



INTERNATIONAL OLYMPIC ACADEMY





*Olympic values-based learning  
as an effective tool  
for environmental protection*

56th INTERNATIONAL SESSION  
FOR YOUNG PARTICIPANTS



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56th INTERNATIONAL SESSION  
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11–25 JUNE 2016

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

ANCIENT OLYMPIA



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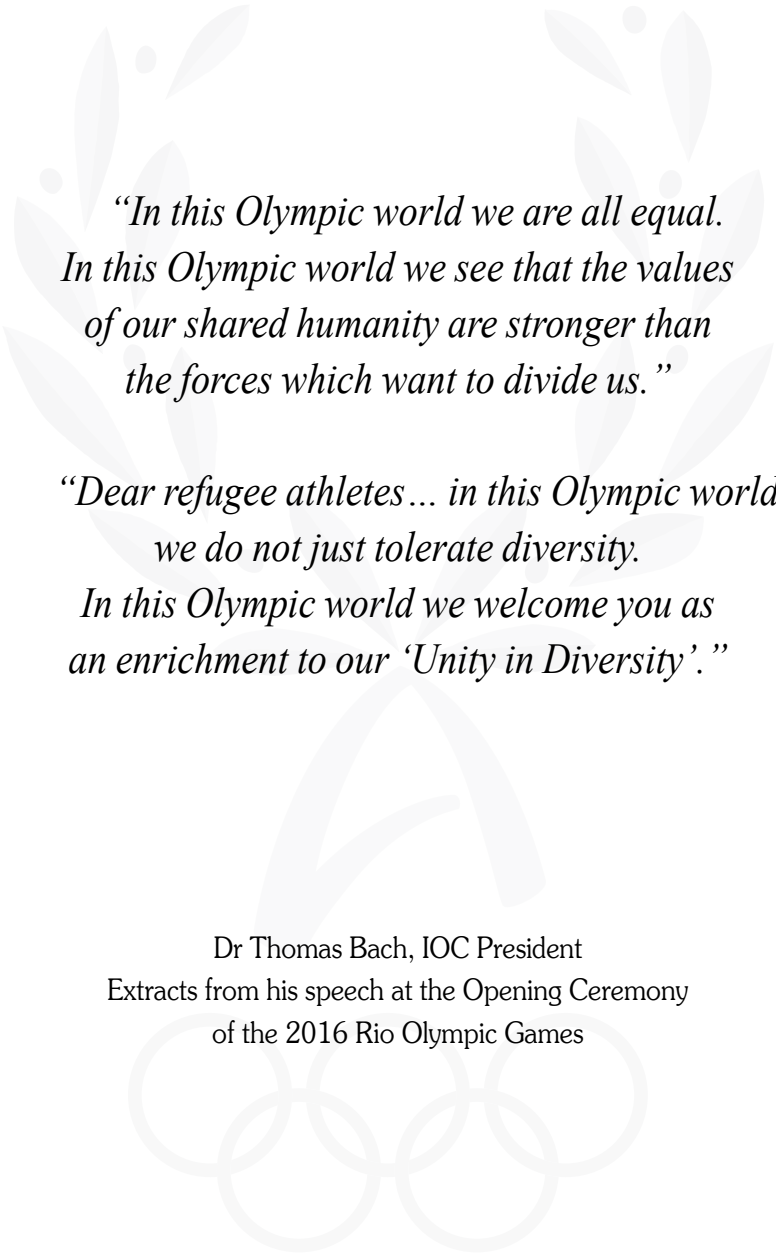
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*“In this Olympic world we are all equal.  
In this Olympic world we see that the values  
of our shared humanity are stronger than  
the forces which want to divide us.”*

*“Dear refugee athletes... in this Olympic world  
we do not just tolerate diversity.  
In this Olympic world we welcome you as  
an enrichment to our ‘Unity in Diversity’.”*

Dr Thomas Bach, IOC President  
Extracts from his speech at the Opening Ceremony  
of the 2016 Rio Olympic Games



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## FOREWORD

The main subject of the Proceedings of the 56th International Session for Young Participants was “Olympism as an effective tool for development and sustainability” and the special subject “Olympic values-based learning as an effective tool for environmental protection”.

In the 56th Session, 155 young representatives from NOCs and NOAs (86 women and 69 men) from 89 countries participated having the chance to experience Olympism in its birthplace and interact on sport-related issues with people from around the world.

In their excellent presentations, the invited lecturers developed various aspects of the above subjects. Two members of the IOC Executive Board were keynote speakers, namely Ching-Kuo Wu and Juan Antonio Samaranch, who presented the main elements of the subject regarding Olympism, i.e. sustainability of the Olympic Games and the contribution of the Olympic Movement to environmental protection.

In recognition of Ching-Kuo Wu’s long-standing contribution to sport and particularly to Olympism and Olympic education, the IOA honored him with the “OLYMPIA” award at the Opening Ceremony on Pnyx Hill.

Dr Francis Gabet, Director of the Olympic Foundation for Culture and Heritage, presented the Foundation’s remarkable and creative cultural activities.

Particularly interesting analyses were made on themes concerning education as an effective means of creating peaceful and non-violent societies, the contribution of sport to the well-being and health of citizens, the contribution of the Olympic Movement in raising awareness of environmental issues through the organization of the Olympic Games, the cultural importance of the sustainable design of Olympic stadiums, human settlements and cities.

In addition, there were presentations on the approach to teaching and the awareness of Olympic values for young people, on the importance of Olympic education for gender equality, and the integration of people with disabilities through sport and quality education.

For yet another year, Dora Pallis, Deputy Director of the International Olympic Truce Centre, organized a workshop to introduce young people to the idea of the Olympic Truce and to teach them the prerequisites of Peace.

Of equal interest were the topics covered by participants in the discussion groups, which are presented in the Conclusions to the Session's Proceedings and are composed of two cycles.

The young participants discussed the role of the IOC in Olympic education for young people, the role of family and school, as well as how they can contribute together with athletes to environmental protection. They also discussed how cities that have hosted Olympic Games may promote environmental protection through reference to Olympic education, the obligations of sports institutions to protect the environment; also how athletes can contribute to sustainability and the development of programs promoting Olympic values.

Participants in the Session, through meaningful dialogue, also sought answers to issues related to the hosting of major sporting events, such as the Olympic Games, and how the IOC and the Organizing Committee can promote quality sport, equality, human rights, support for minorities, and the role played by globalization.

The dance, literature, poetry and art workshops, as well as the sports activities, allowed participants to live the ideal of Olympism and experience unforgettable moments in the cradle of the Olympic Games at Ancient Olympia.

The aspirations of Pierre de Coubertin, whose heart lies inside the commemorative stele of the Olympic Games' revival at the IOA premises, are fulfilled in the best possible way through all these activities. The IOA was established, as Coubertin himself said, as the "factory" of Olympism. It is a space for creative dialogue, a think-tank and workshop that contributes through its actions to supporting and strengthening the Olympic Movement in order to create a better world.

We warmly thank the President of the International Olympic Committee, Dr Thomas Bach, and the IOC for supporting the work of the IOA and that of the Hellenic Olympic Committee.

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

# Opening Ceremony

HILL OF THE PNYX, 12th JUNE 2016





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

Allow me to commence with the words of President Thomas Bach at the IOC General Assembly of December 2014, when he presented the 2020 Agenda to the members of the Olympic Family, as well as the entire world of sports:

*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 years 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.*

I borrowed this excerpt from the speech of our friend, the IOC President, in order to present a different take on this Opening Ceremony for the 56th International Session for Young Participants of the IOA. Because in addressing 160 young people from all over the world, I sought to underline the importance that the Olympic Movement places on the concepts of “evolution” and “change”.

And because I wanted to underline the role these young people will be called upon to carry out in the coming years, in formulating these concepts, and in contributing improvements to the world economy in which they co-exist.

Ladies and gentlemen, today’s societies throughout the world are increasingly facing ever more forms of pressure: social, economic and environmental in nature. Developing sustainability and incorporating this in every action taken by a society, including sport, thus becomes a necessity.

Particularly in the sensitive sector of the Olympic Movement, although positive achievements can be clearly demonstrated, a more proactive approach embedding sustainability in all aspects of organizing the Olympic Games is needed. The benefits of leaving a sustainable and positive legacy to the host city, the host country and the whole community must be one of the primary objectives. Furthermore, sustainable development should be embraced by the whole Olympic Movement.

The contribution of the Olympic Games in developing sustainability in Athens, for example, following the 2004 Olympic Games, is a typical example: Urban infrastructure projects of great environmental importance were constructed under the pressure of organizing the Olympic Games and gave a new breath to the Attica region, leaving an inestimable legacy to Greek society. The Athens Metro, the Attica ring road, the new Airport, the construction of many new road networks, all contributed instrumentally to improving the environment throughout the region. According to data collected by experts, it is calculated that through the environmental measures taken during the period of preparation leading up to the Games, the average Athenian saved 20 minutes a day in their commute to work!

As early as 1992 the late President of the IOC, Juan Antonio Samaranch, noted the rapidly increasing environmental impact and considered that priority

had to be given to an environmental agenda in order to sustain the Olympic legacy. This was an era in which the IOC adopted the concept of “sustainable development”, and since then it has moved in the direction of ensuring a healthy life by combining the production process in harmony with nature, whose protection constitutes a main pillar sustaining Olympism in our days. This obligation is set out explicitly in the *Charter* itself as part of the overall mission and role of the IOC today.

“Environmental protection” has now taken up the mantle of a new Olympic value and constitutes an additional obligation for all members of the Olympic family.

However, dear friends, President Bach’s Agenda 2020 does not constitute simply a philosophical approach to the boundaries of Olympism. It would be wrong to attempt to limit the reach of the “Recommendations” it includes, to those events that concern solely the candidature procedure and the organization of the Olympic Games. On the contrary, the more one reads the content of the Agenda, the more one comes to realize that it constitutes a realistic, multifaceted proposal for a way in which each of us lives their everyday life in a modern environment. It is an essential intervention to the entire spectrum of sports and Olympism with an eye to the far horizon, putting forth and dealing with all those challenges which for a very long time have been considered to be untouchable.

Ladies and gentlemen, the Olympic Movement isn’t solely about sport. It is also about culture. It is also about education. The combination of these three pillars will lead to a better future for all young people worldwide.

The International Olympic Academy, in line with the educational policy it has implemented over the past years, has always attempted to be at the forefront of current developments taking place in the Olympic Movement and to contribute to the work of the IOC with insights and proposals produced through substantial debates at our various international Sessions and its everyday action.

The National Olympic Academy of Greece is expending a similar effort on a national level, to promote the idea of Olympism through innovative activities, one of which is a permanent choir comprising 300 children, who sang the Olympic Anthem and the National Anthems of Greece and Brazil, to send off the Olympic Flame on its journey to Rio. Part of this choir just sang the Olympic Anthem for your enjoyment.

This is why the special topic we have selected this year to put up for discussion and analysis in the proceedings of the 56th Session for Young Participants, “Olympic values-based learning as an effective tool for environmental protection”, is based on the concept of “sustainability”, which IOC has very wisely promoted through the Agenda 2020. This subject falls under the general subject “Olympism as an effective tool for development and sustainability” that will be discussed in all IOA Sessions throughout 2016.

Dear participants, I am particularly happy that for the eighth consecutive year I am here to welcome the youth of the world to this historical hill of the Pnyx, where the idea of Democracy was born.

Here, thousands of years ago, renowned politicians, generals and orators spoke from this ancient “podium”, including Themistocles, Aristides, Pericles, Demosthenes and many more.

You have come to the country that gave birth to Olympism and tomorrow you will travel to the land where the Olympic Games first took place. Ancient Olympia was once where the Olympic values of fair play, the pursuit of excellence, the balance between body, will, and mind, the joy of effort, truce and solidarity were implemented. Today, it is a crossroads of cultures, which you bring with you. Those who have been there before you, became the best ambassadors for the Olympic ideal and the most effective ambassadors of Olympic values in their own countries.

Welcome to Greece!

Welcome to the land of Olympism!

Welcome to Olympic culture!

**ADDRESS**  
**on behalf of the President of the International Olympic Committee**  
**by the IOC Honorary Member**  
**Lambis V. NIKOLAOU**

It is a moving moment to be with all of you here in Athens on the sacred Hill of Pnyx, a site that holds so much symbolic meaning for Greece, and the ancient Greek civilisation which gave the world the gift of the Olympic Games.

Allow me to thank the President of the Hellenic Republic, His Excellency Mr Prokopis Pavlopoulos, for honouring us by attending this Opening Ceremony of the 56th International Olympic Academy Session for Young Participants.

Your presence, Mr President, is doubly symbolic. First, it illustrates the important role of Greece as the birthplace of the Olympic Games; and second, it highlights the importance of Greece to the Olympic Movement today.

Mr. President, as you have rightly said: “Olympic values are more vital than ever in today’s world”. This message is also one that the President of the International Olympic Committee, Thomas Bach, wishes to send to all of you.

He would have liked to be here with us this evening; but he is in fact about to travel to Rio de Janeiro, where in just a few weeks, the first Olympic Games in South America will open. As you can imagine, his schedule is completely focused on the final preparations for the Olympic Games. So, although he regretfully cannot join us today, he sends his best wishes to everyone at the International Olympic Academy for a successful 56th Session.

Dear participants,

The theme of this 56th Session is “Olympism as an effective tool for development and sustainability”.

This is a very timely topic. More than ever, sustainable development is at the heart of the IOC’s activities.

The overall mission of the Olympic Movement is to put sport at the service of humanity. It is about making the world a better place through sport. It is about recognising how essential the environment is for human development in order to build a better place for all.

It is this underlying philosophy – the connection of sport with universal values – that defines Olympism.

This is why sustainability is one of the key pillars of Olympic Agenda 2020, alongside credibility and youth. Taken together, these three pillars of credibility, sustainability and youth provide us with a strategic roadmap on how we can shape the future of the Olympic Movement; how we can protect the uniqueness of the Olympic Games, safeguard the relevance of Olympic values in society and, above all, how we can ensure and strengthen the role and place of sport in society.

It is not by chance that sport has been recognised by the international community as an “important enabler” to achieve the ambitious Sustainable Development Goals of the United Nations at the UN General Assembly last autumn.

Specifically, this refers to the important role of sport to promote health and active lifestyle; to empower girls and women; to promote peace and understanding; to enhance quality education and provide life-long learning. The global reach and its universality makes sport a low-cost, high-impact tool to support



*His Excellency the President of the Hellenic Republic, Prokopios Pavlopoulos, and the representatives of the Olympic and Sports Movement stand for the Olympic anthem.*

all countries – big or small, rich or poor, north or south. The cross-cutting nature of sport allows it to address several of these goals at the same time.

In other words, sport is a natural partner when it comes to realizing the ambitious Sustainable Development Goals that the world has been committed to achieve. It is the recognition that the goal of the Olympic Movement to build a peaceful and better world is shared by the international community. As the UN Secretary General Ban Ki-moon has said: “Olympic Principles are United Nations Principles”.

Dear participants,

All of us present today have a role to play in order to use sport even more effectively as a tool for sustainable change.

I shall share something with you now that I have already shared with those who have been here before you: You represent the future of sport and of the Olympic Movement.

So, it is up to you to tell us what you think, your goals and ambitions, to allow us to succeed in our quest for a better and more sustainable world.

Thank you for being part of this important journey.

Before concluding, I would like to thank the International Olympic Academy, its President, my friend Mr Isidoros Kouvelos, the members of the IOA Ephoria and my colleagues, the members of the Hellenic Olympic Committee, as well as the teachers and the lecturers for the excellent educational work they perform year after year.

I wish you all an enjoyable Opening Ceremony. And to all of you, dear young participants, I wish you a fruitful Session, meaningful discussions and a great stay in Olympia!

**ADDRESS**  
**by the President of the Hellenic Olympic Committee**  
**Spyros CAPRALOS**

The International Session for Young Participants has been a long tradition not only for the International Olympic Academy, but also for Olympism as a whole, since it prepares the future Ambassadors of the Olympic Movement.

This will be the case this year too: for two weeks, young people from all over the world will exchange ideas about the legacy of the Olympic Games, will be taught Olympic history and will be inspired by the Olympic principles and values. Besides providing education for the youth, the Session for Young Participants offers a unique opportunity to highlight the constant contribution of Olympism to modern culture and society. It also showcases the International Olympic Academy as a pioneer in the promotion of Olympic education and a unique platform for dialogue and exchange of ideas.

This year's subject, the contribution of Olympism to development and sustainability, together with the impact of Olympic values on the environmental protection, goes beyond the boundaries of the Olympic family. It touches upon a universal vital issue.

At this point, however, I would like to highlight that the Olympic Movement expressed its concern about environmental protection from quite an early stage. Development should always be planned and implemented taking into account the protection of the environment and sustainability. Within this context, the International Olympic Committee included a relevant provision in the *Olympic Charter* in 1996. Later, in 1999, in the wake of the Rio de Janeiro Earth Summit, it established its own Agenda 21, so as to promote sustainability.

Taking this crucial need even further, the Agenda 2020 introduced two relevant recommendations, so that sustainability is included in all aspects of the Olympic Movement's daily operations. President Bach, in his landmark speech

in the IOC Session in Monaco, in 2014, invited potential candidate cities to present a holistic concept of respect for the environment, feasibility and development, to leave a lasting legacy.

The implementation of the above decisions is a major objective to reach in the Olympic Games: the special emphasis placed on environmental protection covers a vast array of activities, from tangible infrastructure construction to raising environmental awareness.

Dear friends, you have an excellent opportunity to commence, right here, from Greece and the International Olympic Academy, a universal dialogue for the protection of the environment.

I believe that all of you, who will take part in the works of the 56th Session, can be inspired by the subject of development and sustainability. Above all, you can prove that sport and Olympism is not merely competition, but a philosophy of life, a comprehensive value-based system for a better present and future for humanity.

Welcome to Greece! From here, the sacred Hill of the Pnyx, which was a source of inspiration for democracy, where human happiness was identified with freedom, I wish you my very best for the works of your Session.



*The Children's Olympic Choir of the National Olympic Academy of Greece interprets the Olympic anthem and the National anthem of Greece.*

**HONORARY DISTINCTION AWARDING**  
by the International Olympic Academy

Honorary distinction “OLYMPIA” to Ching-Kuo WU (TPE)

**CURRICULUM VITAE**  
Ching-Kuo WU (Chinese Taipei)

Ching-Kuo Wu has been a member of the International Olympic Committee for Chinese Taipei since 1988 and a member of the IOC Executive Committee since 2012.

He studied architecture in Chinese Taipei and in Great Britain and became a world famous architect.



*The laureates from left to right: the HOC Member Petros Synadinos, the President of the NOA of Germany Prof. Gudrun Doll-Tepper and the IOC Member Ching-Kuo Wu.*

In his student years he excelled at basketball and afterwards was actively engaged in the administration of basketball, as well as other sports, the most important being the President of the International Boxing Association (AIBA), a position he has held since 2006. Moreover, he has been the Vice-President of the Association of Summer Olympic International Federations (ASOIF) since 2015.

He has always been particularly interested in the cultural and educational facets of the Olympic Movement and today is Chairman of the IOC Culture and Olympic Heritage Commission, whilst in the past he had been a member – *inter alia* – of the IOC Commission for the International Olympic Academy (1989–1991); the Cultural Commission (1992–1999); and, afterwards, the Commission for Culture and Olympic Education (2000–2015).

His outstanding and extensive contribution to the Olympic Movement is exemplified by the realization of the Samaranch Memorial Museum in Beijing, containing the Olympic collections that the late IOC President Juan Antonio Samaranch had personally entrusted him. While Ching-Kuo Wu has also designed and founded the Olympic Museums of Xiamen, Tianjin Dagon and Nanjing and has presided over the Olympia Foundation and the Olympism Society. Furthermore, he has published studies, including: *My Olympic Oath*, *Samaranch and His Olympic Ideas* and *Olympic Dream with Chinese Heart*, and has received a large number of awards from many countries.

All these years in the Olympic Movement, he has always shown great interest in the course of the International Olympic Academy, assisting in its mission and supporting its work.



*Awarding of the IOA honorary distinction “Olympia” to the IOC Member Ching-Kuo Wu by the IOA President, Isidoros Kouvelos.*

**HONORARY DISTINCTION AWARDING**  
**by the International Olympic Academy**

**Honorary distinction “ATHENA”**  
**to the National Olympic Academy of Germany**

**National Olympic Academy of Germany**

The National Olympic Academy of Germany was founded, under this name, in 2007. Before that date and since 1966, the role of the National Olympic Academy had been entrusted to the *Kuratorium Olympische Akademie*, which was responsible for the cooperation with the IOA, sending every year selected young students to its Sessions. When the umbrella organizations of German sport – the German Sports Confederation and the National Olympic Committee – merged in 2006, the German Olympic Academy emerged from the unification of the “Advisory Board of the International Olympic Academy and Olympic Education” and the “German Olympic Institute”. 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, the German Olympic Academy offers a variety of events, trainings and publications.

A key role of the Academy is to provide further training of specific target groups. Each year, it alternately hosts a professional development event for teachers and a seminar for German university students at the International Olympic Academy.

During the Olympic Games and the Youth Olympic Games it organizes an Olympic Youth Camp for 50 young people at the venue. These youngsters are either promising athletes or young delegates from the national sports federations.

On behalf of the German Olympic Sports Confederation, the Academy hosts the annual Olympic Day event. The program mainly addresses school children and offers them a unique opportunity to engage in the Olympic spirit.

Another key aspect of its work is the development of teaching material on the Olympic and Paralympic Games designed for primary and secondary levels. Furthermore, it is the Academy's 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.

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". To further promote the cause of Olympic education among pupils, the Academy also cooperates with the health and activity project "symbioun".

Each year the German Olympic Academy chooses, prepares and dispatches the German representatives for the IOA Session for Young Participants as well as other seminars at the IOA.



*Awarding of the IOA honorary distinction "Athena" by the IOA President, Isidoros Kouvelos, to the National Olympic Academy of Germany, represented by its President, Prof. Gudrun Doll-Tepper.*

## IOC Pierre de Coubertin medal awarding to Petros SYNADINOS

Speech by Lambis V. NIKOLAOU  
IOC Honorary Member

Dear friends, ladies and gentlemen,

I am extremely pleased to be with you here today to honour a man who placed his vast experience and knowledge as an architect at the service of sport and the Olympic Movement.



