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: v.friggis@ioa.org.gr

Mr Panagiotis GIANNARAS
IT Engineer

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: p.giannaras@ioa.org.gr

Mr Konstantinos KARADIMAS
Logistics

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
E-mail: k.karadimas@ioa.org.gr

Mr Themis VLACHOS
Electrician

International Olympic Academy
270 65 Ancient Olympia
GREECE
E-mail: ioa@ioa.org.gr

LIBRARY

Ms Ourania GREZI
Librarian

International Olympic Academy
270 65 Ancient Olympia
GREECE
E-mail: ioa@ioa.org.gr

Mr Dimitris VIKATOS
Assistant to the librarian

11, Spiliopoulou St.
270 65 Ancient Olympia
GREECE
E-mail: dimvikatos@gmail.com

HELLENIC RED CROSS

Mr George SIOZOS
Medical Doctor
3, Propondidos St.
262 26 Patras
GREECE
E-mail: siozos@yahoo.gr

Ms Elena CHALIOTI
Hellenic Red Cross First Aid
38, Euripilou St.
263 31 Patras
GREECE
E-mail: chalitis1971@yahoo.gr

Mr Ioannis FOTAKOPOULOS
Hellenic Red Cross First Aid
104, Artemidos St.
263 31 Patras
GREECE
E-mail: forakopoulos.ioannis94@gmail.com

Mr Nikos GIATRAS
Rescuer
103, Syntagmatarhou Zissi St.
263 31 Patras
GREECE
E-mail: NikosGiatras8@yahoo.gr