*The HOC Member Dr Petros Synadinos receives the IOC honorary distinction “Pierre de Coubertin” by the IOC Honorary Member Lambis Nikolaou.*

The Olympic Games, obviously, bring to mind extraordinary performances by athletes, as well as the infrastructure, stadiums that are renovated or newly-built, in which these performances were achieved.

It could be said that architecture contributes to the creation of a sustainable sporting, urban and cultural heritage which benefits the host city's community, region and country.

This far-reaching vision has always guided Petros Synadinos, to whom we are paying tribute today.

It would take far too long to provide a summary of his curriculum vitae, spanning the last thirty years. I am certain that you all know some of his works, since the publication of his doctoral thesis on the impact of the organisation of the Olympic Games in large urban centres.

Petros Synadinos is greatly attached to his homeland and to promoting sports and their values in the community. He participated in the adventure of the Athens 2004 Olympic Games, working for the success of Athens' bid and, later, as a member of the Organising Committee for the Games until 2000. Amongst other positions he holds, he is a member of the Hellenic Olympic Committee and President of the Archery Federation, while he was a member of the International Olympic Academy.

Dear Mr Synadinos, in the name of Thomas Bach, President of the International Olympic Committee, and in recognition of your exceptional achievements and your contribution to the promotion of the principles of the Olympic Movement, I award you the IOC Pierre de Coubertin Medal.

**RECITING OF A POEM IN THE GREEK LANGUAGE**  
by students of the International Master's Degree Program in Olympic  
Studies organized by the International Olympic Academy and  
the University of Peloponnese

*Postgraduate students reciting:*

**Mr Jatin RANA (India)**

**Ms Ekaterina GOROKHOVA (Russia)**

**Ms Maria Fernanda DELGADO DEL RIO (Mexico)**

**Mr Alakwisa Abraham PHIRI (Zambia)**

**“PEACE” by the Greek poet Yannis RITSOS**

*The dreams of a child are peace*

*The dreams of a mother are peace*

*The words of love under the trees are peace.*



*Students of the Master's Degree Program in Olympic Studies reciting a Yannis Ritsos' poem in Greek.*

*The father who returns at dusk with a wide smile in his eyes  
[...] are peace.  
[...]*

*Peace is a glass of warm milk and a book before the awakening child.  
When wheat stalks lean toward one another saying: the light, the light  
And the horizon's wreath overbrims with light  
This is peace.  
[...]*

*Peace is the clenched fist of men  
It is warm bread on the world's table  
It's a mother's smile.  
Only this.  
Peace is nothing else  
[...]*

*My brothers  
all the world with all its dreams  
breathes deeply in peace.  
Give us your hands, brothers,  
This is peace.*

*Translated by Kimon Friar*



*The IOA Honorary Dean and Director of the Master's Degree Program,  
Prof. Konstantinos Georgiadis with the students.*



*His Excellency the President of the Hellenic Republic, Prokopios Pavlopoulos, declares the Opening of the Session.*



*Musical parts of the Opening Ceremony.*



*Guided visits to the Acropolis and the Panathenaic Stadium, Athens.*







# Opening Ceremony

ANCIENT OLYMPIA, 14th JUNE 2016



**ADDRESS**  
**by the President of the International Olympic Academy**  
**Isidoros KOUVELOU**

Following your visit to the Acropolis, a symbol of classical antiquity, and the Panathenaic Stadium, which brings to mind the first modern Olympic Games, and after your excursion to Delphi, where you found yourselves near what ancient philosophers regarded as the “navel” of the earth, I welcome you today to Ancient Olympia, where the Olympic Games were first born and the philosophy of Olympism was developed.

I believe that living here for 12 days together, in a place steeped in history and in a beautiful natural setting, will be a pleasant challenge for you. You will start out as strangers to each other, but, by the end of the Session, you will be lifelong friends. This is the wonder that is the International Olympic Academy. This living land, distinguished on the one hand for its Olympic history and on the other hand for the opportunity it provides to young people to engage in a new form of socialisation with people who are completely different to themselves.

I believe that we are all fortunate to be so close to the cradle of the Olympic Games and of Olympism, and at the same time to live as modern people in the present, literally playing with a time machine and gaining a unique experience, which only archaeological sites of the highest historical standing, such as those at Ancient Olympia, can provide. This is what makes the International Olympic Academy so special. Let us listen to and absorb the place and its history, not only with our minds, but also with our hearts. Those acquainted with the history of the modern Olympic Movement know that, since 1961, when it was established by the successors of Pierre de Coubertin for the purpose of disseminating Olympic values to all young people worldwide, the International Olympic Academy has had a strong presence and indubitable prestige in the international scientific and broader academic sector. The Academy generates knowledge, con-

cepts, ideas and, at the same time, cultivates tolerance, friendship and respect amongst young participants. Each day at the IOA there is a special diversity, which is what defines the IOA and makes it unique!

Dear friends, this year we chose to give you food for thought and fuel your discussions and papers, by providing a subject that is an integral part of our daily life: the importance that protecting the environment has on improving the conditions of our lives. This is a challenge for us all and in recent years has been transformed into a distinct Olympic value, a value that complements those that already existed in an ideal puzzle, uniting the values of the past with those of the present and the future.

The broader concept of “sustainability” which, following the Agenda 2020 proposal, now offers a fresh perspective on the manner in which the Olympic Movement should advance, displaying absolute realism in addressing the Olympic Games and their legacy, encourages us all to respect the environment in which we live. Because it is not enough only to request that the organisers of the Games apply a set of rules for low-impact construction of facilities and adopt an attitude of respect towards environmental conditions. We must all be in a



*From the guided visit of the participants to the archaeological site of Ancient Olympia.*

position to enjoy the results of this application, to be in a position to contribute to the maintenance and improvement of the most valuable asset that surrounds us, namely nature itself. Protecting the environment is not solely a prerequisite for improving living conditions in the future; it must also constitute a “given” of the manner in which we conduct our lives.

So how can we be proactive in addressing this challenge?

How can we constructively use the teachings of Olympic education to support the effort to maintain and develop “sustainability”?

You are called upon to analyse these points throughout your stay in this magical land of Ancient Olympia. I am certain that your conclusions will help the International Olympic Committee to enhance the messages it seeks to convey to society at large.

Throughout these days, the presence of distinguished members of the Olympic Family, as guests, endows the 56th Session for Young Participants with an exceptional asset. Draw on their experience and knowledge and learn from them! This is a unique opportunity for you! And the land that gave birth to Olympism welcomes you!

Dear participants, Nikos Kazantzakis, the distinguished Greek author, describes the significance of the site of Ancient Olympia in the most eloquent manner with the following simple lines:

*A sacred landscape, nobility, calm reflection. A happy valley between low, tranquil mountains, protected by the wild northern wind and the hot southern wind, open only in the west towards the sea from where, along the Alpheios river, the wet sea wind rushes in. There is no landscape more sublime in Greece that calls us so sweetly and persistently to peace and reconciliation.*

I don't want to be long winded. I would like to whole-heartedly wish you a pleasant stay, creative engagement in all the sectors included in this Session and to enjoy yourselves!

Allow me now to present a short video that will offer you a rapid tour around the structure and activities of the International Olympic Academy.



*The IOA Honorary Dean, Prof. Konstantinos Georgiadis and coordinators reading writings by Pierre de Coubertin during the ceremony in his honour.*



*Laying of wreath at the monument of Ioannis Ketseas and Carl Diem by the lecturers Francis Gabet, Marion Keim and Otávio Tavares.*

## ADDRESS

by the Assistant to the Regional Governor of Western Greece  
on issues of Olympism – Volunteering and Sport  
Dimitrios KOSTARIAS

I welcome you to the sacred place of Olympia, to this city of the world, to the city where the Olympic Games, but also human Olympic and athletic ideals, were born.

Due to globalization, the crisis we are experiencing today is not only financial. It is also cultural. Thus, more than ever before, the philosophy of Olympism is contributing to the reconciliation of peoples and international understanding; to the fight against racism and xenophobia; to tolerance of diversity and equality of the sexes.

It is understandable that there is much at stake in global cultural events such as the Olympic Games. Athletes, businesses and countries themselves have invested – very often whole fortunes – on the outcome of an athletic event. How easy is it under such conditions for the use of unfair means to be avoided resulting in the loss of a part, if not all, of Olympic ideal's appeal?

The ideals may not have been adhered to during the course of the Games, but they should not be abandoned in our everyday lives and they must be endorsed. Ideals are often defeated in real life. However, should striving for justice cease, because there is corruption? Should we not struggle for peace, because there is war? In the same way, even if it is difficult for us to triumph in games devoid of unfairness, we should not abandon the effort to improve ourselves and, why not, become better.

The best way for us promote Olympism is not through our admiration for outstanding athletes or general discussions about values. People and ideas may always constitute a source of inspiration but, in my humble opinion, true

Olympism is generated through our active participation in sporting activities and events.

With these thoughts, I would like to wish the Session every success.

And may the young participants make productive use of their experiences and knowledge gained from this Session to promote the Olympic ideals and enlighten others.



**ADDRESS**  
by the Mayor of Ancient Olympia  
Efthymios KOTZAS

On behalf of the Municipality of Ancient Olympia, I welcome you all to this sacred place in which both the ancient and modern history of the Olympic Games has entrusted us with their most noble memories.

We find ourselves just 300 metres from the ancient stadium where for 1,200 years the people of ancient times organized the Olympic Games, and from the temple of Hera, where today and since 1936 the Olympic Flame has been lit for the modern Olympic Games.

I therefore believe that we find ourselves in the best possible spot for this celebratory event. And I say this because it was in Olympia that the idea of sport was transformed into a human value, thus giving birth to Olympism: a movement that strives for a better world. So, if you are aiming to become free spirits, the ambition of Olympia and Olympism in general is to create a healthy environment in which this will happen. A world of solidarity, a world where diversity – of race or religion – will not lead to atrocities such as we see in the world today, but will lead to co-existence and collaboration; a world where the value of fair play and the Olympic Truce will unify peoples from all corners of the Earth.



Our society today, more than ever before, is in need of hope and ideals. For this reason, Olympia must continue to be a point of reference for such human values, since it constitutes one of the most incorruptible symbols on a global level. In contrast to other location-specific symbols, which have become associated with turbulent periods of history, political upheavals and religious fanaticism, Olympia is a completely unifying symbol; and, most significantly, that of a unification going back thousands of years.

Our effort – always within our capabilities – is to bring Olympia to a still higher level and achieve its participation in institutions which emanate from its role as the birthplace of Olympism.

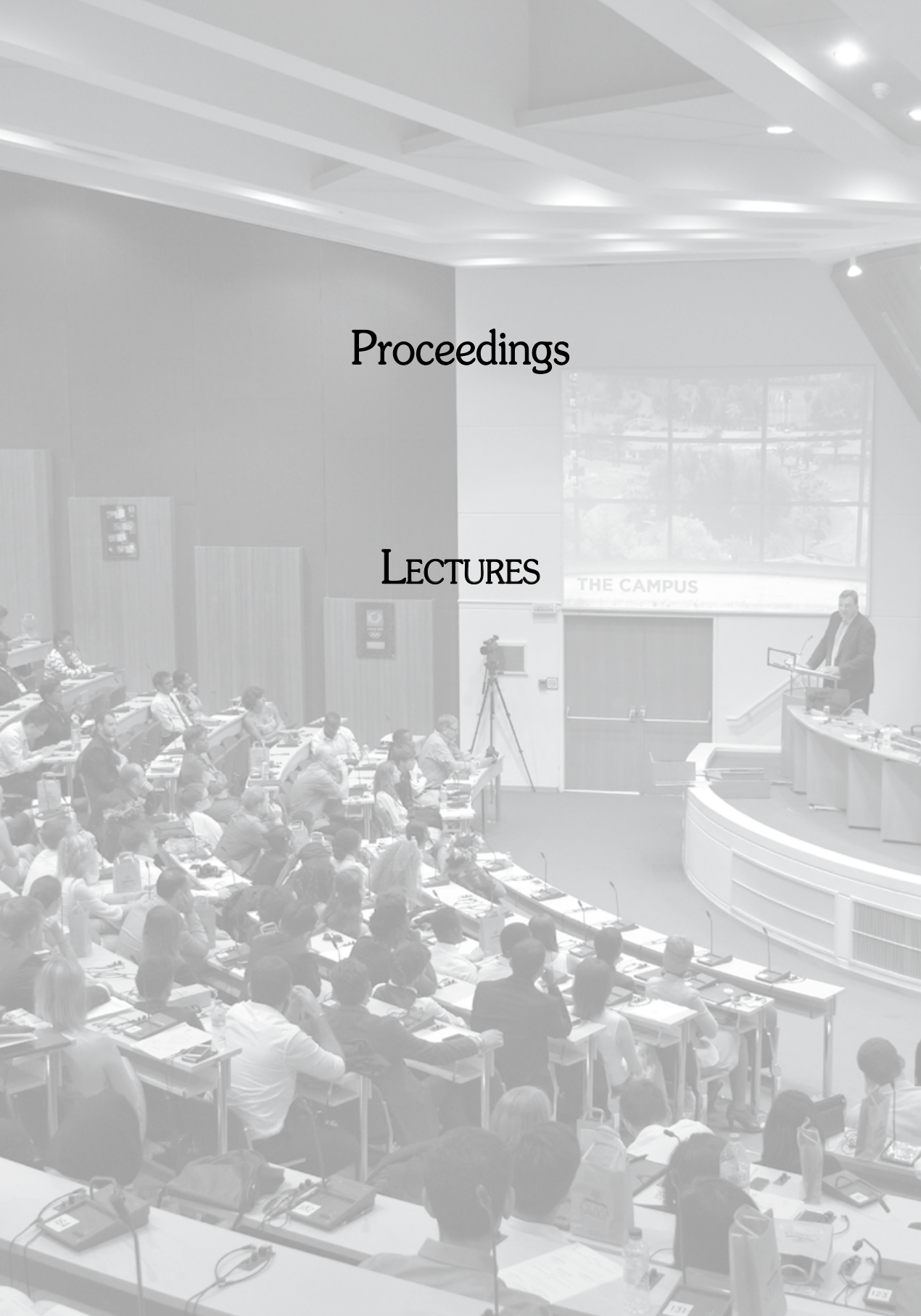
At the same time, we are endeavoring to give it prominence as a global Centre of Sport, Culture and Peace, beyond the impact which our proposals have at the present time. We desire this because our vision is one of young people and above all of the youth of tomorrow, living in a peaceful world constructed with human values; a world in which Apollo, the god of Light will triumph over Ares, the god of war, as always happened in Olympia.

To this end, we consider people such as you, identifying with this aim for well-being, as the noble torch-bearers of Olympia.



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LECTURES





## OLYMPISM AS AN EFFECTIVE TOOL FOR DEVELOPMENT AND SUSTAINABILITY

**Ching-Kuo WU (TPE)**

*IOC Executive Board Member*

*Chairman of Culture and Olympic Heritage Commission*

*AIBA President*



First of all, I would like to thank the International Olympic Academy for this opportunity to address such a talented and young audience. It is indeed a pleasure and honor.

Athens is the home and the birthplace of Modern Olympic Games. The spark that was ignited here in 1896 to bring people together for a celebration through sports has now grown to a universal symbol for peace. Indeed, contributing to world peace through sports has become a major and integral element of Olympism.

Peace requires contact, dialogue, and communication. Throughout Olympic history, there is no one who is keener than IOC President Juan Antonio Samaranch to make that happen. In the earlier years of my Olympic career, I had the chance to witness first-hand how hard he worked to bring China and Chinese Taipei to the negotiation table and to realize the coexistence of both parties within the Olympic Movement. His vision and persistence for peace were once again exemplified in the 2000 Sydney Olympic Games. During the Opening Ceremony, the world was surprised to see North and South Korea, two decades-long enemies, forming a joint team under the flag of the Korean Peninsula. Similar stories abound in Olympic history.

More than 30 years ago, being involved in the inclusion of Chinese Taipei into the IOC, I was impressed by how much sports could achieve for peace.



Thus, I was inspired to contribute whatever I could to this course and made it my life-long mission when I was elected IOC Member in 1988.

The year 2006 saw a major twist in my sport life, as I was elected President of International Boxing Association (AIBA). This enabled me to further my contribution to peace by encouraging teams from hostile countries to enter into a dialogue and co-participate in boxing events.

There are regions in the world where deep-rooted antagonism prevails. Azerbaijan and Armenia is one such case. Upon awarding the city of Baku to host 2011 AIBA World Boxing Championships, I was immediately faced with serious concerns from the Armenia Boxing Federation. As you may know, for nearly one century, these two countries were in conflict over Nagorno-Karabakh region and, technically, they are still at war. Despite a major challenge, AIBA managed to obtain Azerbaijan's guarantee for safety and security on the part of Armenian participants. Throughout the competition period, the presence of the Armenian team on Azerbaijan's soil was never a problem.

In 2014, AIBA managed to bring two more teams from hostile countries to set foot and compete in each other's territory.

In 2009, AIBA created the World Series of Boxing (WSB). It is a pro-style five-round competition with teams representing countries. The first season started in 2010. Due to its ban on professional sports, Cuba did not have a team in WSB until Season 4 in 2013. Cuba is known as a great power of boxing and, as expected, its team smoothly fought its way through and finally had to meet the USA team. The political stand-off between USA and Cuba stems from the Cold War era and has been continuing for decades. It was virtually impossible for either team to visit the other's country. Faced with such difficulties, AIBA started strenuous negotiations with both governments, and the efforts finally paid off. On March 28, 2014, in Miami, the whole world witnessed the historical match between these teams. It testified to the power of sports for peace.

Around the same period, AIBA was also faced with another, more difficult situation, regarding WSB Season 4. On March 18, 2014, Russia annexed Crimea that was originally under the jurisdiction of Ukraine. The confrontation was even more intense than that between USA and Cuba. Russian and Ukrainian WSB teams were scheduled to compete on March 30 and April 4, respectively in Moscow and Donetsk. It seemed that the matches were almost impossible to take place. However, it turned out that the pursuit for sport glory once again

prevailed over political differences. The moments when both the Ukrainian and the Russian anthems were played in Moscow and Donetsk were unforgettable. At the venues, the great atmosphere would make it hard to believe that the two countries had a major confrontation. The away teams, instead of being ridiculed or threatened, were warmly welcomed and heartily cheered by home audiences.

In less than two months, we will witness again the power of sports to attract people from around the world for a gathering in Rio, leaving behind all their differences.

While peace is an aspiration and a principle of Olympism, education is the vehicle through which Olympic ideals are shared. Among all forms of Olympic education, museums play an integral and indispensable part, in addition to national academies and IOA.

The Olympic Games serve as the perfect occasion for promoting the Olympic principles of peace, love, equality, respect, among many others. However, the Games' duration is limited, and the public is thus not sufficiently exposed to Olympic values and ideals. In this context, Olympic museums can play a linking role between each edition of Olympic Games, by offering public access to Olympic history and heritage.

Their collections tell touching and amazing stories. People who do not personally go to the Games are able to experience the emotions and charms taking place during the competitions. With this in mind, to establish Olympic museums became part of my Olympic aspirations many years ago.

This little thought came into fruition and was realized in 2008. My first museum, Xiamen Olympic Museum, officially opened to the public on that year in the city of Xiamen, southeastern China. This city is located right across the Taiwan Straits from Taiwan. Historically and culturally, it shares a similar origin with Taiwan. An Olympic museum here nurtures cross-strait sport and cultural exchanges. With over 11,000 items from my personal collection, the museum's rich exhibitions have served the purpose of promoting Olympism to the fullest extent in this part of China.

In geographical terms, China covers a vast area. An Olympic museum in the southeastern region does not suffice to propagate the Olympic Movement in other parts of the country. As such, in September 2009, I founded the second Olympic Museum in the northern city of Tianjin in China.

Tianjin is the origin of modern Olympism and sports in China. The settlement of an Olympic museum here carries a special and significant meaning, and

serves as a supplement for Olympic education to Xiamen Olympic Museum in the south. It has approximately 2,000 permanent collective items. Along with exhibitions exchanged from other museums, Tianjin Dagon Olympic Museum has successfully become an effective base of spreading Olympism. Despite creating the second museum, my aspiration to build Olympic museums continues.

Before passing away, our respected IOC President Samaranch entrusted me with his personal collections of more than 15,000 items. China is very grateful to President Samaranch for his support and friendship. He is regarded as a close friend of Chinese people. When it became known that President Samaranch's collections were in my possession, several cities in China approached me proposing the creation of a museum to exhibit these items. Due to its status as the birthplace of Modern Olympism in China and President Samaranch's importance to the Olympic Movement, Tianjin promised its full support. In commemorating President Samaranch, Samaranch Memorial celebrated its grand opening on the third anniversary of his passing away on 21 April 2013, with the presence of IOC President Dr Jacque Rogge, dozens of IOC members, and high ranking officials from Chinese central and local governments. In the past three years, millions of visitors of all ages from all parts of China paid visits to the Memorial and had the opportunity to observe the life of this great Olympic leader, and learn the true meaning and values of sports.

My fourth Olympic museum was dedicated to the 2014 Youth Olympic Games. Prior to the start of the Games, I was joined by IOC President Thomas Bach and IOC Honorary President Dr Jacque Rogge to preside over the opening of Nanjing Olympic Museum. Located in central China, the museum has received tens of thousands of young visitors and instilled among them the understanding and knowledge of the Olympic ideals.

Four museums within six years was not an easy task. It was made possible with the help, dedication, and contribution of those who share our faith in Olympism. I embarked on my Olympic journey more than 30 years ago. Along the way, I have seen the many young people, like you, actively engaging and participating. They have given a fresh impetus and energy to the course. In the years ahead, I look forward to seeing more people devoting themselves to this project and to working with them for the advancement of Olympism and realizing true world peace through sports. Thank you.

## SUSTAINABILITY AND CULTURAL ACTIVITIES: THE CASE OF THE OLYMPIC FOUNDATION FOR CULTURE AND HERITAGE

**Dr Francis GABET (SUI)**

*Director of The Olympic Foundation for Culture and Heritage*



### 1. The Olympic Foundation for Culture and Heritage

The IOC's cultural heart and the main driver of the Olympic cultural narrative with its four pillars:

- i. *Heritage*: Acquire, document, preserve and make IOC heritage available
- ii. *Olympic Studies Centre*: The world's centre of reference for Olympic knowledge (source and dissemination)
- iii. *The Museum*: Tell stories and educate to reveal Olympic ideals
- iv. *International Programs*: Coordinate and implement IOC cultural action plan

#### ***The Olympic Multimedia Library: Treasures available to the Olympic Movement – some figures***

- 40,000 hours of video
- 500,000 photos / 8,500 hours of sound recordings
- Photographs of 20,500 artefacts and a selection of digitised Olympic historical archives are also available on TOML
- 50 restored films, starting in 1912



Working principles      Universality and Solidarity / Unity in Diversity /  
Autonomy and Good Governance / Sustainability

***How do we define sustainability?***

“While making decisions, ensure feasibility, maximise positive impact and minimise negative impact in the social, economic and environmental spheres.”

***Olympic Agenda 2020***

Sustainability is one of the three pillars of the Olympic Agenda 2020, the other two being “credibility” and “youth”.

The following two recommendations are directly linked to sustainability in Olympic Agenda 2020:

**Recommendation 4** Include sustainability in all aspects of the Olympic Games.

**Recommendation 5** Include sustainability in the Olympic Movement’s and the IOC’s daily operations.

***A sustainable attitude means:***

- Long-term thinking
- A mindset, a methodology
- Being pragmatic
- Applicable 360°
- An everyday focus

***A structure within the IOC***

- Marie Sallois Dembreville  
Director of the Department for Corporate Development, Brand and Sustainability
- Michelle Lemaître  
Head of Sustainability and Olympic Legacy
- 30 “correspondents” in various units

### 3. Sustainability at 360° in cultural activities

#### *360° applied to cultural activities*

- Into action
  - Mobility plan for staff and visitors
  - Renovation of a museum
  - Organisation of an event
  - Operations management
  - Content management
- As a “thought-leader”
  - Observatory of practices and innovation
  - “Teaching” sustainability

#### *Looking for best practices:*

#### *The observatory for “Olympic sustainability” (launch Q3 2016)*

Objectives	Gather and share all relevant data, practices and/or publications on sports events management in a “sustainable mode” <ul style="list-style-type: none"> <li>– Enrich thinking and action</li> <li>– Share the same corpus to communicate</li> </ul>
Sponsor	IOC Sustainability Unit
In charge	The Olympic Studies Centre
Schedule	2016 → 2017 <ul style="list-style-type: none"> <li>Step 1: Gather all data from NOCs and IFs</li> <li>Step 2: Look for existing “academic” resources</li> <li>Step 3: Structure and share</li> </ul>

#### *The Olympic Museum: a sustainable renovation*

#### *Sustainable goals of TOM renovation*

- The Olympic Museum was completely renovated three years ago
  - Project began in 2007
  - Works for two years 2012/2013
  - Re-opening on 21 December 2013
- Our goals were:
  - Environmental → reduce energy consumption

- Economic
  - respect natural landscape and boost biodiversity
  - flexibility of displays
  - potential for multiple use of edited content
- Social
  - encourage mobility
  - encourage diversity

### ***Some examples***

→ energy consumption

- climate control: innovative system pumping the water of Lake Geneva and used jointly with the nearby Hotel Beau-Rivage -30%
- LED lighting: -30% < < -50%
- solar panels: providing hot water
- recycling: rate of 79.6% for the waste created by the works

→ respect landscape and biodiversity

- redesign of the gardens (8,000m<sup>2</sup>): planting more trees than the number cut down, “meadows” rather than lawns
- “green” roof: thermic inertia, boosting biodiversity
- ecological cleaning method: water instead of chemical products

→ flexibility of displays

- allow for easy update of displays: every two years after the Games / when needed due to obsolescence → Cluster mode, rethink chronological walls, web-based technology
- allow for easy use outside the Museum: easy web-based technology / all copyrights included for 10 years, worldwide

### ***Organising an event: The Olympic Week***

An annual five-day event in Lausanne, bringing together 5,000 children aged from 9 to 15 around forty activities

- Favour mix of generations through volunteering
- Use existing infrastructures
- Digital management of the process
- Waste plan
- Soft mobility plan for participants

### ***Co-production and flexibility***

Search for partnerships and/or customization: reduce costs and better ROI → Olympic Museums Network, Brooklyn Museum, V&A London, etc.

### **Teach sustainability through Olympism**

The inclusion of sustainable development in the Olympic Charter as a pillar of Olympism creates an “educational obligation”

- Permanent exhibition
  - Development of dedicated units in “Cities” cluster showing best practices in Lillehammer, Sydney, Vancouver, London, etc.
- Educational program for schools under construction
  - “Hope Factory”: Respect
  - Get active!.: Healthy lifestyle





## VALUES-BASED EDUCATION AS AN EFFECTIVE TOOL TO CONTRIBUTE TO PEACEFUL AND NON-VIOLENT SOCIETIES

**Prof. Marion KEIM (RSA)**

*Director, Interdisciplinary Centre for Sport Science  
and Development, University of the Western Cape,  
South Africa*



### **Introduction**

Our collective cultural and social values both ground and guide us in the world.

Cultures that survived through the ages have a strong sense of values, which they adhered and adapted to meet new challenges.

People both advocate and resist the change of values through time. The process of change can be both peaceful and violent.

Today we live in a world of great and rapid change and our actions are beginning to lose their grounding in our cultural and social values.

It is not change that makes me uncomfortable, but rather when the system for creating change loses a particular value-base. I think immediately of the way ISIS is trying to bring change to the world. I also think of the Boston Marathon bombing on 15 April 2013, the abduction of 276 school girls by Boko Harman in Nigeria on 15 April 2014 and the recent shootings and bombings in Paris on 13 November 2015 or in Brussels on 22 March 2016; moreover, I think of the sowing animosities and division according to race, culture, religion and nationality by the Republican candidates for the United States presidency.

Much is being said about value-based education and there is a great struggle for it throughout the world. My question today evolves not simply around particular values that comprise value-based education but the process of selecting

those values, institutionalising these values and how those values can guide us and our youth through periods of dramatic change.

What are our agreed upon universal values and what can sport and our local and world sporting institutions do in defining and promoting those values, in our now globalised world?

To find our way forward, let's look back at individuals who have been visionaries in their times.

## **Respite – the importance of values and education**

### ***Aristotle***

Aristotle, one of the great Greek philosophers (384–322 BC), considered a holistic education necessary if we are to produce a society of happy as well as productive individuals. Together with his teacher, Plato, Aristotle was a passionate advocate of a (liberal arts) education which, over and above learning skills, emphasizes the education of a person as a whole and most importantly the development of one's moral character.

For him, happiness is the ultimate end and purpose of human existence. For Aristotle: "happiness depends on acquiring a moral character, where one displays the virtues of courage, generosity, justice, friendship, and citizenship in one's life" and these virtues involve striking a balance or "mean" between an excess and a deficiency. Accordingly, the ultimate value of one's life which determines how well one has lived up to one's full potential as a human being is: Happiness! Aristotle tells us that the most important factor in the effort to achieve happiness is to have a good moral character – what he calls "complete virtue".<sup>1</sup>

### ***Pierre de Coubertin***

For the "father of the Modern Olympic Games", Pierre de Coubertin, the future of our civilisation does not rest on politics or economics but depends wholly on the direction given to education. Being primarily a pedagogue, his main focus was to reform education. One of Coubertin's ideas was a Modern Sport Education. In 1925, as one of the founders of the World Pedagogical Union (Union Pédagogique)

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1. <http://www.pursuit-of-happiness.org/history-of-happiness/aristotle/>

gogique Universelle/ U.P.U.), he compiled a “Charter of Educational Reform”. In 1926 he founded an “International Center of Sports Education” (Bureau International de Pédagogie Sportive/B.I.P.S.) with the aim: to combine sport, education and worldwide peace and ethical moral values together with physical training, and thus sport as being the basis and the initiating source (Müller, 2008).

### ***Nelson Mandela and African leaders***

Looking at the African continent, education and values have always been equally appreciated by great leaders and identified as vital for the survival of our humanity.

“Education is not a way to escape poverty; it is a way of fighting it”, said Julius Nyerere, first democratically elected President of Tanzania.

“Let the West have its technology and Asia its mysticism. Africa’s gift to the world culture must be in the realm of human relationships”, said Kenneth Kaunda, first democratically elected President of Zambia.

“We may have different religions, different languages, different colored skin, but we all belong to one human race, we all share the same basic values”, said Kofi Annan, former UN Secretary General.

For Nelson Mandela education was the most powerful weapon which you can use to change the world. He considered equality of opportunity through education as the key to emancipation, a principle yet to be realised in South Africa, or elsewhere.

Madiba had a lifelong respect for education: He studied law, at the University of Fort Hare under the threat of death sentence in a Pretoria prison. On Robben Island, he organised educational seminars and workshops in prison. He also participated in sport, such as the Olympic Summer Games organised by prisoners during his time as a high security prisoner being forced to work under the harsh conditions of the lime quarry of the island. During his life, he stood for values, for justice and equality and believed in the power of sport to change the world, unite people and break down barriers and he stood for the ideals of the Olympic Truce (Keim and Bouah 2013).

What do these men mean for the world today? Many things actually, which will become clearer with deeper reflection. Perhaps we feel some kind of nostalgia by reading the works of Aristotle, the philosopher, Coubertin, the father of the Modern Olympic Games, and Mandela, who dedicated his life to the struggle for freedom and democracy and to the public good.

What all three have in common is the affirmation for the importance of education and the principle of leadership through values. Can they be our conscience? And can their wisdom be a mirror from the global South back to the global North? Mandela identifies the lack of values of human solidarity as one of the serious challenges in our world today.

*The values of human solidarity that once drove our quest for a humane society seem to have been replaced, or are being threatened, by a crass materialism and pursuit of social goals of instant gratification. One of the challenges of our time, without being pietistic or moralistic, is to re-instil in the consciousness of our people that sense of human solidarity, of being in the world for one another and because of and through others (Mandela, 2004).*

Interestingly, today, *in congruence with Aristotle*, we have the World Happiness Research and the World Values Survey, both global research tools which explore people's happiness and values and beliefs respectively, how they change over time and what social and political impact they have. By monitoring and analysing set indicators, they give an annual indication on a country's support for democracy and gender equity, tolerance of foreigners and ethnic minorities, the role of religion, the impact of globalisation, attitudes toward family, work, environment, politics, culture, identity, diversity, and subjective well-being and happiness.

*In congruence with Coubertin*, we have OVEP today, the Olympic Values Education Programme of the IOC, which integrates sporting values and physical activity into a cultural and educational framework in line with the Sustainable Development Goals.

Finally, *in congruence with Mandela*, we have an awareness of the values of reconciliation, unity in diversity, peace building, equality and the power of sport as a tool for peace building.

### **Prospice – the importance of values and education**

Values are defined as ethics, morals, principles or standards of behaviour, or one's judgement of what is important in life.<sup>2</sup>

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2. (<http://www.oxforddictionaries.com/definition/english/value>)

Types of values include, for example, ethical/moral values, doctrinal/ideological (religious, political) values. In addition, there are personal and cultural values, which exist in relation to each other. Personal values reflect a person's sense of what ought to be, what is right and wrong, whereas cultural values are a set of shared, common values. Values shape the behaviour and influence the choices made by an individual or a group (Roth, 2013).

### **Values-based education**

In the early 90s there was a wide discussion suggesting that education should be more evidence-based (Wiseman 2010 and Guyatt et al., 1992). However, some authors expressed their concern about the expectations of policy makers of what evidence can and should achieve in professional practices such as education (Biesta, 2010). Based on our experience in the field, I would personally endorse values-based education over evidence-based education.

Vinita Rikhi defines values-based education as “the training of the heart”, which consists of developing the right feelings, emotions, values, ethics and morality. However, values-based education entails a cognitive component. It promotes critical and reflective but also creative thinking and responsible behaviour. It develops empathy, interpersonal skills and a sensitivity to the “good”.

According to Rikhi, values-based education respects the autonomy of the learner and is concerned with the holistic development of one's personality, including his or her intellectual, social, emotional, spiritual and aesthetic dimensions. It enables the learner to realize in thought and action the right values such as respect, peace, honesty, truth, responsibility, solidarity, cooperation, tolerance linked with the highest ideals for life.<sup>3</sup>

### **Universal values**

An interesting question to explore is the question of universal values. Human rights and universal values are seen as almost synonymous. Universal values such as freedom, peace, human dignity and rights are values that many human

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3. <http://www.slideshare.net/vinitarikhi/v-25058196>

beings consciously hold in common. These values are enshrined in the *Charter of the United Nations* and in the *Universal Declaration of Human Rights*, which was drafted by representatives of many nations and ratified by the United Nations General Assembly on 10 December 1948 at the Palais de Chaillot, Paris. The Declaration developed from the experience of the Second World War and represents the first global statement of what many people believe to be the rights which all human beings are inherently entitled to.

According to the *Universal Declaration of Human Rights*, “everyone has the right to a standard of living with adequate food, clothing, housing and medical care and necessary social services”.<sup>4</sup>

In September 2000, 189 United Nations Member States and at least 23 international organisations agreed to the Millennium Development Goals, which made a commitment to reduce extreme poverty and to make such rights as education, basic health care and clean water a reality for all by 2015. All the States that signed the UN Millennium Declaration reaffirmed certain fundamental values as being “essential to international relations in the 21st century”: freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility (Schrijver, 2008: 88). However, the majority of our world population are still far from enjoying these rights and the recently published Sustainable Development Goals poses similar challenges, asking governments in rich and poor countries to live up to their commitments.

In this age of globalization, universal values are more crucially needed than ever before. Globalisation has brought great advantages, but also great challenges, such as the north-south divide, refugee crises, dislocations and xenophobia, to mention a few.

As we communicate with our devices across the world, as social media brings us closer together, we also need to figure out how to live as a global community. We can only succeed in this, if we share global values which bind us together.

But recent events such as these in Paris and Brussels, ISIS attacks and the Republican US election campaign demonstrate that we cannot take our global values for granted. They also display that, although we may claim to believe in such values, we have not planted them effectively in our respective societies.

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4. <http://www.un.org/en/universal-declaration-human-rights/>.

These recent events made evident that our values are under attack and we are all greatly concerned about our future, that the possibility that the fabric of international relations may be starting to crumble, and that globalization and internationalisation may be in jeopardy (Annan, 2003). These developments are in themselves a challenge to our universal values, at a moment when we need them most.

The recent global events have left many disillusioned and led them to mistrust and even fear fellow human beings with different beliefs, cultural heritage or skin colour, instead of feeling empathy or solidarity towards them. As a result, people turn to their own groupings, instead of allowing themselves to be open to others, to exchange with and learn from one another. This is, again, a challenge to a universal value system, as it leads to suspicion, discrimination, hatred, violence and even terrorism.

This is a time to reassert our universal values and to strengthen them, to be clear about what we mean by them, who we want to be and where we want to go; to enter into discussions about our individual and collective understanding of our values, including universal values, within a cross-cultural context.

We must, however, also take into consideration that universal values and ethical and moral codes, such as the Bill of Rights in our constitutions, do not necessarily correspond to our reality. They are mostly an ideal of who we want to be, an aspiration of what we stand for, a standard by which moral failings can be judged and an indication of what we want to leave as a legacy to the next generation. As such, universal values are to guide us in our exchanges and dialogues with each other inspiring us to follow them in a way that reflects our respective traditions and cultures, as well as our global quest of building a better society together.

At the international level, this means that we need structures and a system of cooperation displaying our universal values and institutions that are strong enough to uphold their universal values in their interaction with others. At the same time, they need to be flexible enough their to assist people in realising and applying these values to their local situation.

Those who promote such values have a special obligation to live by them and apply them in their own lives, communities and societies, and create in their own environments a fertile ground for them to grow and thus to contribute towards more inclusive societies and a more peaceful world.

## The value of peace

To promote and sustain an awareness for peace is a challenge. One of Coubertin's great achievement was to combine sports, education, and the idea of world-wide peace: "The Olympic Games will be a potent, if indirect factor in securing universal peace".<sup>5</sup> He also promoted sport and peace education in schools; thus, the concepts of peace and peace building need to be briefly considered.

According to the United Nations (UN) document *An Agenda for Peace* (UN, 1992), peace building consists of a wide range of activities associated with capacity building, reconciliation, and societal transformation.<sup>6</sup>

Building peace is seen as a long-term process which includes all activities to build and promote peace and overcome violence (Pfaffenholz, 2003). Some authors, like Galtung (1964), distinguish between *negative peace*, referring to the absence of violence, and *positive peace*, as the restoration of relationships and the integration of human society through the creation of social systems that serve the needs of the whole population. Galtung proposes a holistic approach to peace building in the form of "3 Rs": *Reconstruction* of people and places, *Reconciliation* of relationships, and *Resolution* of issues and animosities (Galtung, 1998). Developing peace therefore includes identifying and understanding the notion and nature of factors obstructing peace within a cross-cultural and multi-disciplinary context.

An interesting task in this regard is to compare Western and the South African concepts of peace. The term *peace* originally derives from the Latin word *pax*. In the West, it is generally understood as a "political condition that ensures justice and social stability through formal and informal institutions, practices and norms" (Miller, 2005: 55) or as "a contractual relationship that implies mutual recognition and agreement" (ibid: 56). In IsiXhosa, one of South Africa's 11 official languages, the word for *peace* is *uxolo*, which covers a state of inner tranquillity and an atmosphere of peace, but also implies the promotion of forgiveness and healing (Keim, 2014).

Development in the context of South Africa, for example, can be described as multi-stakeholder efforts with actors working together for the growth and

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5. <http://www.bl.uk/sportandsociety/exploresocsci/politics/articles/olympictruce.html>

6. <http://www.un-documents.net/a47-277.html>

positive advancement of the whole. There cannot be sustainable development without positive peace.

Over the years, it became more and more evident that if 80% of the global community is poor, it is not possible to live in a world of peace (Ruckelshaus, in Sanders, 1994: 57). In the 90s, authors like Brown called for a “new social vision, a social vision of what society could be like, guided by considerations of human values and enhancement of the quality of life of all people” (Brown, in Sanders 1994: 57). Thereafter, the Millennium Development Goals picked up on these thoughts in their call for the development of a global partnership, focusing on reduction of extreme poverty, hunger, child mortality rates, and diseases and the promotion of universal primary education, gender equality, improving maternal health, and ensuring environmental sustainability by 2015. Lately, with the call to collaborate on the 17 Sustainable Development Goals, these objectives have been redefined. In this context, the role of sport has been highlighted in this regard by local, national, and international organisations including the UN.<sup>7</sup>

However, there is still a lack of awareness that well-designed educational sport development initiatives, be they practical or theoretical in the form of lessons or courses, research or community outreach projects, “hold significant potential to help drive the Agenda 2020 and the attainment of the SDGs and related development goals” and that “sport can be used as a highly effective tool applied in a holistic and integrated manner with other interventions and programs to achieve optimal results” (ibid: 13).

Discussions need to begin and where they have already started they must continue at the local, national and international level. Two such examples are the Roundtables for Sport and Peace in Boston 2015 and in New York 2016 or the Cape Town Peace Conference initiated by the Foundation for Sport, Development and Peace, which addressed the following questions:

- *What are the challenges young people face in navigating a world of increasing turmoil?*
- *What are the opportunities for Sport and Olympic values education to address the challenges facing youth, communities and nations?*

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7. [http://www.un.org/sport2005/a\\_year/mill\\_goals.html](http://www.un.org/sport2005/a_year/mill_goals.html)

- *What can we learn from examples around the globe of successful sport for social change, cultural exchange and peace building initiatives?*
- *How can we join together globally in order to use Sport and Olympic values education to create positive alternatives that celebrate diversity and counter violence and divisions, and move towards the achievement of the Sustainable Development Goals (SDGs)?*

## **Olympism and Olympic values**

In this present age of globalisation, of rapid change and uncertainty, we have as sport people a distinct advantage in the sense that we have at our disposal and are able to participate in clubs and federations as well as national and international bodies, such as National Olympic Committees (NOCs), National Olympic Academies, the IOC and the IOA. We also have an active Olympic Movement and a new roadmap with Agenda 2020.

This is therefore an opportunity for sport and for the IOC to advocate for global partnership and to create a real foundation to promote Olympism and the Olympic values.

Attracting more and more entities and committed partners into this network, – such as Olympic and sports bodies, civil society and educational institutions, governmental departments, businesses and the media – will provide further exposure, physical and human resources, and access to communities and societies, to progress the SDGs and Agenda 2020.

I believe that Olympism has a chance to realise the objectives we are globally struggling to achieve, as it has the right foundation and is part of an organisational and international culture.

Olympism already blends sport with education and culture. It encompasses a way of life based on respect for universal and Olympic values and ethical principles as outlined in the *Olympic Charter*, which states very clearly that the “Fundamental Principle 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”.

In addition, the three core values of Olympism are “excellence, respect and friendship”, which are also focus areas of the Olympic Games and the Youth

Olympic Games. Other Olympic and Paralympic Values include: fair play, joy of effort, balance between body, will and mind, vision, courage, determination, patience, inspiration, equality, and sport people as role models.

Those who promote these values, such as the IOC with the OVEP, the IOA, and you, as sporting role models, have a special obligation to live by those values and apply them in our own lives, on and off the playing fields, in their own communities and societies, and thus to contribute in your own way to a more peaceful world.

In the next presentation, we would like to share with you a practical example of a Coaching Development and Olympic Values Education Course in South Africa, which took place this January, as a multi-sectoral collaborative approach including the Department of Cultural Affairs and Sport (DCAS) of the Western Cape, the Foundation for Sport, Development and Peace in South Africa, the International Olympic Committee's Olympic Values Education Programme (OVEP) and the United World Wrestling (UWW).

Before we do that, I would like to go back to Aristotle who said:

*Friendship is one of the most important virtues in achieving the goal of eudaimonia (happiness). While there are different kinds of friendship, the highest is one that is based on virtue (arête). This type of friendship is based on a person wishing the best for their friends regardless of utility or pleasure [...] [It is] a complete sort of friendship between people who are good and alike in virtue.*<sup>8</sup>

I wish you personally that you find these friends as I did in this very place 30 years ago and that you will uphold in your daily life these Olympic universal values along with your personal and cultural values.

I would like to end with a quote by Nelson Mandela: "A fundamental concern for others in our individual and community lives would go a long way in making the world the better place we so passionately dreamt of." (Nelson Mandela, Soweto Address, 2008)

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8. <http://www.pursuit-of-happiness.org/history-of-happiness/aristotle/>

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**OLYMPIC VALUES-BASED LEARNING  
AS AN EFFECTIVE TOOL FOR ENVIRONMENTAL PROTECTION:  
SPORTS' CONTRIBUTION IN ENSURING HEALTHY LIVES  
AND PROMOTING WELL-BEING FOR ALL**

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*ICSSPE Acting President*



In this paper we will present evidence-based data on the contribution of sports' participation to ensure health and well-being, followed by a review on the rationale behind sport policies in various countries. In the conclusion, we will look on the future perspectives and raise relevant questions for consideration.

Nelson Mandela, the South African anti-apartheid revolutionary, politician and philanthropist, who served as the first black President of South Africa, from 1994 to 1999, in a fully representative democratic election, advocated participation in sport as follows:

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

This quote of Mandela exemplifies the social and psychological influence sport and physical activity have on a nation, on a community and on individuals. Sport is perhaps one of the most powerful social tools in the post-modern era and also serves as a platform for individuals and teams to execute their physical and mental potential in their favored field of sport. Sport, in this regard, can

serve as an aim or as a means. In this paper we shall relate to sport as a vehicle which promotes people's health and well-being, in all age groups.

Based on the experience of the sport socialization process, a child engaged in sport is expected to decide if he/she will continue to participate formally, as a competitive athlete, informally, as a non-competitive athlete, or will drop out. This decision will most probably have an impact on the child's quality of life during adulthood. According to researchers,<sup>[1,2]</sup> improving health, improving fitness, enjoying the activity and meeting friends were among the most important factors which motivated youths and adults to engage in sport and physical activity. Another study's findings<sup>[3]</sup> indicate that the three main reasons that motivate adults to participate in sport and physical activity are improving their health (94.7%), improving their fitness (93.7%) and enjoying the activity (92%).

The child's or adult's decision notwithstanding, all researchers agree that one factor is particularly crucial: an individual will drop out from a sport activity, if the experience will not meet the person's expectations and needs – to have fun, to enjoy, to have a fair coach etc.<sup>[4]</sup> Literature findings indicate that there are different reasons for girls and boys determining whether they will engage in or dropout from sport and physical activity. It is reported that among the important and most frequently cited factors that motivate children and youth to participate in sport – competitive and non-competitive – are enjoying the activity, having fun, participating and socializing as members of a group through which they will establish friendships, before and during their exercise, practice and competition.<sup>[2,4]</sup> Furthermore, children and youth were found to prefer to play in outdoor and team activities rather than take part in individual sports.

Considering the number of children and youth participating in sport and physical activity in kindergarten, elementary, secondary and high schools, we cannot but come to the conclusion that they constitute the largest youth movement. Through this process the participants are integrated into their culture, society and community benefiting from the byproducts that sport and physical activity can offer. An in-depth understanding can be found in TrueSport USA's <sup>[4, p.92]</sup> annual report, which suggests that:

*Sport does have a major impact on the development of youngsters and has a significant influence on the process in which the participants learn, exercise and adopt values, which will always serve them throughout their life journey.*

*Among those values are teamwork, hard work, respect, self-discipline, patience, fairness, honesty, and openness to people of various ethnic, religious or racial groups, competitiveness, striving for perfection, facing adversity [...] These skills and values transfer to various fields of life, including academic years, family life, social life and many other areas one will experience along his life cycle.*

Engaging in sport and physical activity contributes meaningfully to participants of all ages. Emily B. Kahan et al.<sup>[5]</sup> demonstrated that increasing sport and physical activity positively affects endurance, strength, body composition, insulin sensitivity, and lipid level. The American College of Sport Medicine and the American Heart Society<sup>[6]</sup> reached similar conclusions and proposed the following recommendation in 1995, as a means to improve people's quality of life and fight against overweight and obesity:

*To promote and maintain health, all healthy adults aged 18–65 need either moderating intensity of physical activity for a minimum of 30 minutes 5 days each week. In addition, every adult should perform activities that maintain or increase muscular strength and endurance a minimum of 2 days each week.*

The American College of Sport Medicine also emphasizes the contribution of physical activity in reducing the risks of mortality and morbidity.<sup>[7]</sup> Analyzing the numerous studies concerning the contribution of sport and physical activity on the individual, it seems that the research which was conducted around the world is unambiguous in its conclusion. According to one of the leading articles by Rochelle M. Fine et al.:

*There were many different psychological and social health benefits reported, with the most commonly being wellbeing and reduced distress and stress". Moreover, additional positive mental health effects of sports participation included "vitality, social functioning and role emotion [...] feeling good, confident, ability to cope with hard times and a sense of belonging."<sup>[8]</sup>*

When examining the social benefits of physical activities further, it becomes evident that sport is a tool for enhancing cooperation, coexistence and respect among people of all religions, races, genders, etc. This is actually what the United Nations for Sport and Development <sup>[9]</sup> stands for, by attempting to use the social power of sport in order to improve education, health and social life in

developing countries, or wherever there is a community crisis, such as in Haiti after the 2010 earthquake. An additional project that demonstrates how sport is socially utilized is the S4L (Sport4Life) project in Israel.<sup>[10]</sup> Each year, Israeli children and youth, Arabs and Jews, together with children and youth from Jordan and the Palestinian Authority participate together in various sport activities in different communities across the country. Each community selects the sport activities which suit their needs and represents their traditional games. The youngsters living in the community invite children from different communities, Arabs and Jews, to their homes and live together for a week, while engaging in various sport activities. Coaches, instructors and educators are assisting the children to organize sport activities and provide them with opportunities during and after the games to socialize, and develop new friendships. The program, which has been taking place for the last 12 years (with the support of the DSHS in Cologne, Germany, and Brighton University in the UK), resulted in better understanding, cooperation and respect between young Arabs and Jews, as was evident from the fact that the participants' parents arranged social meetings with one another regardless of their religion or place of living.

It is also expected that the German government will initiate special sport programs providing accessibility to sport activities for thousands of refugees from Syria and Iraq who settled recently in Germany. Through participation in sport, they will be introduced to the German culture and hopefully become integrated in German society, while they will be provided with the opportunity to improve or maintain their physical fitness and reduce their level of anxiety, stress and distress.

A study on youth participation in sport in Israel shows that students who represented their school team and were committed to train with the team on an ongoing basis, reached higher grades in school and completed more years in education than their non-active counterparts.<sup>[2]</sup> It was found that sport teaches the participants emotional control and that those who are more active in sport are significantly less likely to be overweight, depressed, to smoke, use illegal drugs and consume alcohol. In the United States it was even reported that there is less teen pregnancy as a result of sport.<sup>[4, p.72]</sup>

Research findings undoubtedly support the perception that participating in sport and physical activity indeed provide many psychological, physiological, social and mental benefits. As the American College of Sport Medicine states

“Exercise is medicine”; similarly, in a cartoon image, a physician asks his patient: “What would you prefer: exercising one hour a day, or being dead 24 hours a day?” In our sedentary society, when learning about the number of hours most children sit in the classroom and adults during their working hours in front of the computer, how much time children and teenagers invest in playing video games or being on social networks, it is evident that teachers, coaches, parents and “significant others” should take the responsibility and enhance the lives of children, youth and adults, by motivating them to participate in sport, for their own physical, mental, psychological and social health and well-being. For sport and physical activity inevitably have a significantly positive impact on individuals’ health state and quality of life.<sup>[8]</sup> Do governments realize everything sports and physical activity can offer and contribute to the participants’ health and well-being? Is the formal education system in various countries taking advantage of this social phenomenon? Do social institutions realize this?

Reviewing recent official policies on sport and physical activity, we witness that in the last decades more governments understand the importance and contribution of sport to the health and well-being of their citizens, alongside other social benefits, such as national and community pride. The Australian Sport Commission<sup>[11]</sup> presented the Australian Sports Outreach Program which was the Australian Government’s flagship sport for the development program from 2006–2015: “Quality sport programs can achieve real social change”. The Australian Sport Commission’s objective was to enrich the lives of Australian citizens through the use of sport. In a national survey conducted in 2013–2014 by the Australian Bureau of Statistics (ABS),<sup>[12]</sup> it was found that among the Australian population over 15 years of age, an estimated 60% (11.1 million people) reported that they had participated in sport and physical recreation at least once during the 12 months prior to the survey. In 2011–12 this percentage was higher; specifically 65%. The overall participation rate in organized sport, as a player or in a non-playing role (such as a coach or official), was 28% for adults. Also, there were variations by age-group and gender; the group of 15–24 year of age had the highest participation, while the “65 years and over” group had the lowest – 44% and 17% respectively.

The Swiss Sport Strategy is based on the Federal Law on the Promotion of Physical Education and Sport (1972).<sup>[13]</sup> Its aim is: “to promote physical edu-

cation and sport in the interest of the development of youth, public health and physical performance”.

In England, Sport England issued a declaration on the importance of physical activity, which accordingly needs to be high on the agenda of key institutions, including school governing bodies, primary care trusts, and community safety partnerships. The roll of Sport England<sup>[14]</sup> is to get more people playing sport regularly and to develop sporting talents.

In Israel,<sup>[15]</sup> in order to face the escalating non-communicable diseases rates, the Ministry of Health, the Ministry of Culture and Sport, and the Ministry of Education have initiated a project named: “The National Program for Active and Healthy Lifestyle”.

The European Commission<sup>[1]</sup> adopted a Communication, entitled “Developing the European Dimension in Sport”, where it was emphasized that the EU Work Plan (2011-2014) acknowledges the social values of sport and sets the promotion of participation in sport and physical activity among its priorities. The Norwegian Olympic and Paralympics Committee and Confederation of Sport (NIF) actually highlight the importance of sport participation when announcing that children engage in sport because they enjoy it. Together with their friends they share experiences and learn lessons that will last them a lifetime.

In spite of all the outstanding benefits sports and physical activity contribute to their participants, the number of people engaging in sport is limited, is not increasing and varies from country to country. The data concerning how many respondents exercise or play sport by country are the following: Sweden 70%, Denmark 68%, Finland 66%, Netherlands 58%, Israel 56%, Luxembourg 54%, Italy 40%, Romania 40%, Portugal 36%, Malta 25% and Bulgaria 22%.<sup>[1]</sup> In the USA the data presented in 2016 by the Physical Activity Council annual study<sup>[17]</sup> is similar to that reported in Europe:

*Participation in sports seemed to be fluctuating over the last few years, with an increase in team, winter, water, and fitness sports participation. Individual sports declined slightly in 2015 while racquet and outdoor sports remained flat. This meant there were 212.6 million “actives” (66.5%) taking part in a wide range of sports and fitness activities in 2015, a slight increase from 209.3 actives in 2014.*

These findings indicate that in most Western countries the number of children and adults participating in sport and physical activity is stagnating or decreasing, whilst an increase in the number of active people can only be witnessed in some countries. Even in Great Britain, following the 2012 London Olympic Games, taking the Olympic legacy into consideration, the expectation of the British policy makers to see a major increase in the number of athletes and physically active adults did not materialize.

In 2012,<sup>[1]</sup> the main findings were that 41% of European adults and children exercise or play sport at least once a week. However, an important proportion of the European Union citizens, 59%, never or seldom do so. The figures have not changed substantially since 2009. This actually brings us to the conclusion that even though many governments try to motivate their citizens to engage in sport for health, social, mental and physical purposes, they are not very successful in fulfilling that goal. In addition, it seems that the world is yet to find a way to hit the glass ceiling and minimize the 30–35% that never practice sport or engage in physical activity.

Even though having fun and enjoying the physical activity or sport has a tremendous influence on the individual's decision whether to keep on or to drop out, looking at the percentage of the people who are active, a conceptual change has to be sought and new initiatives might help to get significantly more people to engage and maintain physical activity or sport involvement. To support this, we would like to raise for discussion a new concept that does not currently fit in the typical way of thinking, and is based on what needs to be done and not necessarily on what the individual wants. Typically, once an infant starts brushing his teeth for the first time, we – the parents – insist that he or she practices this ritual twice on a daily basis, until he or she will start to do it independently, by understanding its importance to the health of the teeth. Similarly, we need to insist that young children and youth will start exercising one hour a day, whether they like it or not, hoping that they will enjoy it. We need to deliver them the message that they have to adopt this activity, so that in years to come they will continue to practice on a daily basis. For there is evidence that should they not do so, they are endangering their quality of life and their longevity.

The evidence-“based” data inevitably supports the notion that sports and physical activity are contributing to individual health and well-being.

However, many questions need to be further explored, among them:

- If sport and physical activity are so good to our health and well-being, how come so many people do not participate in sport, and why do so many drop out of such activities?
- What should one take into account when engaging in sport? (Perhaps we need to adjust the activity to our personality?)
- How much impact do different variables such as the facilities, the quality of the instruction, the expense of the activity, the number of friends taking part in the same activity, have on one's decision to enroll into sport?
- How much does the decrease in the esteem of Physical Education affect the decision of children and youth to participate in sport and physical activity?
- What needs to be done in order to reach gender equality in sport?

In conclusion, there is evidence-based data which is outlined in this paper and supports the contribution of sport and physical activity to the health and well-being of children, adolescents and adults.

Further research is necessary in order to better understand the casual attribution to sport participation and the benefits associated with the activity to the health and well-being of the individual.

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## ENVIRONMENTAL PROTECTION ON THE OCCASION OF RIO DE JANEIRO GAMES' PREPARATION

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Since the end of the 20th century, official institutions acknowledged environmental protection as an important global issue and the International Olympic Movement established the environment as one of its three pillars, along with sport and culture. The reasons leading to that decision must first be analyzed, before we proceed to the subject-matter of this paper. The 1992 Winter Games in Albertville had a negative environmental impact on the alpine region of south-eastern France: landslides, road building, deforestation, disruption of natural habitat, permanent facilities without post-event use, non-recyclable waste and other largely unaccounted costs. As a result, the Albertville Games were the first ever to have their Opening Ceremony preceded by a local community's protest march for the protection of its natural surroundings and quality of life.

These events marked the beginning of a new quest, usually coined as “environmental friendly sport”, which, among other objectives, aims for the greening of the Games. Moreover, 1992 was a seminal year both for sport and for global environmental concerns: the Earth Summit (United Nations Conference on Environment and Development) was held in Rio de Janeiro and the President of IOC, Juan Antonio Samaranch, publicly recognized the priority of an environmental agenda for preserving the Olympic heritage. Shortly after this declaration, the IOC adopted “sustained development” as a concept referring to a desirable balance between expending and conserving natural resources.

Since then, the IOC has been acting according to a global environmental plan. Its set of objectives, often named “Agenda 21”, proposes first and foremost the “reduction and elimination of non-sustainable production and consumption patterns”. In the same vein, the “Manual on Sport and the Environment”, published by the IOC in 1997, proposed the following “three pillars” for Olympism: sport, culture and environment (p. 9, 69).

For most members of the Olympic Family, the word “environment” refers to a responsible ecological concern, as highlighted by the Centennial Olympic Congress (Paris, 1994), the ten World Conferences on sport and the environment sponsored by the IOC, and by the inclusion of an eco-friendly recommendation for the role and mission of IOC in the *Olympic Charter* (Rule 2, par. 13, 2015):

*[...] to encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic Games are held accordingly [...]*

More specifically, the above mentioned “manual” favored certain environmental policies and management practices for protecting natural resources in the context of the Olympic Games. The twelve specific requirements to which a bidding city has to respond are:

- Information on the public environment management system
- A brief survey of local environmental conditions
- Official guarantees of environmental protection during all works necessary for the organization of the Games
- Environmental impact assessments for all sites and facilities
- An environmental action plan for the Games
- Creation of an environmental awareness program
- List of efforts made to protect and enhance the natural environment
- Consultation of environmental organizations and submission of their assessment
- List of efforts to minimize environmental impacts
- Plans for solid waste handling, sewage treatment and energy management
- Description of environmental pilot projects
- Indicate special features that the bidding committee would like to add

The bid for the 2004 Games was the first where the sustainability requirements were performed by all candidate cities, in spite of the prevailing diversity of interpretations regarding the IOC's criteria of eligibility. Thus, the bidding of the city of Rio de Janeiro at the XXXI Olympiad was modeled according to the parameters set by the IOC in Theme 6 "Environment and Meteorology".

Historically speaking, the city of Rio de Janeiro, and Brazil in general, evokes numerous contradictory impressions. In fact, since the opening of its territory to foreigners in 1808, the country has been regarded as a tropical paradise of lush vegetation and beautiful beaches and, simultaneously, as a society defined by flexible social behavior and social inequality. The city displays a stunning combination of beaches, lagoons, rocky mountains and forests – in fact, it has the largest forest in an urban environment in the world, encompassing 29,000 hectares and 20% of its total area. In Rio also lies the heart of a metropolitan area with 21 municipalities, with more than 12 million inhabitants, and a history of environmental degradation, which is typical in developing countries.

In line with the prioritization of environmental protection, the candidacy of Rio de Janeiro to host the Games in 2016 has assumed a commitment to integrate sustainability criteria throughout the Games (pre-, peri-, and post-event). The principles underlying this integration are defined in the ABNT NBR ISO 20121 standards for sustainability management systems in events: responsibility, inclusion, integrity, and transparency.

The preparation for the candidature followed thoroughly the IOC's requirements, seeking to meet the set of abovementioned questions. According to official documents, the sustainability management plan was based on three pillars corresponding to the principles of sustainable development ratified by the United Nations Conference on the Environment and Development Rio 1992:

- *Planet* signifies the overall environmental commitment of the Games to act locally with a global vision of sustainability
- *People* indicates the need for ample social benefits, consistent and inclusive for the entire Rio public
- *Prosperity* symbolizes well administered and transparently managed Games, and economic growth for the city.

This plan was based on the original action plans and commitments established in the Candidature File and it continuously incorporates and builds on

them as, not just the projects and programs of Olympic and Paralympic Games, but also sustainability as a concept evolved to include new practices, technologies, international standards and legislation at the federal, state and local levels.

The action plan divides the responsibilities between the organizing committee and government agencies. The responsibility matrix is quite complex to discuss in detail, but it is important to note that while the responsibilities of the Rio 2016 are directly related to the operation of the Games, the actions provided for government are related to existing policies or implementation and relate mainly to the construction of facilities and operation of the city and everything that is beyond the organizing committee's responsibility.

Although the operational phase of the Games has already begun, conclusive data are not yet available. Actually, the available data dates back to 2013 and 2014. For the purposes of this paper we will focus on aspects included under the label "Planet", while recognizing the multiple facets and vast scope of environmental issues. This is due to the fact that under this label there are four themes of central interest for environmental protection: (1) Transport and logistics; (2) Sustainable design and construction; (3) Environment conservation/clean-up; (4) Waste management.

The 2016 Games are committed to reducing the environmental footprint left by the preparation and operation of the event, leaving behind a living example of more sustainable practices. On the other, one should openly consider constraints such as: the installed capacity of the market and the infrastructure, the stage of maturity of new technologies, products and services, the respect for budgets, the ability to control versus decisions of others, changes in behaviour or other factors beyond the control. Because of the Games' ambitious goals, a sustainability program with a very wide scope was developed and the initial objectives that were defined during the candidate stage have been broken down into various projects.

Considerable progress has already been achieved, given that many actions and projects have been initiated and one has been completed, as the following table summarising the evaluation of project maturity shows.

Themes	Specific objectives	Responsibility of	Maturity
Transport and logistics	Provide public transport for spectators and the labour force	Municipal and state governments	Running
	Implement actions to reduce pollution, including greenhouse gas (GHG) emissions in public transport systems	Municipal government	Running
	Operate the Olympic and Paralympic fleet using cleaner fuels	Rio 2016	Running
	Rationalise and optimise logistics operations in the transportation of materials and equipment	Municipal and state governments; Rio 2016	Running
Sustainable construction and urban improvement	Implement criteria for the rational use of resources, efficiency and minimisation of environmental impacts in the design and construction of all facilities	Federal, state and municipal governments; Rio 2016	Running
	Meet international and national environmental planning standards for the development and construction of the entire Games' infrastructure	Federal, state and municipal governments; Rio 2016	Running

<b>Themes</b>	<b>Specific objectives</b>	<b>Responsibility of</b>	<b>Maturity</b>
Sustainable construction and urban improvement (cont.)	Encourage the growth of economic activity and improvements in the quality of life in the various Olympic Zones	Federal, state and municipal governments; Rio 2016	Running
Environment conservation/ clean-up	Minimise the impact on the existing ecosystems at the Olympic and Paralympic facilities and their immediate surroundings	Municipal government	Running
	Promote the environmental clean-up of bodies of water in the regions of the Games	Municipal and state governments	Running
	Strengthen and accelerate environmental protection, conservation, restoration and rehabilitation programs	Federal, state and city government, private and third sector partners	Running
	Expand monitoring of air and water quality in the Games' regions	Municipal and state governments	Running
Waste management	Deactivate and commence environmental clean-up of landfills and implement integrated solid waste treatment	Municipal and state governments	Completed

Themes	Specific objectives	Responsibility of	Maturity
Waste management (cont.)	Align and implement management plans for all construction waste, ensuring appropriate management and final treatment	Municipal, state governments and Rio 2016	Running
	Management and responsible treatment of the solid waste operations of the Games	Rio 2016	Running
	Management and responsible treatment of corporate solid waste	Rio 2016	Running

Of course, the fact that actions regarding different issues have been initiated does not authorize us to say that the goals have been achieved. In several cases, progress has been recorded. It is also noteworthy that, at this moment, it is particularly difficult to attribute a causal relationship between on-going projects and the results that will be manifested in the Games. The Olympics are part of a wider picture, giving impetus, rather than being the sole cause of change.

The issue of water quality is a good example. For the Olympic Games, monitoring and evaluating relevant data is extremely important. It is necessary to ensure there will be no health risks for the athletes competing in aquatic sports like swimming, sailing, and canoeing.

The Rodrigo de Freitas Lagoon is located in the South Zone of Rio de Janeiro and is a part of the Copacabana Zone; the sports that will be taking place there will be Rowing, Canoeing and Kayaking. The Guanabara Bay is the second largest bay on the Brazilian coast and is about 380km<sup>2</sup> wide, reaching almost all the metropolitan region of the State of Rio de Janeiro. The high pollution levels found in the Guanabara Bay were caused by a process of degradation, reflecting the inadequate management of wastewater and solid waste in

the region during the expansion of the Metropolitan Region. The sailing competitions will take place in the Guanabara Bay, so it is necessary to guarantee the water quality for bathing.

While bathing water's quality is being tested on the main beaches of Rio de Janeiro city, this is not so in the middle of the bay. Accordingly, we note that the beaches of Copacabana, Barra da Tijuca, Recreio, and Praia Vermelha were suitable for bathing. This is a positive result considering that Aquatics Marathon and Triathlon will be occurring on Copacabana beach and the Olympic and Paralympic beach, a social area for athletes, will be located on Barra beach. Athletes involved in water activities on the beaches will, therefore, have no health hazards if these conditions are maintained until the Games. However, the beaches of Flamengo and Botafogo were classified as inappropriate for bathing. This is a very unfortunate situation, since they are located inside the Guanabara Bay and indicate the poor quality of the water in that region. Another problem is the solid waste carried by the rivers that reach the bay. The competition areas are located in waters in which there are no biological threats; inevitably, however, the participants will have to go through areas of polluted water upon their arrival and departure.

Regarding environmental quality, Rio benefits by the organizing of the Games, but water quality still depends on continuous investments in sanitation. This problem affects some locations chosen as competition sites. Rodrigo de Freitas lagoon can already attest to the results of recent recovery projects, but current status of the Guanabara Bay shows that it is not yet up to Olympic standards.

To conclude, it seems that the Rio 2016 Games will serve as an example of good sustainable practices by embracing low-impact operations in its processes. On the other hand, this is not the case with matters that are under the responsibility of governments. Although many advances have been registered, it is necessary to recognize that since the city submitted its candidacy, the world has experienced major economic problems that affected Brazil's growth rate and the capacity for public investments.

This means that the final analyses on these and other issues need thorough data and this task falls under the responsibilities of the organizing committee and the governments. Only then can we get more accurate conclusions on the potential environmental legacies of the Olympic Games in Rio.

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## THE OLYMPIC GAMES AND THE ENVIRONMENT

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### Prologue

This paper seeks to offer an overview of the possible environmental sustainability legacy that can be bequeathed to Olympic Games host nations. We start by discussing the connection of the Games with those of the past through pageantry, ceremonialism, and the ideals of athletics with which they have been associated since their revival at the end of the 19th century and attempt to identify an environmental link between them. Subsequently, we proceed to determine the moment that the IOC adopted environmental issues in its programmatic aspirations and offer an account on how the incorporation of environmental factors into planning, organizational, and legacy concerns has evolved over time. The next section focuses on providing an answer on the environmental sustainability legacy issue by accounting for the findings from four case studies of Olympic Games hosting: Sydney 2000, Athens 2004, Beijing 2008 and London 2012. This is followed by a brief evaluation of the prospects for Rio 2016. We conclude by pulling everything together and delineating the main contours and challenges that lie behind a positive post-Olympic environmental sustainability legacy.

### **Olympic Games and the environment: The ancient and the modern**

There is a good number of questions that spring to mind when one is confronted with this topic: “The Olympic Games and the environment”. These questions

are guided by the emphasis and preferred interpretation that is given to each constituent part – Olympic Games, the environment – or a combination of both with highly selective overtones that largely depend on the proponent of the said question.

In general, when people think and talk about sport mega-events of such great magnitude, like the Olympic Games, they tend to restrict their thinking of the environmental dimension along certain spatial necessities, such as the beautification and restructuring (e.g. new transport, road networks) of the host city. However, if we focus our attention to those that exhibit high levels of concern about environmental issues and partake in related campaigns, we can see that they had always shown an avid interest in each of the phases that comprise the evolution of an Olympic Games edition, from its inception as an idea to its delivery and legacies. This interest has been manifested through a determined monitoring of the environmental credentials of an Olympic Games edition (and other sport mega-events) that, in many occasions, was manifested in outright opposition. However, in some of the most recent sport mega-events, in particular the Olympics, we have been witnessing well known environmental organisations serving from the outset as important advisors and facilitators. There is no doubt that nowadays sport mega-events make great inroads towards showcasing their environmental credentials (Hayes and Karamichas, 2012, pp. 8–14); that largely explains these collaborative tendencies. However, what exactly lies behind this apparent change to a pro-environmental outlook, which we can broadly label as the greening of the Games, by most recent hosts? To what extent is this a ground-breaking change?

This directly leads us to another popular framing of the question. Does the current environmental linkage of the Games correspond to their original forefathers in ancient Greece? This is usually a loaded question and a resort to a reply that points out to the modern origins of the Games by their 19th century reinvention by Vikelas and de Coubertin is most likely to be met with outright fury by certain sectors. Irrespective of the side one takes on this issue, the fact is that the pageantry associated with the modern Olympic Games, the ceremonial lightning of the Olympic torch at Olympia, the site of the ancient Olympics, all put forward a claim of direct lineage with the ancient Games. There are, of course, numerous studies that have successfully demystified some of the most cherished “originals” – ancient and modern – of the Games (see Kidd, 2005;

Kritikopoulou, 2007; Young, 2005). This demystification cannot and should not be necessarily seen as an outright dismissal of the global potential for the positive and good that can be accrued to symbolic acts, like the Olympic flame and the related torch relay for the promotion of various social issues (peace, human rights, democracy). However, what about the connection, if any, between the ancient Olympics and the environment? Is there anything here that perhaps can become part of the Olympic imagery and justify placing environmental protection alongside peace and human rights during the Olympic torch relay?

Going back to the ancients, in our quest for another item of imaginative construction, we can identify expressed concerns about the rate of pollution, contamination, waste and the reduction of public spaces, and some sources go as far as to claim that the Greeks had a respect for the environment that was emanating from the religious recognition of humanity's oneness with nature. If we add to these the fact that the scale of the event in ancient times, irrespective of its wide connection to the Hellenic World, was local and not at all global, like contemporary Games, we can support the claim that the ancient Games were held in a way that was harmonious with the natural environment.

### **The greening of the Games**

Although, as Toyne (2009, p. 232) suggests, "nearly all Games by their sheer scale have considered how to manage their impact" (e.g. changes to urban transport systems in Rome 1960 and Montreal 1976; and tackling urban environmental problems in Tokyo 1964), the benefits accrued were of uncertain longevity and capacity for environmental sustainability. Concurring to that, Evans (2007, p. 298) argues that "analyses of long-term regeneration effects are notable by their absence. Olympic effects are subsumed into wider development and competitive city narratives". Moreover, even after the 1984 Games in Los Angeles, where it was for the first time confirmed that the Olympic Games could be a money-making enterprise, the environmentalist community continues unabated in its scepticism and opposition to Olympic Games hosting. For Karamichas (2013, p. 97), the environmentalists' support to the Games "boiled down to demonstrating that the profitable Games that had emerged in Los Angeles could coexist with environmentalism in a mutually reinforcing relationship".

*That process was developed sequentially with the institutionalization of the environmental movement in some Western democracies, and the simultaneous emergence and popular acceptance of sustainable development (SD) by governments' and business interest (ibid.)*

Although, as the IOC declared, under the leadership of Juan Antonio Samaranch, the environment was the third pillar of Olympism (with sport and culture being the first and second respectively) back in 1986, it was during the 1992 Earth Summit of Rio de Janeiro that established the SD ambition of the IOC with its participation in the summit. In particular, the United Nations Environmental Programme (UNEP) had drafted the Local Agenda 21 (LA21) for the Summit, which was a manual for SD that catered for the specificities of individual country or community requirements. This set in motion the development and operationalization of IOC's own version of LA21 in 1999, which called for:

1. Improving socio-economic conditions
2. Conservation and management of resources for sustainable environment and
3. Strengthening the role of major groups

In addition, a set of concrete proposals for materialising these goals was suggested during the Games, which, among others, included extensive use of solar panels and conduct of Environmental Impact Assessments (EIAs) for related projects (G-ForSE, n.d.).

This development was preceded by the formation of IOC's own Sport and Environment Commission in 1995 and the addition of the following item in the IOC's *Olympic Charter*:

*To encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and to require that Olympics are held accordingly (IOC, 2011, p.15).*

The following year, an additional paragraph complemented the IOC's role with respect to environment, such that:

*[...] the IOC sees that the Olympic Games are held in conditions which demonstrate a responsible concern for environmental issues and encourages the Olympic Movement to demonstrate a responsible concern for environmental issues, takes measures to reflect such concern in its activities and*

*educates all those connected with the Olympic Movement as the importance of sustainable development (IOC, 2007, p. x).*

Nevertheless, it's worth pointing out that the first practical implementation of environmental concerns took place in the Lillehammer Winter Games of 1994, namely five years before the IOC developed its own environmental proposals. Lillehammer had experienced grassroots mobilizations against Norway hosting the Games, which were stimulated by the environmentally catastrophic 1992 Winter Olympics in Albertville and the Savoy region of France. That protest campaign was targeting Olympic Games hosting in general and specific Olympic projects in particular. Concurring to that, Norway has been exhibiting some of the highest levels of environmental concern and was heavily involved in preparing the UN Commission for the environment report, "Our Common Future", which stipulated the core components of the SD principle. Cumulatively, these factors led to the organization of a paradigmatic mega-event with a minimal environmental impact (Cantelon and Letters, 2000; Caratti and Ferraguto, 2012; Lesjø, 2000). Indeed, irrespective of the fact that the Winter Games have a substantially different impact on the natural environment than their summer counterparts, Lenskyj (2000, p. 159) argues that Lillehammer provided a benchmark for the Sydney 2000 Olympics. Thanks to that, Sydney 2000 has been the recipient of the global accolade as the first green Summer Olympics in the history of the Games. This achievement, in conjunction with the fact that Sydney was awarded the Games in 1993 on the basis of a strong environmental commitment, set an important precedent that prospective hosts have been trying to emulate since then. As the experience of Athens 2004 informs us, emulation has not always produced the expected results as far as the environmental legacy aspect is concerned. Indeed, it may be the case that the bid submitted by Athens had to factor in the environmental component in order to stand a good chance to be successful, but the outcome with the implementation of only a narrow range of environmental commitments stood in the antipode of what was produced by Sydney 2000 as that is attested by the highly critical assessment reports which were produced by both WWF (WWF-Greece 2004) and Greenpeace (2003, 2004a, 2004b).

Following Athens, the Beijing 2008 Olympics significantly raised the bar for green ambition by implementing an Olympic Games Impact Study (OGI). This

type of study was agreed by the IOC in 2001 and “is designed to evaluate the Games’ legacy for the host nation and city against a raft of social, economic, cultural and environmental indicators, hence providing an ‘evidence base’ for measuring the positive societal consequences of the Games for its hosts” (MacRury and Poynter, 2009, p. 304). It is crucial to note that although London was the first Summer Games host city mandated to carry out the OGI study, Beijing not only carried an OGI but it was also complemented by a Memorandum of Understanding that the Beijing Organizing Committee for the Olympic Games (BOCOG) signed with UNEP to support the greening of the Games as early as 2005. In essence, not only did Beijing demonstrate its commitment to hosting the Games, but also set another important landmark that was to be emulated by any aspiring Olympic host city/country. As mentioned above, the original plan was for London to conduct the first OGI for the Summer Games. That way, both the Beijing and London experience gave added weight on the need for the transference of expertise on Olympic Games hosting, in general, and environmental impact and legacy, in particular, towards the preparatory phases for Rio 2016. Before we discuss this in more detail, the following section offers a brief account on the environmental sustainability legacy that has been bequeathed to four Olympic host nations: Australia, Greece, China and the United Kingdom.

### **Olympic Games and environmental sustainability: Sydney, Athens, Beijing and London**

According to Hiller (2000), sports mega-events are composed by a number of phases that, for the purposes of directly linking them to the environmental dimension of Olympic Games hosting, they have been adjusted in the following developmental sequence: the “pre-event” phase of IOC bidding applications and the preparations to fulfil environmental commitments; the “event” phase; and the extent to which these preparations and changes signified a post-event commitment to environmental sustainability (ES).

It is this latter phase that we are discussing in this section. The underlying rationale that has guided the examination of that phase elsewhere (Karamichas, 2012) was that the emphasis that the IOC gives to the environmental impact and legacy of the Games in relation to ES and the substantial work that the host

nations have to do in order to meet this ES ambition requires “coordination among different state bodies, engagement with civic organizations, and the restructuring of host cities’ infrastructure”. Rutheiser (1996) has seen this process as “Imagineering”, whilst Karamichas (2012, p. 156) has described it as:

*[...] a process akin to Engrenage [...], in similar terms conceived for policy-making in the nascent European Community by Jean Monnet, in that the process of meeting the IOC’s environmental standards could both drag with it the host nation’s institutional framework and set a precedent that other nations would strive to emulate.*

With that in mind and in order to assess the post-Olympic Games hosting capacity for the ES capacity of the host nation, Karamichas (2012; 2013) adapted the rationale employed by Andersen (2002) in his study on Europeanization in Eastern Europe by adjusting his two contrasting hypotheses as follows:

1. In the wake of their respective Games (which were after all awarded to them, at least in part, on the basis of a range of green claims), “one should be able to identify marked signs of environmental improvements” in the hosts nations.
2. To achieve environmental transformation, the effect of hosting the Olympic Games “depends more on the supportiveness of domestic political processes”.

The second hypothesis is evidently marked by a sceptical outlook that is clearly guided by Andersen’s stipulation that ES “in a particular country depends on its capacity for environmental reform as fostered and supported by the character of the political and socio-economic reform process” (Andersen, 2002, p. 1396). This is of immense importance in assessing ES capacity of an Olympics host nation in the post-event phase in that, further from challenging IOC’s ambition towards facilitating ES, it factors specific socio-political dynamics in the nation and contingencies that may significantly affect these dynamics. In this direction Karamichas (2012; 2013) identified and selected six indicators (see table 1).

Table 1  
Post Olympics ES capacity

The average annual level of CO <sub>2</sub> emissions
The level of environmental consciousness
The ratification of international agreements
The designation of sites for protection
The implementation of EIA procedures
ENGO participation in public decision-making processes

The assessment of these indicators was complemented by factoring in the immense changes that ensued with the onset of the 2008 global economic crisis and how these have significantly affected the post-event projection that was made by the host nations that followed Sydney 2000. This study demonstrated that the engrenage ambitions envisaged by the IOC have been blocked in some cases by the political dimension (in initial refusal to ratify the Kyoto protocol in the Australian case, refusal to acknowledge the importance of the environmental issue in the Greek case, and change of government policies in the UK attributed to the sustained global financial crisis). As a result – and that is aptly demonstrated in Table 2 – no causality was identified between Olympic Games hosting and improvements in the ES capacity of the host nation. In certain cases, it became evident that an all-encompassing framework aiming at the political and economic modernisation of the host country may be necessary in order to substantiate a positive post-Olympics ES legacy.

Table 2  
Sonnenfeld's reinterpretation of Karamichas' findings

Year	Host City	CO <sub>2</sub>	Env. Concern	Ratific.	Nature Prot.	EIA Implem.	Particip.	SUM
2000	Sydney	(-2)	+1	+1	0	0	(-1)	(-1)
2004	Athens	(-1)	+1	0	+1	(-1)	(-1)	(-1)
2008	Beijing	(-2)	+2	+1	+1	+1	+2	+5
2012	London	+1	+1	0	0	(-1)	0	+1
SUM	(all)	(-4)	+5	+2	+2	(-1)	0	+4

+2 substantial progress; +1 some progress; 0 no significant change; -1 some regress; -2 substantial regress (source: Sonnenfeld, 2015, p. 77).

How can we explain the fact that China achieved the highest cumulative score? This study (Karamichas, 2013) saw that as “part of incremental developments that were bound to take place in China after the 1978 modernizing reforms that were initiated by Deng Xiaoping. Hosting the Olympic Games was an affirmation of that path rather than a core stimulant”.

### **Rio 2016: ES prospects – Closing remarks**

Having substantiated that the fulfilment of IOC’s post-event environmental legacy ambitions can falter due to factors tied to nation specific policy limitations rather than a systemic failure or an outright incompatibility of environmental sustainability with mega-events, we can now make a brief endeavour towards the potential for ES that can emanate from hosting the 2016 Games in Rio, Brazil.

Seven years since Rio de Janeiro was announced as the host of the Games of the XXXI Olympiad and about four months before the Opening Ceremony of the Games, Brazil is confronted by a number of serious challenges – such as the zika virus and the impeachment against President Rousseff. These have been coupled with an ongoing economic crisis and growing discontent, which was partly demonstrated one year before the opening of the 2014 FIFA World Cup, and can potentially have a significant impact on the presentation of Brazil as a safe host. All of them can be used as an intervening variable, in a similar way that the economic crisis has been used in assessing the ES legacy of some of the preceding Olympic editions.

When assessing environmental legacies in relation to Brazil, we should not lose sight of the fact that Brazil, in general, and Rio de Janeiro, in particular, are intimately associated with Sustainable Development (SD). The concerns expressed by Brazilian delegates at the 1972 UN Conference on the Human Environment in Stockholm became a stark reminder of the challenges that any combination of environmental protection with the developmental process was facing. Attempts to compromise these contradictory processes led to the development of the SD perspective during the early 1990s at the 1992 Rio Summit. It was in this Summit that the earlier (1986) declaration by the IOC, which defined the environment as the third pillar of Olympism, acquired more credence. In the bidding application to host the Games, like preceding successful candi-

dates, Rio was not short in making ambitious SD declarations under the general frame of “Green Games for a Blue Planet”, which includes proclamations such as: The Rio 2016 Games will catalyze the environmental policies and programs of the three levels of government via the Rio 2016’s Sustainability Management Plan (SMP). The three pillars of Rio 2016’s SMP – planet, people, prosperity – will integrate economic, environmental and social elements into the “Green Games for a Blue Planet” vision for the Rio Games:

- *Planet* signifies the overall environmental commitment of the Games to act locally with a global vision of sustainability
- *People* indicates the need for ample social benefits, consistent and inclusive for the entire Rio public
- *Prosperity* symbolizes well administered and transparently managed Games, and economic growth for the city (Brazilian Olympic Committee, 2009).

At this stage – and with clear knowledge that many changes have taken place since the former President Luiz Inácio Lula da Silva was proclaiming to cheering crowds “Our hour has arrived” – an attempt to assess the six indicators came with the following results:

Table 3

CO2	Env. Concern	Ratific.	Nature Prot.	EIA Implem.	Particip.	SUM
+	+	+	?	-	+	2?

As we can see, a few indicators have achieved positive scores, but we cannot claim that this has any causal connection to Brazil’s success in its bid to host Rio 2016. It will take at least three years after hosting the Games, in the post-event phase to identify any possible positive environmental sustainability aspects.

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## THE SOCIAL IMPACT AND CULTURAL SIGNIFICANCE OF SUSTAINABLE OLYMPIC STADIUM DESIGN

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### **Introduction**

Sport is increasingly conceived as an instrument for urban development and policies (Rosentraub, 2009). Particularly the Olympic Games (OG) play an important role in the evolution of the buildings, sites and landscapes, and determine their uses (Schmidt, 2002; Kiuri & Reiter, 2013).

Since antiquity the Games have influenced sport facility design. The site of Olympia is an example of how sports facilities are directly and tangibly associated with an event of universal significance (ICOMOS, 1988), with UNESCO declaring it World Cultural Heritage in 1989 (UNESCO, 1989). The stadium at Olympia remains the most emblematic of the many Olympic sites, as it was created for the Olympic Games and reflects its objectives and values. It is a space of cultural significance (Kiuri, 2009). In its historical development, the stadium of Olympia was disconnected from the sanctuary for functional reasons and due to its progressive secularisation, but it remained linked to the sanctuary's site through the dialogical language of architecture. The space conceived for the Olympic event is symbolically configured and provides the identity of the whole stadium. It is connected with the landscape and with the built environment, tangibly expressing a synthesis between culture and nature (Kiuri & Teller, 2015a).

All Olympic stadiums are exceptional due to their size and the universal value of the Games, as propounded by the International Olympic Committee (IOC).

There are 24 Olympic stadiums in the world where the Summer OG have been staged: 15 in Europe, three in Asia, four in North America (including Mexico City and the Los Angeles stadium that served both the 1932 and 1984 Games), and two in Australia. In August 2016, on the occasion of the XXXI Olympiad in Rio, the stadium of Maracanã will become the first Olympic stadium of South America.

All these stadiums are related to some aspect of recent global history. Modern OG can generate cultural ideas and highlight cultural identity. They can also help to address local history, as was, for instance, the case in Australia during the 2000 Sydney OG (Gratton & Preuss, 2008). Accordingly, some Olympic stadiums are now listed as cultural heritage. At the same time, the history of Olympic stadiums is marked by demolitions, controversial modifications and extensions.

Heritage is an important aspect of legacy – a concept which is very often neglected. Conservation, as part of the sustainable criteria for Olympic stadiums, is always a challenge given that the needs of modern sport spectators are changing and the standards of comfort and security for both athletes and public are constantly evolving. For this reason, it will be important to deepen our knowledge regarding heritage criteria and values for emblematic sport facilities and, in particular, for Olympic stadiums.

During the last century, cultural heritage criteria have changed. While initially the only parameters considered were historic and artistic values, other aspects have progressively been added, namely cultural value, identity value, and the capacity of the object to interact with memory (Vecco, 2010).

This lecture will address the specific characteristics of Olympic stadiums in terms of cultural significance and heritage, as part of their sustainable profile. It is based on the research work by Kiuri and Teller (2015) “Olympic stadium heritage: A categorisation of values based on listing decisions” that was published in the *International Journal of History of Sport*.

The first section hence addresses the issue of Olympics and sports heritage. In the second and third section, I will present a value description and analysis through the cases of the existing listed modern Olympic stadiums. The information regarding these cases is based essentially on official heritage authorities texts. Secondary literature sources were also consulted for analyzing the complex history of some of the stadiums. The results of this value analysis highlight a specific Olympic heritage profile, related to the uniqueness and singularity of the buildings, sites and landscape. Value analysis usually takes into consid-

eration their evolution over time and the relationship of sites with noteworthy socio-political and sporting events. Finally, in the fourth section, I will summarize the aspects of Olympic stadium heritage, trying to highlight how heritage listing could benefit large sports events and their sustainable legacy. This will lead to a discussion of the relevance of a specific heritage category dedicated to sport.

## **1. The issue of Olympics and sports heritage**

### ***Cultural significance and heritage***

In general, the term “cultural significance” refers to values. Values study is an effective guide to the characterization of heritage. The process of valorizing the legacy begins when individuals, communities or institutions, decide that it represents something worth remembering, something about themselves and their past that should be transmitted to future generations. Cultural significance is defined by the values of the “object”, of its environment and of the activity in its social dimension.

Adopting this approach, a better understanding of the Olympic stadiums’ evolution in their urban context is possible. At the same time, this perspective approach facilitates the connection between their exceptional architectures to the unique event of the Olympic Games and their cultural significance.

A sustainable conservation of Olympic stadiums and legacy planning require consideration of both the heritage values of these buildings and the requirements for their continued interactions with the city environment.

### ***Heritage value typologies***

During the last century, heritage value typologies (note, p. 120) evolved. There are different heritage value typologies and some overlap, especially in their recognition of bequest and use values. Accordingly, Mason (2002) proposed to regroup heritage values in two main categories: socio-cultural and economic. Socio-cultural values include historical, cultural, social, spiritual, and aesthetic. Economic values cover use, maintenance, and functional dimensions.

Olympic stadiums are unique in terms of their architecture and surrounding environment, even though one may identify regularities in their layout and configuration. The focus of their conservation is placed generally on buildings, site, and landscape characteristics. However, the significance of these locations

consists in their enormous value as repositories of shared memories and as emotional connection that people have with their respective cities and traditions (Abercrombie, 2012).

### ***Social dimensions of Olympic stadiums***

As mentioned before, the significance of Olympic stadiums extends much further than their strict architectural value, as it is also determined by social, political and sport factors (Kiuri & Teller, 2012).

Olympic stadiums are clearly related to some aspect of our recent history. For example, the stadium of Mexico is associated with the history of anti-racism and the stadiums of Los Angeles and Moscow with the division between the East and West and the embargo of the Games.

The relation between stadiums, the site and the city they are located in, is also an important social aspect (Kiuri & Teller, 2012; Kiuri & Teller, 2015). As such, Olympic stadiums are somehow illustrative of an evolution of the city itself. They usually serve as catalysts for urban development and reflect the image a society wants to present of itself. The Olympic Games contribute to the understanding of the social dimension of an Olympic stadium.

Olympic stadiums hence constitute a unique piece of heritage, both for their exceptional architecture and as a testimony of the society that produced these environments.

### ***Olympic stadium design and sustainability***

Stadium architecture for big events leads to the construction of buildings on a scale that is not always in harmony with their immediate environment (Sklair, 2006). Approaching sports as a televised spectacle has led to treating stadiums as media objects, as if they were on-screen protagonists themselves. This tendency reinforces a form of architecture which is best-suited to the needs of the media rather than the urban environment.

This obviously raises a question about how to utilize these costly and oversized buildings, which tend to be used intermittently. Quite interestingly, this issue regarding the possibility of daily use vs exceptional use can be traced back to the early 20th century. In 1926, in Lisbon, the “Commission des terrains” of the IOC began to operate. The Chairman General R. J. Kentish undertook some

initiatives to foster the public use of Olympic facilities once the Games were completed (IOC, 1926). The question came up again at the end of the 20th century at a time when people began to speak of “multifunctional” buildings, as, for example, in relation to the Olympic stadium and planning of post-event activities in Sydney 2000 (Sheard, 2001). The experience of Montreal (1976) indeed highlighted how costly it may be for local authorities to support the construction of the Olympic stadium.

Stadiums constitute a real challenge in terms of adaptive reuse. As with many technical buildings, they are so optimized for some specific type of event that they cannot be easily converted for other purposes. Thus, design flexibility is increasingly viewed as a way to address the operation costs and conservation of Olympic sites (Martinson, 2009; Kiuri & Teller, 2012).

## 2. Description of listed modern Olympic stadiums

Of the 24 stadiums that have been built since the beginning of modern Olympics in 1896, five have been totally or partially demolished, while seven have been significantly transformed or expanded. One of these is a reconstruction of an ancient stadium – the Athens Panathenaic Stadium that hosted the 1896 Olympics.

This stadium was listed as National Heritage in 1998, one year



Figure 1. Olympic Stadium - OG Opening Ceremony.



Figure 2. The Panathenaic Olympic Stadium.

after Athens was awarded the right to host the Games of the XXVIII Olympiad in 2004.

### *Listed modern Olympic stadiums*

Currently there are six listed modern Olympic stadiums and two listed objects that are part of stadium ensembles. The former are in Stockholm, Amsterdam, Los Angeles, Berlin, Melbourne, and Mexico City. The oldest listed stadium is the stadium of Stockholm. The stadium of the Games celebrated in Melbourne in 1956, the Melbourne Cricket Ground, has been included in the Australian National Heritage List since 2005. The stadium of Mexico City is part of a site that was declared by UNESCO in December 2007 as World Heritage, since ICOMOS considered its conservation to be at risk, mainly due to the development of the surrounding areas. Some objects that are part of the Olympic stadium ensembles can also be listed as heritage.

The 1984 Games is a rare example where authorities decided to refurbish an existing stadium rather than build a new structure.

### *Type of heritage*

These Olympic stadiums are listed as buildings (Stockholm, Los Angeles), as complex of buildings (Mexico City), as landscape (Berlin), or as place (Melbourne). Two stadiums (Moscow and Sydney) contain objects listed as monuments. These listed objects are a group of sculptures in the Olympic complex in Moscow, and the cauldron in the Sydney Olympic stadium. There are large differences in the procedures regarding the listing of monuments throughout the world. This has occurred with the 1980 Moscow Olympic complex and the 2000 Sydney Olympic Park, both of which include objects declared heritage.

### *Level of heritage*

The stadium of Stockholm is now listed as local heritage. The stadium of Amsterdam and that of Los Angeles are listed at the national level. The precinct of the Melbourne complex is listed as national heritage. The Olympic Park of Berlin is listed as city heritage (unique existing level in Germany). The heritage

significance of the objects is considered of national value in the case of Moscow (for the Russian Federation) and of local value in the case of Sydney (for the state of New South Wales). It can be seen from the above that there is a strong variance in the form of recognition (as building, ensemble, site or landscape) of Olympic heritage.

### ***Discussion on heritage and detected controversies***

Some listed stadium buildings still retain their original character; for example, the stadium of Stockholm. Others changed or have been transformed. In some cases, there have been important discussions regarding their architectural or historical significance. The first transformation of the historical sporting ground created in Berlin in 1909 has been long discussed. In the springtime of 1929 it was unanimously agreed that the stadium of Berlin would have to be expanded. As a modern construction, the stadium of Helsinki lost a lot of its “original avant-garde elegance”. The Rome 1960 Olympic stadium was transformed in 1990 (for the football World Championship) by the addition of a covering. The city of London staged the Olympics three times (1908, 1948, and 2012), with a different Olympic stadium each time. Two of the London stadiums were demolished. One of them was the Empire Wembley, which was de-listed from the National Heritage list in 2003.

Several modern Olympic stadiums were technological catalysts that contributed to the conceptual advancement of outstanding sports facilities. Very often they have been part of significant urban compositions and had an impact on the urban development of their city. The relationship of Olympic stadiums to the hosting city is now claimed to play a role in developing a sustainable society, respectful of its natural and cultural resources, as well as its territory. Even so, the maintenance of this heritage usually raises serious concerns, as these stadiums and places were built for a unique event and are not necessarily fit for other purposes. It is a clear case where bequest values – those related to uniqueness, memory, history, culture and, in some respects, aesthetics – clearly conflict with use values, which relate to the possible reuse of existing structures for similar or new functions. The mismatch between the bequest and use values of Olympic stadiums has led to some serious social and political controversies over time.

### 3. Prevailing values in listed Olympic stadiums

Cultural and symbolic values mentioned in listing decisions usually refer to values specific to sporting achievements. As part of the values related to sport, the historical chronology of the Games is mentioned in most listing decisions. The majority of decisions refer to the success of the Olympiads as contributors to the significance of the stadium. Other sporting events can also contribute to the importance of the facilities.

Aesthetic values do not appear as the most important in listing decisions. Although prominent architects designed the listed stadiums, architectural style is rarely mentioned in the documents.

The authenticity of the site is obviously a factor in the listing. This has facilitated the rehabilitation of some stadiums, such as the Stockholm stadium.

The recreational quality of the spaces, the quality of ensembles and sites as green spaces, are also part of heritage values. Recreational values are mentioned in terms of post Games use.

All listed stadiums have been modified, either after hosting the Games or before, if they already existed. The evolution of sporting standards and the requirements of new events, or simply the physical deterioration of the stadiums, can explain the need for this. It can be seen that these adaptations often became significant elements justifying the listing of some stadiums.

Economic factors do not appear as relevant in the decisions, even though these are usually considered as part of use values. Use values in some cases can be a risk factor for the integrity of the site or for its architectural values.

Being harmoniously embedded in the surrounding environment was an essential aspect of ancient public landmarks, when the Olympic stadium was conceived in a compatible way with the values of the OG.

The success of the OG, the popularity of the event, and its uniqueness and rarity all play an important role in stadium heritage nomination at local, national, and world levels. The observed relationship between the Olympic stadium's significance and the success of the OG confirms the interdependence between the tangible and the intangible values in listed stadiums. However, the intangible values of modern OG are not evoked as aspects of heritage.

The human effort to prepare the Games is sometimes highlighted as context value.

These results show that when both use and bequest values are duly taken into consideration, heritage may have a multiplicative effect on values related to sport. Some bequest values can help a successful adaptation of the stadium, contributing to an increase of its use values. At the opposite end, some adaptations of stadiums necessitated to preserve or enhance use values can bring additional bequest values to the stadiums.

The reconversion of Olympic stadiums should be better taken into consideration at a design stage in order to facilitate the conservation of this exceptional heritage. This further raises the issue of architectural elements that would be somehow “determined” to become cultural heritage. Actually, the international visibility and importance of Olympic Games is such that these stadiums do naturally become cultural landmarks in a very short period of time. The issue of stadium conservation could hence be considered at the design stage, so as to avoid costly and hardly sustainable efforts once the competition is over. This would probably mean to involve heritage and urban experts much sooner in the decision-making process in order to assess which conservation strategy should be applied after the Games are completed.

#### 4. Can the heritage approach contribute to a sustainable Olympic stadium?

Olympic stadiums’ significance is defined by the values of the building, of the environment, and of the sport activity itself. The specific interactions of tangible and intangible values (the stadium, place, site, park, and the OG as event) deserve more detailed study. Research needs to take into account changes in the selection criteria for cultural heritage.

##### *Heritage and regeneration*

The recognition of uniqueness of places and their potential cultural



Figure 3. Urban regeneration projects, London 2012.

dimension is directly connected to founding a self-sustaining regeneration strategy (Wansborough Mageean, 2000).

The Olympics may be most appreciated for the large urban regeneration projects they initiate, as was the case of London 2012 OG (Long, 2012).

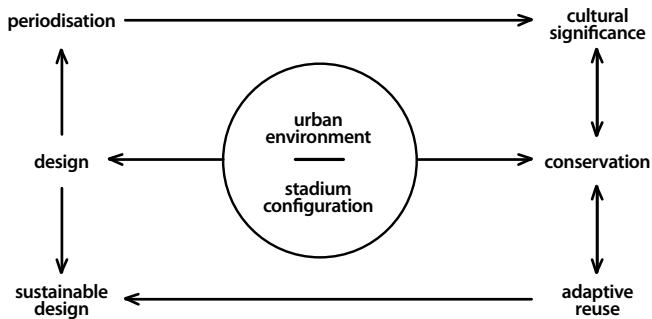


Figure 4. Adaptive reuse design process (Kiuri & Teller, 2012).

### ***Heritage criteria and the process of design***

A sustainable conservation of Olympic stadiums would require a better consideration of both the potential values of its buildings and the requirements for its further integration into the city’s environment at the design stage.

Adaptive reuse of the site and facilities should be taken into consideration at the design stage as a condition for the conservation of future Olympic stadiums. In this perspective, dismantling part of the “heritage” may be accepted as a way to ensure their reuse.

### ***Heritage initiatives: Bequest and use values***

The cases of listed heritage stadiums demonstrate the existing tension between bequest and use values in the case of sport facilities. Use values are often perceived as an important element of heritage for sport. Another particularity of stadiums is that bequest is not limited to aesthetics. Their societal role is far more important, for example, as a factor determining urban “quality of life” and “rec-

reation”, among other qualities. Some sport values may not be fully taken into consideration, as, for instance, the intangible value related to the Games.

Use values could be enhanced through specific programs related to tourism and commemorations. The existing World Union of Olympic Cities could play a role in this process, especially if stadiums become part of a larger network of heritage sport facilities.

Issues regarding needs in the context of academic education and scientific research, which also relate to the domain of emblematic sports facilities, are a natural fit with heritage studies. In many cases, universities have played a role in heritage designation processes. IOA and academic structures can contribute actively to cultural heritage initiatives. The need for knowledge in the field of emblematic sport facilities and events is clear.

Most importantly, the value of the 24 Olympic stadiums as a historic ensemble was not mentioned in any of the listing decisions. Considering the ensemble of Olympic stadium sites as a unique heritage in its own right would certainly make sense under UNESCO criteria for World Heritage designation. This would help to increase the protection of individual buildings now considered of local significance. It would represent a clear challenge for cities engaging in the OG, considering a possible listing as part of a network of heritage sites as soon as the design stage of the stadium is complete. In Opening and Closing Ceremonies, existing Olympic stadiums could be “connected” through special programs.

Some cities express interest in staging the Olympics for a second time. In these cases, Olympic bids could be pitched to include commitments to heritage conservation and enhancement. Los Angeles and Athens, which hosted the Games in 1984 and 2004 respectively, provided a good example of a heritage initiative, regarding the values conservation of their existing Olympic stadiums.

## **Conclusion**

This lecture focused on Olympic stadium heritage values and their cultural significance as part of its sustainable profile.

Heritage values of the existing listed Olympic stadiums have been categorized, highlighting the need for specific criteria for evaluating Olympic heritage and sporting heritage more broadly. This analysis shows that the listed Olympic components differ in size, type (building, place, site, landscape, or simple ob-

jects part of the stadium ensembles), and level of heritage (local, national, international). Only one modern stadium has been declared World Cultural Heritage, as part of a multifunctional site.

In several cases, regional and urban planning institutions have promoted the nomination of a stadium as heritage. It is surprising, therefore, that sport institutions or organizations have refrained from becoming part of this process.

The heritage descriptions taken from official texts consider traditional requirements of heritage values typologies. They refer to the importance of the authoring, the authenticity of materials, and the innovative structures or the venue model. Even so, the architectural style is not the most valued characteristic in such assessments. More generally, the surroundings play an important role in a stadium's significance. This is probably a reflection of participation by regional and urban planning bodies in the heritage designation process.

On the other hand, the preparation and the celebration of the OG are contextual elements that play a decisive role in the stadium's significance, bringing several added intangible values. The efforts to organize the event, to plan large-scale innovative buildings, and to create parks for recreation are some of the evoked values that give specific significance to the Olympic stadium.

The success of the event itself is very important, for example, in terms of setting new sporting records, as well as the popularity, but there is also the rarity of the Games, the additional social or historic events, the citizen participation and the political support surrounding the celebration of OG.

One of the most frequently detected difficulties in stadium conservation is with the changes that all stadiums experience under the pressure of various technical and functional requirements. Strict conservation is neither always possible nor advisable. Interestingly, this is clearly reflected in the designation process that, in several cases, refers to these evolutions and adaptations as a relevant feature of these sites. The continuous use of OG stadiums for other sport competitions could hence be considered as a supplementary source of significance and value.

Cultural heritage provides relevant elements for programming and designing a sustainable urban and territorial development with creativity.

Heritage studies could provide a systematic and scientific base of knowledge in sport architecture. Research on sport architecture and sport history can be developed.

Heritage initiatives have a positive impact on the social responsibility of sport and enhance the credibility of sport architecture.

OG stadiums appear as great testimonies of the evolution of sport and its status for past and present societies. They should be considered as exceptional heritage, both through the international nature of the event they host and through their location. The history of architecture and sport's history are clearly interwoven in the evolution of their design over time and their further adaptations and reuse after the celebration of the Games. This should be a plea for considering the entire ensemble of existing 24 Olympic stadiums as a specific world cultural heritage and for creating a special program of "Connecting Olympic stadiums".

### Note

The heritage values proposed by Riegl in 1903 are age, historical, commemorative, use, and newness. Ignacio González-Varas summarized the evolution of heritage values through history, based on Riegl's work, as age (antiquity and abstract beauty), historical evolution and emotional values, commemorative values, and contemporaneous (use) values. In 1984, William Lipe presented a new typology of values, based on a differentiation between economic, aesthetic, associative-symbolic and informational values. In 1997, Bruno Frey presented his monetary, existence, prestige, educational, and bequest typology. English Heritage formalized in 1997 its own typology, based on cultural, educational and academic, resource, recreation, and aesthetic values. The *Burra Charter* of the Australian ICOMOS in its last edition from 1999 evokes aesthetic, historic, scientific, and social (spiritual/ political/national) values.

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## SPORT AS AN EFFECTIVE TOOL TO PROMOTE SUSTAINABLE CITIES AND HUMAN SETTLEMENTS

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### **Introduction**

City refers to “a social, ecological, and economic system within a defined geographic territory. It is characterized by a particular human settlement pattern that associates with its functional or administrative region, a critical mass and density of people, man-made structures and activities”.<sup>1</sup>

Whether people approve of it or not, urbanization is the basic developmental trend of human society today. In 1950, one third of the world’s population lived in cities; in 2000, nearly half were city dwellers, and in 2050 more than two-thirds of the world’s population is expected to be living in urban areas.<sup>2</sup> As the Sustainable Cities International (SCI) claimed “our cities are our future”.<sup>3</sup>

Cities as the core of civilization, have brought great benefits to human development with their splendid creation in both material and spiritual terms, while at the same time, cities are also the knots associated with various problems, like traffic congestion, pollution, greenhouse effect and various crimes. Some have grouped these problems together and labeled them as “urban disease,” something that has brought unprecedented challenges to human beings.

1. “Towards a Green Economy” (PDF). United Nations Environment Program. Retrieved 17 November 2011.

2. UNDP, Human Development Report 2015, p. 67.

3. <http://sustainablecities.net/about-us/>

City's advantages and disadvantages are equally obvious; it may let us go to heaven and it also may let us go to hell. It all depends on whether we can build sustainable cities that could provide us and future generations with a proper human settlement and environment.

## **I. Sustainable cities: solution to city disease**

### ***1. Traditional sustainability vs sustainability in modern era***

In the light of resource consumption, traditional societies based on agriculture were sustainable so they could last several thousands of years. The main factor for their sustainability was their limited capacity of production due to scattered settlements, low technologies, heavily reliance on man and animal power. They hardly imposed any impact on the environment, beyond nature's ability to replenish. Therefore, traditional societies were sustainable and they could last a great long time. However, the sustainability of a traditional society was usually taken-for-granted, assuming natural resources would never be drained out and the environment would always rehabilitate itself, whatever people did on it. Hence, the sustainability of traditional societies was ecologically self-contained.

But the Industrial Revolution has entirely changed the ecological balance in the traditional pastoral picture. It has driven millions of people from the rural areas to compacted urban cities. As Alvin Toffler indicated:

*The Second Wave Society is industrial and based on mass production, mass distribution, mass consumption, mass education, mass media, mass recreation, mass entertainment, and weapons of mass destruction. You combine those things with standardization, centralization, concentration, and synchronization.*

Cities, thereby, have generated various unprecedented impacts on the environment, absorbing huge amount of resources, some of them to be used by coming generations to support their rapid growth. Interaction among economic growth, social livability and environmental support has become a vicious cycle. To stop the trend going from bad to worse, a new type of cities, entirely different from the old one, has to be adopted: the sustainable city. It will provide urban residents with proper human settlements.

### ***2. What is a sustainable city?***

The concept of a sustainable city was introduced mainly from an ecological perspective, suggesting that natural resources are limited in their storage and

regeneration, so human beings have to make themselves partners with the environment rather than seeing it as an enemy to be conquered. This new concept demands humanity to reconsider existing social life and economic patterns in order to set up a new system of humanity and nature with a vision of co-prosperity.

Although there is no fully accepted definition for the sustainable city, the basic idea is clear. Sustainable cities have three pillars: a harmonious society, green economy and a viable environment, as figure1 shows.

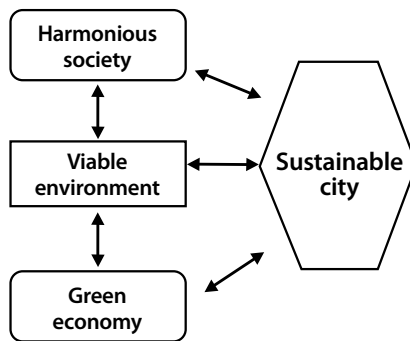


Figure 1. Sustainable city.

This new concept demands sweeping changes in all aspects of our current way of life and is bound to lead to fundamental reforms in the following three pillars:

- **Harmonious society**

Social harmony is indispensable to a sustainable city, not only because it secures a safe and enjoyable life for its residents but also because it has a direct impact on the ecological system of the city. The goal of sustainable urban development can be achieved only on the condition of social consensus by all residents. Sustainable city demands the highest level of collaboration by all members of a society, therefore sharing fundamental social values, such as equality, tolerance, inclusiveness, respect, etc., is essential for residents to act collectively in order to handle those sophisticated environmental issues. One cannot imagine that a society separated by serious social inequality and exclusiveness, full of distrust, could possibly act ef-

fectively to protect the environment. As a matter of fact, social disorder of various kinds always waste or even destroy valuable resources.

- **Green economy**

The Green Economy Coalition succinctly defines green economy as “a resilient economy that provides a better quality of life for all within the ecological limits of the planet.”<sup>4</sup> This economic pattern encompasses a broad range of aims including the use of renewable resources, the increase energy of efficiency and reducing the environmental impact by public transport, accessible resources and services.

- **Viable environment**

Viable environment is the result of positive interaction among a harmonious society, green economy and the environment. Cities provide the scale of economies and the types of social activities that make such natural sources viable.

## II. Role of sport in promoting sustainable city and human settlements

The key for sustainable city is socially and economically sustainable living, so city dwellers may enjoy a better quality of life, within ecological limits. Sports is a powerful means to facilitate sustainable living and to forge a friendly relationship between residents and urban environment, as figure 2 shows.

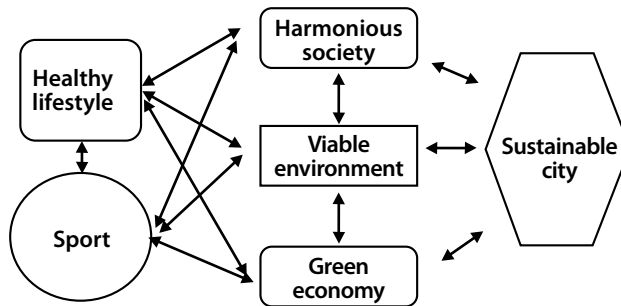


Figure 2. Mechanism for sport to promote the sustainable city.

4. UNDESA, *A Guidebook to the Green Economy*, 2012, p. 9.

### ***1. Activating residents' environmental awareness***

Environmental consciousness is the precondition for the sustainable city. In order to nourish this consciousness among greatly diversified ordinary people, it is necessary to link environment values with residents' own interests. Here, sports has a unique role to play.

Sports is people-centered, designed to promote the sound development of human beings that would orient sport participants' attention to themselves, concerned with their own health status in its physical, mental and social dimensions. People would be more sensitive to the social and physical environmental settings when sporting. This is because many sport activities, outdoor activities in particular, involve constant interaction between people and a variety of environments such as ground, water, snow, ice and air. Sport participants use all their senses to perceive the environment, thus becoming aware of its subtle changes and thereby easily acknowledge environmental values which activate their desire for environmental protection.

This awareness is crucial for urban residents keen to share the values of sustainable cities. Taking, into consideration the huge member skip of their participants, sports are an efficient tool, rare in our society, to stimulate the ecological awareness of the general public and to disseminate relevant information to all city dwellers.

### ***2. Promoting the three pillars of the sustainable city***

- **Promoting social equality and inclusiveness**

Sports are the most inclusive social activities in human society; all residents, regardless of their differences in race, religion, social status, economic background, cultural heritage, gender, age, etc. can find their own position in sports.

More importantly, the fundamental principle of sports is fair play, which demands equality among participants. Participation in sports is, in a sense, a process of equal interaction among participants from various social backgrounds. It definitely helps to break social barriers and to cultivate the social values and behaviors needed by sustainable cities.

In addition, sports organizations, involving various social sectors, have their efficient mechanism to integrate all efforts made by diversified parties. This would promote the social network of sustainable cities.

- **Stimulating green economy**

Sport industries, such as professional sports, creation, sports tourism, are typically sustainable. Sport industries are an inseparable and fast growing part of economy in our time. A study by A. T. Kearney, a global management consulting firm, indicates, with 7% annual growth between 2009 and 2013, the sports market has grown faster than GDP in most countries in the world, from \$58 billion in 2009 to \$75 billion 2013 and \$80 billion in 2014. When you add in sporting goods, apparel, equipment, and health and fitness spending, the sports industry generates as much as \$700 billion yearly, or 1% of the global GDP.<sup>5</sup>

Sport also provides unexpected solutions for handling those abandoned areas and for industrial building in economic transition from traditional patterns to sustainable ones in many cities of the world. Some cities have smartly turned those useless areas to attractive sport venues. For example, the IBA Emscher Park, a project carried out in Germany, successfully integrated sports with an industrial “rust belt” towards a sustainable green urban area.<sup>6</sup>

- **Enforcing the viable environment**

Over the last two decades, sustainability has become an increasingly important consideration when staging sport events, and the Olympic Games are a typical case. Host cities have tried to use these occasions as showcases to demonstrate those sustainable public transport systems, using renewable energy sources and recycled materials, water conservation, pollution control and waste management. In addition, sport events have also been used for urban revitalization so that some abandoned urban areas are rehabilitated with the creation of public parks and green spaces.

Now, the environment is the third pillar of the Olympic Movement, as the IOC suggested. This means that the environment is a pillar shared between sport and sustainable city.

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5. A. T. Kearney, Winning in the business of sports. <https://www.atkearney.com/communications-media-technology/winning-in-the-business-of-sports#sthash.qBZZAt3k.dpuf>

6. Emscher Park, From dereliction to scenic landscapes, <http://www.dac.dk/en/dac-cities/sustainable-cities/all-cases/green-city/emscher-park-from-dereliction-to-scenic-landscapes/>

### ***3. Promoting a healthy lifestyle for the sustainable city***

Nowadays chronic diseases such as cardiovascular disease, diabetes, hypertension, obesity, depression, and osteoporosis have become the main health threat. To tackle the issue, health care has consumed a huge amount of resources but had little effect because the chief reason of chronic diseases is the physical inactive lifestyle. A healthy lifestyle is much more important than good medical care. As attractive physical activities, sports are an antidote to chronic diseases, thereby becoming a key component of the healthy lifestyle.

Moreover, lifestyle is optional and people may or may not choose those behaviors in favor of environment protection – such as walking and cycling instead of driving to work. The social values of sports tend to persuade the residents to go for healthy behaviors in their daily life such as producing less harmful waste (i.e. a smaller ecological footprint), avoiding unhealthy activities such as smoking, drug and alcohol abuse. Sport is a low-cost and high-return means to promote healthy lifestyle.

Environmental problems are often directly or indirectly associated with an unhealthy lifestyle, therefore healthy lifestyle promoted by sport is fundamental to sustainable cities and human settlements.

### **Final remarks**

Urbanization has brought unprecedented opportunities and challenges to human settlements. The best way of capturing the advantages of urban living and addressing the disadvantages is to construct sustainable city. Both sustainable city and sport are people-centered and emphasize harmonious relationships between residents and their social and natural environments. Sport, due to its unique role in social cohesion, economic development and environmental protection, has become an indispensable tool to promote and solidly establish sustainable cities.

## ENVIRONMENT AND YOUTH OLYMPIC GAMES: THE CASE OF LILLEHAMMER AND ITS CONTRIBUTION TO SUSTAINABILITY

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### **Introduction**

The Youth Olympic Games (YOG) officially began as an unanimous decision at the IOC Session in Guatemala in 2007. The President of the IOC at the time, Dr Jacques Rogge, was the initiator of the first new global Olympic event since the introduction of the Winter Games in 1924. The establishment of YOG stands out as one of the most important legacies of the Rogge presidency. The motives for establishing this new event were manifold, including the objectives to attract young people to Olympism and the Olympic Games, to strengthen the Olympic Movement's position in relation to other sports competitions, and to make a significant contribution towards addressing problems facing the youth worldwide, like obesity. The result was IOC's setting up a multi-sport competition for the best athletes in the age group of 15 to 18 years that could both develop their skills as role models for youth in their communities and educate them as upcoming Olympians.

There may be some debate about how well suited the YOG is for reaching these goals, but it seems clear that one should consider the establishment of the YOG as a step towards a significant attempt to revive Olympic values. President Rogge has stated that he had this initiative in mind from early on. As the successor of President Samaranch and his "Olympic revolution", he not only inherited

the predecessor's successes creating a wealthy organisation, but also the problems of legitimacy connected with the growing image of a greedy institution. Therefore, the time was right for recovering the Movement's roots and producing a vision connecting the original values with ongoing global discourses. The vision, then, was to educate young people according to the values of Olympism through sport and culture, and thereby to stimulate the youth to adopt healthy lifestyles and to strive for a better, peaceful world.

Against the accusations of commercialization and gigantism, the IOC wanted to create a downsized event, more modest in scope, that would make it possible for smaller nations to host an Olympic event. An important element in the new concept was the policy of using established infrastructure and venues for the competitions for the sake of keeping costs under control and establishing a tradition of following principles of sustainable development.

There have hitherto been four YOGs: two summer Games (Singapore 2010 and Nanjing 2014) and two winter Games (Innsbruck 2012 and Lillehammer 2016). Lillehammer, Norway was the only bidding city for the 2016 YOG, but was clearly a favourable solution for the IOC. The return of an Olympic competition to Lillehammer was like a homecoming because of the successful Winter Games in 1994. Among the most important symbols of the Lillehammer '94 Games was the establishment of environmental sustainability as one of the key slogans hosting the Olympic Games.

### **The Olympics and environmental legacy**

The Winter Olympics have been ahead of the Summer Games with regard to the focus on environmental issues in the Olympics (Chappelet 2008). Of course, this has much to do with the sites' locations in more sensitive mountain and alpine areas, where the construction of new infrastructure as well as new venues have long been controversial public issues. The first environmental controversies over land use occurred during the planning for the Games in Lake Placid in the 1930s. The 1970s was a period of general ecological awareness, and this to some extent affected the decision of Denver, Colorado not to host the 1976 Winter Games. The activists in Citizens for Colorado's Future won the referendum with arguments connected to costs for the tax payers and the damaging

impact on the mountains. The breakthrough for environmental issues came first in the 1990s, with the Games in Albertville and Lillehammer.

Albertville 1992 had a real concern for the environment in their planning, including the plan to build a new motorway in the Savoie region up to Albertville. They also had to deal with some troublesome sports venues. In particular, the proposals for the ski-jump, bobsleigh and luge venues were very controversial with a protest march taking place before the Opening Ceremony. This protest received the attention of President Samaranch and the IOC leadership, and demonstrated that environmental issues could threaten the Games.

Lillehammer's hosting of the Games only two years later involved a promise of hosting an environmentally friendly event to the IOC. In a speech to the IOC that finalized the Lillehammer campaign, Prime Minister Gro Harlem Brundtland stated that her country wanted to make the event a showcase for environmental sustainability. Brundtland here drew from her prestige as the former leader of the UN Commission of Environment and Development, known for introducing the concept "sustainable development".

The OCOG (LOOC) did not implement these plans through their own initiative, however. The fact is that grassroots activists were the force that most energetically put the environmental issue on the agenda. They were originally against the hosting of the Olympics, and after the IOC's decision in September 1988 to let Lillehammer host the Games, they organised Project Environment-Friendly Olympics in order to influence the planning process (Lesjø 2000). The IOC leadership received this group sympathetically, and they eventually collaborated with the OCOG and the local government. This alliance was the basis of a strong and important symbol of environmental commitment connected to the '94 Winter Games.

After Lillehammer the IOC had to transform its policies from supporting local initiatives to developing its own environmental policy (Cantelon and Letters 2000). They had already been involved in the Rio Earth Summit in 1992 and encouraged all NOCs to sign the Earth Pledge of making the planet a better home for future generations. At the centennial congress in Paris in July 1994, The Congress of Unity, the IOC declared the protection of the environment to be an important part of Olympism. The Congress defined the environment as the third pillar of Olympism, alongside sport and culture. The establishment of an

Environment Commission in the Olympic Movement followed, as well as a close affiliation with the UN's work for sustainable development.

### **Lillehammer YOG 2016**

Lillehammer hosted the second Winter Youth Olympic Games from 12 to 21 February, 2016. Leading up to this event, there was a phase for acquiring national support (the state guarantee), then the bidding for the YOG, and this was followed by a period of planning and management. In the application for a state guarantee, the national sport federation and the applicant city wrote that Lillehammer 1994 shaped a new standard for the Winter Olympics. The ambition now was that the YOG should resemble the successful '94 Games, "especially when it comes to popular engagement, the environment and resource management, as well as participation by the youth in the preparation and implementation" (p. 3, my translation).

In the following sections, I shall focus on five aspects of the implementation of these objectives.

#### ***i. The re-use of venues and infrastructure***

In harmony with the IOC's main intentions with the YOG, Lillehammer as a winter sports site offered good conditions for re-using existing venues and infrastructure. Most of the sport competitions in 2016 took place at the venues used at the 1994 Olympic Winter Games. The 2016 YOG hosted 70 sport events in total, located in the Olympic Park, and four other sites and municipalities. Out of the eleven venues used for competitions, eight were built in connection to the Games in 1994. An important local and regional strategy, however, was to renew and develop the venues in accordance with new standards in order to maintain their ability to host international events. As part of this strategy, they were upgraded with new equipment, and some were further developed to maintain a world-class standard.

Two new venues were, however, established in the Olympic Park: a new Curling Hall and a new Youth Hall for ice hockey. The Curling Hall opened in 2012 (by J. Rogge) and was integrated into the old hockey hall. It was originally a joint initiative by the local club and the National Curling Association to improve the status for the sport in the region as well as nationally. The Youth

Hall was built in 2013 as a training hall for ice hockey and was used as a competition venue for 2016. The Youth Hall was the culmination of a much-wanted expansion of the training facilities for the youth in the region. The third one, Oslo Vinterpark Halfpipe, came into the program late, because the LYOGOC learned that establishing a halfpipe in the existing Olympic venues in the region would be very difficult. This is the largest alpine venue in the Oslo area and dates back to the late 1930s. In recent times, it is probably best known for hosting the Arctic Challenge and a world championship in snowboarding.

### *ii. YOY – Youth Olympic Village*

The largest new investment for the 2016 event was the building of the Youth Olympic Village, located in the Lillehammer Olympic Park. The village, located close to the sport venues and the site for the Learn & Share program, consisted of both the new houses and the nearby Birkebeineren hotel and apartments. Together they housed 1,760 participants: the young athletes, their coaches and other support personnel from their native countries. The plan was to use the buildings as student apartments just before and after the event. A total of 300 students from Lillehammer University College and 60 from the Norwegian Gymnasium for Elite Sport have been the users of the new dormitories.

A partnership comprising the hosts and the Student Foundation (SOPP) and a local cooperative housing association (USBL) organised this project. The total cost of the new YOY was 310 million NOK, approximately 38 million US dollars, of which IOC contributed with 108 million (13.5 million US dollars). This contribution was important for obtaining a state guarantee for the total event, motivated by the intention of increasing the capacity for young athletes in the future to use sports facilities in the Olympic park.

The construction of the new buildings in the village treated environmental sustainability as a priority. The construction was built as a “passive house”, which means less energy for heating the rooms than usually the case. Bioenergy is the main heating method. The buildings are covered with *Kebony* wood, a treated pinewood that is highly durable and is a demonstration of a Norwegian patent known for its environmentally friendly qualities. The YOY also implemented a waste-management program in cooperation with the local firm *Glør*, which specialises in the waste and environment industry.

### ***iii. Transportation***

The main strategy was to provide public transport for all participants, as well as leaders and accredited personnel. The goals of sustainability were to decrease transport-related emissions during the planning and execution of the event, and then to utilise public transport and especially the train as the main alternative. The train was the main means of transportation to the towns of Hamar and Lillehammer for all group, hence a partnership with NSB (Norwegian State Railway) was established to achieve this goal.

LYOGOC established agreements with Norwegian bus companies and regions in order to ensure the capacity necessary for transportation town were also tested and to the venues in Lillehammer and the region. Three gas-driven buses, with the extra costs absorbed by LYOGOC's partner, Glør. A sponsor delivered one hundred cars for the LYOGOC in special periods, which were to be sold in the market after the event. The hosts had the ambition to minimise private driving, and the parking lots were also designed to reach this goal.

### ***iv. Management system: ISO certification***

LYOGOC was the first event in Norway to achieve an ISO 20121 certification. This is a standard management system for all kinds of events, sporting, business as well as cultural and political. ISO standards represent a global consensus of the state of the art in this field. This standard is meant to be a practical tool for managing the events and combines three dimensions of sustainability: economic, social and environmental. The goal is to cover and stimulate the best practices in the field, with a focus on all the actors involved in the planning and implementing the event. The sustainability team of the London 2012 Organising Committee provided input to the standard where as the London Olympic Games in 2012 was the first to test it.

The LYOGOC wanted to use the process of certification to find environmentally friendly solutions and to lay the foundation for a sustainable legacy after the Games in February 2016. Their sustainability project consisted of eight sub-themes, which covered the three dimensions in the certification: economic, social and environmental sustainability. The eight sub-fields were transport and logistics, ceremony, waste management, procurement, venues, budget, legacy and guidelines (for future events).

The ceremony employed a gimmick for which the school youth produced the energy by being physically active, while the calories they burned were converted to kWh. The waste-management system implemented in close cooperation with Glør focused on encouraging athletes and audience to recycle waste in as many areas as possible. Procurement was equally important and suppliers and service providers with the best green practices were preferred if they could compete within a 10-percent margin. Procurements that minimised damaged the environment both during production and during the event and waste handling should be preferred when possible according to financial sustainability. Budgetary transparency was also recognized as an important area, both for the stakeholders and the public, since a lack of transparency could affect the legacy of the event.

#### ***v. Learn and share: Keep the YOG Green***

An important and integrated part of the YOG is the Learn & Share program, distinguishing the YOG from other international sports competitions for youth. LYOGOC provided the design and implementation of this educational and learning element of the event priority. They arranged to hold this program at two sites, Håkons Hall in the Olympic Park in Lillehammer and at the YOY Hamar, the host town for figure skating and speed skating.



*The Master's Degree students present their experience with the Postgraduate Program.*

As a part of an extensive program and exhibition, the organisers set up the *Keep YOG Green* stand. This was organised as an interactive booth where the participants could test their knowledge about sustainability and its different meanings. They could further learn how to improve their practices on recycling, environmental protection and energy saving. This program was organised in cooperation with voluntary organisations from civil society like POW (Protect Our Winter), the youth organisation (Natur og Ungdom) of the Norwegian Society for the Conservation of Nature, as well as Matvett (a non-profit organisation dedicated to reducing the waste of food), as well as their sponsor Coca Cola. Out of a total of 1100 participating athletes 572 visited this stand during the ten days it was open.

### **Reflections on sustainability**

Ideas about sustainability have circulated in several interconnected fields for some 30 years. Environmental experts, grassroots activists and established organisations have put these important issues at the forefront of many agendas. The leadership of the Olympic Movement responded to the voice of outsiders and learned that they had to deal with environmental issues to secure the future of the Games. When Lillehammer hosted the Games in 1994 environmental sustainability became an important symbolic brand for the event – the first “green” Winter Games.

From then on sustainability has been an integral part of the Olympic ideology and the fields’ regime of regulation. In the Olympic context, the regulatory body is the *Olympic Charter*, followed with rules and regulations in Event Manuals, the Evaluation Commission, Legacy considerations etc. Since the Paris Congress of 1994, sustainability has been an increasingly important part of these regulations. Today the IOC would not accept an applicant city for the Olympic Games that does not in principle and in upcoming plans address the challenges connected to sustainability. Contested ideas still exist when it comes to solving conflicting interests in practical planning, not to mention in ecological thinking. Nevertheless, the main guidelines for modern organisations’ adaption to their environment have to be followed.

Of course, the YOG, as the newcomer in the Olympic family, established long since the doctrine of sustainability considered an important part of Olympic ideology, has to adapt to the expectation of hosting environmentally friendly

events. The YOG, in some ways, also has a better starting point because of its mandate to host simpler and more downsized events, using mostly venues and infrastructure already in place, and with the educational element of young people higher on the agenda.

Standardisation follows the institutionalisation of sustainability. The ISO standards for sustainable event management is a clear example of this principle. The core ideas here are the transfer of knowledge, learning from best practices and the three-dimensional understanding of sustainability. Not regarding environmental issues in isolation must obviously be a good thing, since social and economic sustainability are also important, but if these two sets of objectives obscure the focus on the environment, this is a potential danger. LYOGOC was, however, a proud first implementer of the ISO event standard in Norway and believed that the time had come to match the symbolic significance of environmental sustainability with the actual hard work of practice. They probably succeeded in minimising the negative environmental impact and “the ecological footprint”, which was one of the objectives of the bidding process.

### **Concluding remarks**

It is too early fully to determine the legacy of the YOG 2016 in Lillehammer, Norway. We need some distance to judge their implications for youth sports, the YOG and the Olympic Movement – and managing of events according to the principles of sustainability. There are, however, good reasons to believe that LYOGOC handled the event in accordance with the best practices of the day for environmental sustainability. They complied with recognised standards in the field of event management, without applying an innovative interpretation to these standards.

There is also reason to believe that the most important legacy of this event will not be an image of the “green games”, but more of an image of social sustainability. That story has not been fully told here, but Lillehammer 2016 will probably be seen as a success because it provided a new dimension to the YOG by emphasising the social and cultural festival that took place alongside the sporting events. There is also widespread agreement that the host succeeded in including youngsters in the organizing and accomplishing of this event with the active involvement of young leadership and voluntary work. By doing so, they took an important step in the direction of producing an event for and by the youth themselves.

How, if and in what way exactly the YOG can influence the Olympic Movement's implementation of its Agenda 2020 is unknown. Perhaps the legacy of Lillehammer 2016 will turn out to be that the newcomer in the family, the YOG, will appear in a favourable light when the IOC evaluates in the future if its gains exceed the costs.

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*Prof. Marion Keim and Elizabeth Sluyter-Mathew jointly presented the IOC collaboration in South Africa under the title “Olympic Values Education as a tool to contribute to peaceful and non-violent societies”. On the right, the IOA Director, Dr Dionyssi Gangas, and the IOA Honorary Dean, Prof. Konstantinos Georgiadis.*

## OLYMPIC VALUE-BASED EDUCATION FOR GENDER EQUALITY AND WOMEN'S EMPOWERMENT

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Ministry of Sport and Recreation*



### **Introduction**

Sport provides a sphere in which women can renegotiate concepts of femininity and masculinity, challenge stereotypes that label women as weak and inferior, and demonstrate to their communities what they are capable of achieving. Sport builds confidence and decision-making skills. It encourages self-discipline and provides a sense of accomplishment. As such, promoting girls and women's involvement in sport is an important tool for gender equality and women's empowerment and, more broadly, for development and social change.

Achievements on gender equality from the previous Olympics in London have proved that sports is a weapon to conquer gender inequality promoting women's empowerment. This was evident through three milestone achievements in London, namely: a) the Games had a higher percentage of women athletes compared to previous Summer Olympics; b) there were women competitors in all sporting disciplines; and c) there were no longer any countries preventing women from participating in the Olympics. Interesting to note is that, in London, women were represented in all participating national teams for the first time, making up a record of 45% of all athletes. In Atlanta, sixteen years ago, 26 countries did not send any women at all, according to a website on Muslim Women in Sport. Olympic value-based education is given more credit for such results through its mandate of promoting gender equality and women empowerment.

The Zimbabwe National Gender Policy (2013) defines gender equity as a process of attaining fairness and justice between women and men to ensure impartiality. In the context of this lecture, gender equity involves proportional representation of women and men in sports; hence the number of women and men should transparently represent distribution in the general population. In other words, the relations of women and men should be congruent to the demographic pattern of people within a particular society. Equal representation in participating in all sporting activities; additionally, the leadership and administration role is also important in sport.

### **Sport as a tool for gender equality and empowerment**

Access to sport is considered as an essential element in attaining rights and freedoms set out in several international human rights documents including the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). The Beijing Platform for Action referred to sport and physical education as a mechanism to develop non-discriminatory education and training; to strengthen preventive programs that promote women's health and to eliminate discrimination against girls in education, skills development and training. There is evidence that sport 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.

According to Huggins (2007) in most cultures, sport has traditionally been divided along gendered lines, often reflecting the values and stereotypes underlying society's notions of masculinity and femininity. Traditional "male sports" often emphasized brute strength, aggression, or mimic war-like behaviour; while "women's sports", such as dance, valued the properties of grace, delicacy and, in many contexts, mimicked or expressed forms of sexuality. Women and men who showed no interest or skill for these sports were considered less feminine or masculine, and crossing these gender lines was seen as a defiance of social norms.

As more women and girls come forward to defy prohibitions which prevent them from playing particular sports, they are at the same time challenging existing gender roles and patriarchal structures. Each time a girl has the courage

to join a boys' football game or, better yet, starts an all-girls football team, she demonstrates to the boys in her community that she is tough and can compete on an equal level, challenging gendered norms which view women as fragile or inferior. In societies where women's roles are predominantly confined to the domestic sphere, and where they are not expected or permitted to participate in public life, participation in sport can challenge these barriers and enable women to assume new roles within their communities. Thus, sports provide an environment in which gender norms, and accepted conceptions of masculinity and femininity, can be renegotiated. In sport, values such as aggressiveness and competition are valued, with sport fields being an acceptable territory in which women can demonstrate these qualities. As these values become more entrenched, gendered stereotypes are slowly changed, and women who exhibit these qualities become valued by society (Sever: 2005).

Right to Play, a global organisation which advocates the right of every child to sport and leisure activities, has shown how creating opportunities for girls to participate in sports can challenge these gender norms in a way which has a lasting impact on gender roles. It has set up sports activities for girls, with overwhelming success in some countries in Africa. The girls benefit from participation in sports as well as from the leadership of female coaches, who have become widely respected role models within the camp community (Koss: 2000).

On an individual level, participation in sport empowers girls, giving them confidence, teamwork and leadership skills, which they carry with them for the rest of their lives. Furthermore, research has shown that, in a highly masculinised work environment, team sports play a role in socializing children to work within certain organisational structures, preparing them for their entry into the workforce. Without accepting that these environments should, or must, be the norm, sports can help girls to gain skills which will enable them to compete on a more equal footing when they join the workforce, particularly if they pursue hierarchically structured corporate careers. Competitive sports can help players learn to exude an illusion of confidence, even when afraid or insecure, and to understand that making mistakes and learning from them is "part of the game". Children gain confidence in their ability to take on unknown roles or tasks, and become more comfortable with "learning by doing".

Sport teaches teamwork skills such as loyalty to one's teammates, deference to a coach's decisions, and the fact that teams are chosen based on relative

skills, not on the basis of popularity or personality. Participants learn that pressure, deadlines and competition can be fun, and are more prepared when they encounter these forces in a professional environment. All of these skill sets are highly valued in the workplace, and by fostering these values in girls from a young age, they become better prepared to interact and compete with their male colleagues.

Fostering opportunities for women's participation in sports is not just about advocating for the right of women to play. It entails identifying social and economic barriers to women and girl's participation in sports, and designing programs which will be particularly relevant and meaningful to female participants. Restrictions on girls and women's leisure time include physical risks related to participation which are specific to girls, such as danger associated with sports events that keep girls after dark. Girls also experience poverty-related barriers, such as lack of appropriate equipment, clothing or sanitary items. These serve as unique barriers to girls participation in sporting activities.

According to Darcei (2015) through engaging in sport and living its values, women and girls can develop leadership skills, overcome bias, improve their health and become empowered. The IOC (2015) ascertained that there is evidence that sport 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. In particular, it can:

- improve physical and mental health;



- create opportunities for social interaction and friendship;
- increase girls' and women's self-confidence, and provide them with a sense of control over their bodies and their lives, encouraging them to delay sexual activity and reducing levels of teen pregnancy;
- provide incentives and support for girls to enrol in school, enhance school attendance and academic performance;
- help girls and women acquire transferable life-skills leading to increased employability;
- empower girls and women with disabilities to acquire health information, skills, social networks, and leadership experience; and
- help develop skills in management, negotiation and decision-making that empower women and girls to become leaders in the workplace, in the home and in all areas of community life; a survey of executive women found that 80% played sports in their youth; 69 % said sport contributed to their professional success.

In many countries, it has been recognised that sport can be a force which augments women's voices, tears down gender barriers and discrimination. According to Meyer (2008), women in sport defy the fallacy that they are weak and incapable. Every time they clear a hurdle or kick a ball, demonstrating not only physical strength, but also leadership and strategic thinking, they take a step towards gender equality. There is good evidence that participation in sports can help break-down gender stereotypes, improve girls' and women's self-esteem and contribute to the development of leadership skills.

In Zimbabwe the participation of women in sports has increased from the previous years. There are 58 national sport federations of which 30 are affiliated to the Zimbabwe Olympic Committee, with four of these having women as Presidents of the Associations. At the ANOCA Youth Games in 2014, 74 athletes took part in eleven sport codes, namely athletics, rowing, basketball, triathlon, rugby sevens, netball, golf, judo, karate, tennis and swimming. A gender-balance of about 51% girls and 49% boys was achieved. At the 2014 Nanjing Youth Olympic Games, 10 athletes participated with a boy and girl competing in swimming, triathlon, and rowing, two girls and a boy in athletics, and one girl in the equestrian event, giving a 60% female representation.

Zimbabwean women have ventured into the sporting arena in tremendous ways. Today women athletes have distinguished themselves not only locally but

also at the international level. The number of Olympic Sport disciplines for women has also increased, with women's boxing finally being accepted by the International Olympic Committee (IOC) for 2012. Munyawiri (2016) ascertains that Olympic values-based education has been successful in addressing gender inequality and women empowerment throughout Africa. It is not many years ago that sport was dominated by men. Armed with dedication and humility complemented by an impetus for success, African women have since liberated themselves from their stationery role played in the predominantly patriarchal society, where they were mostly confined to the kitchen.

Today women athletes have distinguished themselves not only locally but also on the international level. The legendary Kirsty Coventry, dubbed "the golden girl", has continued to fly the national flag high through her continued excellence in the pool. The 2004 Athens Olympic Games marked the beginning of a record-breaking swimming career for Kirsty Coventry. Coventry put Zimbabwe on the global sports map after scooping a gold, silver and bronze medal in Greece. Kirsty has again made it and qualified for the Rio de Janeiro 2016 Olympics. In 2013 she visited ten provinces in Zimbabwe with the objective of stirring school children and inspiring the youth to be their own heroes. During this tour "the golden girl" came to the realisation that many lives were lost every year in the country as a result of drowning. Conscious of that, she has since started an academy to nurture swimming talent across the country. The Kirsty Coventry Academy founded in 2015 also seeks to reduce the drowning problem in the country.

Sports such as boxing, previously viewed as a domain for men, have been demystified by ladies such as Monalisa Sibanda. The Zimbabwean top female boxer made headlines in 2005 after she twice beat Zambian champion Easter Sibanda. The Zimbabwe Under 21 female hockey team qualified for the Women Junior Hockey World Cup in Santiago, Chile. Zimbabwe's last qualification was in 2005 at a World Cup that was incidentally held in Santiago. The senior hockey team's major victory was in 1980 at the Olympics in Moscow when it won the gold medal. The Zimbabwe Women Soccer team has for the first time qualified for the 2016 Olympic Games. Zimbabwe has also qualified for the ICC Women's World T20 Global Qualifier Tournament scheduled for West Indies in 2018, after winning the Africa Region Qualifier Tournament. All these achievements can be attributed mostly to the Olympic values-based education.

## Women in leadership

Although the situation is improving on the field of play and in terms of access to sporting and recreational activities, the gap is still very wide in leadership and decision-making roles. In sports organisations, there remain obstacles that hinder access to positions of responsibility and influence. In 1996, the IOC set out to encourage NOCs, IFs, and sports bodies belonging to the Olympic Movement to establish as a goal that at least 20% of the positions in all their decision-making structures (in particular, the executive and legislative bodies) be held by women. The policy has largely been successful, thanks to the various programs that have been put in place to support women with further knowledge of issues to build on their existing capacity, enhance the understanding of NOCs in general and increase the buy-in by the IFs. As a result, the number of female executive board members being Presidents, vice-Presidents and secretaries general in NOCs is the highest ever. The major concern has, however, been a perceived lack of adequate representation of women in positions of leadership as well as on the coaching and technical fronts. With the growing need for more involvement of women in sport, ZOC hosted a women and sport leadership conference where female administrators participated. The seminar aimed to strengthen the capacities of a targeted group of women with a view to creating a strong base of women leaders in sport.

The executive director of Zimbabwe Business Council on AIDS, David Mutambara, pointed out that challenges faced by women leads to governance in sport and emphasised the importance of having a governance culture in the different organisations and associations involved in sport. The challenges for African women are cultural and social beliefs that hinder their participation in sport as well as the economic challenges, lack of support, exposure and resources. There is, however, the need for building the capacity of women so that they can be effective in their leadership roles (Griffin: 1998).

The Olympic values-based education has contributed to promoting gender equality and women empowerment in Africa. According to the International Olympic Committee statistics, Africa has improved among the leading continents in terms of women representation in National Olympic Committees especially the Sub-Saharan region. However, there is need now to focus on the quality of leaders since Africa is progressing on a faster pace in recognising

women leaders in sport. Women are being empowered to occupy leadership positions that used to be occupied by men. Although we have not reached the expected number of women leaders in sport in the continent, the progress has been significant so far.

Zimbabwe has built a culture of uplifting women into decision-making positions, thus promoting gender equality and women empowerment. Zimbabwe's top female rower, a coach, Rachel Davis Thornycroft, was the only female coach for rowing at the London 2012 Olympic Games. Zimbabwe Olympic Committee Chief Executive Officer Anna Mguni is the first woman to hold that position in Zimbabwe and she is also a member of the IOC Athlete's Entourage Commission. Letitia Chipandu, who is the President of the Zimbabwe Netball Association is also the Vice-President of African Netball Association and I am the first female Director of Sport in the Ministry of Sport and Recreation in Zimbabwe having served as the Chairperson of the Africa Union Sport Council Region 5 Women and Sport Committee for ten years. Just but to name a few. A number of workshops are being held in order to enhance leadership and to promote gender equality in all sport circles.

### **How gender inequalities can be addressed**

Binder (2012) ascertains that the Olympic values-based education opens a way to start the discussion of why gender differences were introduced in sports in the first place, what differences remain, how those differences compare across sports, why they remain, and how they may be resolved. In addition, they argue that it is crucial for athletes and former athletes to be involved in these discussions as they are the only experts who really matter.

Similar amounts of events and medal opportunities should be created for men and women in order to achieve greater gender equality, and the authors call on the IOC to realise this gender equality by the earliest opportunity.

Despite women's progress, more must be done to increase their participation in Olympic and Paralympic sports and to increase the number of eligible women's events. It is also important to increase women's participation in sporting activities such as boxing. Boxing trainers, the Olympics, sports agents, as well as those who are in boxing themselves should target females who are interested in the sport as well as the audience to make them more aware of the

inequalities they face in order to raise awareness and someday make boxing equal for both males and females.

In order to ensure that gender equality and women empowerment is achieved, attention in advocating for equality and empowerment in sports for African women is needed. Girls and women around the world need inspirational women athletes, technical officials and administrators. Empowering women is much about expanding women's imagination of what they can do as it is about tackling the barriers that they experience in their everyday lives. These role models of successful women competing in international sports competitions can give women that permission to dream.

## **Conclusion**

The contribution of Olympic values-based education in promoting gender equality and women empowerment has been evident in Zimbabwe. There are more women participating in sports now and it is evident in this year's Olympics that among other women participants from Africa, there are two teams, South Africa and Zimbabwe, who are present in the Olympics. However, there are still issues that need attention in order to promote equality. Funding of women sports, media contribution to women sports and women still needing to be educated so that they do not quickly hit a ceiling in their career path. Patriarchy is still a drawback in African culture regardless of all the efforts being undertaken.

With self-confidence, leadership and teamwork skills, all of which are taught through Olympic values, girls are better equipped to challenge social norms. The value of challenging these norms has been recognised by governments and communities. However, the real testimonies must come from the girls themselves. Each woman who excels in sport, either as an athlete or as an administrator, subscribes a significant sign that a barrier has been broken.

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## OLYMPISM IN ACTION: INCLUSION OF PERSONS WITH DISABILITIES THROUGH SPORT ACTIVITIES

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Language is, at its most fundamental level, just a series of words or characters. It is the meanings attached by humans to these words or characters that makes language important. One function of language is communication but, in communicating, humans more often than not, also, convey the underlying meaning behind the words or characters used. As an academic researcher, part of my job is to critically analyse language use, so when I received the title for this presentation I was immediately struck by the inherently implied positive link conveyed by the title “Olympism in action: Inclusion of persons with disabilities through sport activities”. There appears to be an inherent assumption within the preferred title that the inclusion of people with disabilities through sport is unarguably an example of Olympism in action. But is it? As someone who attended his first Session at the IOA in 1992 and has been at every summer Paralympic Games since Sydney 2000, I am very passionate about both Movements. However, being passionate about something can sometimes lead you to uncritical acceptance of things you are told or that you read, especially positive things. That is where my training as a researcher becomes important, as it teaches me to be a “critical friend” regarding the things I am passionate about. In this way I can still care passionately about something, whilst at the same time be critical of things I am told or perhaps expected to take for granted. It is in this vein then that I would like to alter the title of this presentation slightly to “Is the inclusion of persons with disabilities through sport activities an example of Olympism in action?” In

this way I can critically assess this question starting from a neutral position and let the evidence lead me to a conclusion one way or the other. It may well be that I do come to the conclusion that the inclusion of people with disabilities through sport is indeed an example of Olympism in action, but the findings will at least be based upon the evidence gathered rather than a blind belief that Olympism is inherently inclusive.

## **Ableism**

In order to assist with my interrogation of this question, I need a theoretical lens through which to view the available information and critically assess whether the inclusion of people with disabilities in sport is an example of Olympism in action. I have chosen to use a theory from the field of critical disability studies known as ableism. According to Wolbring (2012) “ableism describes prejudicial attitudes and discriminatory behaviours toward persons with a disability. Definitions of ableism hinge on one’s understanding of normal ability and the rights and benefits afforded to persons deemed “normal” (p. 78). Seibers (2008) calls ableism the “ideology of ability”, which at its most extreme “defines the baseline by which humanness is determined, setting a measure of body and mind that gives or denies human status to individual persons” (p.8). Ableism, therefore, devalues people with disabilities and results in segregation, social isolation and social policies that limit opportunities for full societal participation. In the context of sport for people with disabilities, the prioritisation of non-disabled sport (and bodies) within society devalues sport for athletes with disabilities and potentially undermines much of the hard work done by disability activists to gain acceptance for people with disabilities in all walks of life.

## **What does it mean to be included?**

Before discussing the issue at hand, it is also important to investigate what we really mean by inclusion? At its simplest, it is the state of being included or having the opportunity to take part, but in reality it is more complicated than that as it is bound up in ideas of equality, equity, fairness and distributive justice. An example of equality in a sporting context would be that everyone in a team gets

the same shirt to wear (of exactly the same size). In this way, no one can claim to have been treated differently, whereas in reality the shirt may actually only fit a small number of the team members. What is lacking from this view of equality is a sense of equity and fairness. If the team is all given the same shirt, but in a size that suits each individual member of the team, then it can be claimed that everyone has been included in an equal and equitable manner. However, fairness isn't just about everyone getting the same thing. It is about everyone getting what they need in order to try and achieve their goals so that they feel that they have been fully included within society and given the same opportunities as everyone else. True inclusion, therefore, is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement, such that people feel a sense of belonging, feel respected and valued for who they are and feel a level of supportive energy and commitment from others that allows them to do their best (Miller and Katz, 2002).

## Olympism

So, as a starting point for this investigation of whether the inclusion of people with disabilities in sport is an example of Olympism in action, it is useful to look at the IOC definition.

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

*The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play (IOC Website 2015a).*

On the face of it then, the IOC definition of Olympism appears to be saying all the right things around education, no discrimination of any kind and mutual understanding. It would appear then that the inclusion of people with disabili-

ties in sport does have the potential to be an example of Olympism in action. However, these are just words on paper. It is important to look at what actually happens in practice.

The World Olympians Association (WOA) (2016) claims that the IOC celebrates the values of Olympism through the Olympic Games. Indeed the Olympic Games were originally conceived of as a four-yearly celebration of Olympism. However, a brief look at the terminology around the Olympic Games, particularly “Olympic” and “Olympian”, begins to raise some interesting issues:

***Olympic (adjective)***

Relating to ancient Olympia or the Olympic Games

(Oxford English Dictionary Online 2015a)

***Olympian (noun)***

1. Any of the pantheon of twelve Greek gods regarded as living on Olympus.
- 1.1. A person of great attainments or exalted position.
2. A competitor in the Olympic Games.

(Oxford English Dictionary Online 2015b)

Looking at the definitions for “Olympic” and “Olympian”, it would appear that Olympism sets itself out to be an inclusive philosophy that can be followed by all, but that Olympic and Olympian relate solely to the Olympic Games and those who have competed in them. There would, therefore, appear to be a dichotomy between philosophy and practice. The ability to compete at the Olympic Games and to call yourself an Olympian is highly exclusive, based upon a conception of sport that is entrenched in the kind of ableism I highlighted above. At its most fundamental level the Olympic Games reveres extreme forms of bodily perfection that the vast majority of the non-disabled population could never achieve, let alone people with disabilities.

Landry (1992; pp. 8–9) claims that “it is a given that there is an inescapable propensity of the elite/high-performance system to conceive and value performance in net or absolute terms, i.e. in ranking people solely on the basis of results”, which in terms of people with disabilities at least is exacerbated by the motto of the Olympic Movement “Citius, Altius, Fortius” (IOC Website 2015b)

or “Faster, Higher, Stronger”, especially as this motto is nearly always interpreted by most in absolute terms, i.e. to be faster than everyone else, to jump higher than anyone else, to be stronger than everyone else. When perceived in this way, this not only excludes the vast majority of people with disabilities, but 99.9% of the world’s population. A number of authors also claim that this battle to be the fastest, the highest or the strongest at the Olympic Games extends well beyond the individual level with many nations turning the Games into a nationalist political battleground in which success in sports is seen as an endorsement of a certain political ideology or viewpoint (cf. Toohey & Veal 2007; Tomlinson & Young 2006; Dong, 2005) Landry (1992; p. 8) concludes that this results in “Citius, Altius, Fortius” being conceived of as a limitless process and goal, the pursuit of which must be encouraged, sustained and rewarded. With this kind of powerful backing for a system of sport that almost takes on a Darwinian “survival of the fittest” outlook for elite sport, there is little surprise that people with disabilities suffer by comparison. This underlying conception of elite sport is potentially strengthened even further by the fact that the Olympic Games have only really been able to survive over the last thirty years because they have been underpinned and driven by western neo-liberal economic policies that have their roots in a survival of the fittest philosophy, which further alienates any group or individual that is unable to productively assist in the achievement of the aims of a particular “project” such as the organisation and promotion of the Olympic Games. Indeed, with regard to the Olympic and Paralympic Games, two supposedly “elite” sports events, Schantz and Gilbert (2012) claim that “as long as the Olympic motto “Faster, Higher, Stronger” rules elite sport, it will be difficult to persuade society that becoming a Paralympian will class disabled athletes as “Parallel Olympians” (pp. 371–372) and that there will always be the glamorous first-class (Olympic) Games for the very best and then the second-class Games for the brave Paralympians who have overcome their ‘terrible fate’. Unfortunately, this ableist conception, so inherent in elite sport that people with disabilities are less able, less worthy of praise and reward and often less ‘human’ spreads well beyond the realm of elite sport into all aspects of life, often leading to isolation from mainstream society in terms of both social and economic opportunities.

Interestingly, according to Landry (1992; p. 13), for Coubertin what was most worthy of admiration in an athlete was his/her ambition, willpower, and

self-control, not first and foremost the result achieved. Even the IOC (2016a; p. 4) states that for Coubertin the Games were not an end in themselves. Rather, they were part of a much broader project: education through sport. In line with this Landry (1993) argues that

*[...] there is nothing in the Olympic Charter now in force that characterizes athletes and sporting performances in such absolute terms as to serve as a basis to preclude the Disabled Sport Movement from converging toward formal inclusion in the Olympic family and program. In terms of the primary process through which a man or a woman advances on the road to, or ladder of relative perfection, there is little difference between “Olympism” and “Paralympism”, between an Olympic Athlete and a “Paralympic” athlete.*

Therefore by reducing the underlying working philosophy of Olympism, embedded in the dictum “Citius, Altius, Fortius” to that of absolute performance terms, any real process of “inclusion” is severely limited to those that best signify societal norms of bodily perfection. The division between men’s and women’s sport is accepted and understood, although even here ableism goes some way to explain why in many cases women’s sport is considered by some to be inferior and less worthy of praise and support than men’s sport. Some might, therefore ask, why disability sport cannot demonstrate the best in their categories. Just as there are men’s and women’s categories of sport, and also various events and disciplines of sports, sport for athletes with disabilities could simply be understood as disciplines of the sport with the various classifications within the events likened to weight categories in various non-disabled sports. In this way, if “Citius, Altius, Fortius” is viewed in individual rather than absolute terms then athletes with a disability have clearly manifested that “Citius, Altius, Fortius” is not an exclusive domain of the so called “able-bodied”. Interestingly, Coubertin’s other far less used dictum of “*Athletae proprium est se ipsum noscere, ducere et vincere*” – (“It is the duty and the essence of the athlete to know, to lead and to conquer himself”) appears to fit athletes with a disability quite well, particularly given that it is far more than just themselves that they have to “conquer” in order to reach the highest levels of their chosen sport, e.g. negative attitudes regarding their abilities as athletes, availability of opportunities to get involved in sport at all levels, accessibility and cost of both facilities and equipment (Brittain, 2004).

It would appear, therefore, that as a philosophy on paper, Olympism has the ability to be inclusive of everyone, including people with disabilities, but that the way the IOC chooses to celebrate Olympism – the Olympic Games – actually has the potential to propagate a view of sport based in ableist norms of bodily perfection that actually has the potential not only to exclude people with disabilities from sport, but wider society as well. However, in fairness to the Olympic Movement, it could equally be argued that the International Paralympic Committee and the wider Paralympic Movement could also be accused of the same. The IPC has for over a decade now been drawing itself closer and closer to the Olympic Movement and moving rapidly towards an elite sport model for the Paralympic Movement in order to make itself and its product – the Paralympic Games – more attractive to the media and ultimately to the sponsors it needs to continue its existence. A potential negative of this slavish, but arguably necessary move toward an elite sporting model for the Paralympic Games is that it is having a negative impact upon opportunities for athletes with the greatest levels of impairment, who are being squeezed out because they do not fit the societal definition/perception of “elite athlete”. This clearly demonstrates the tension within the Paralympic Movement of trying to move towards an elite sporting model that matches non-disabled societal perceptions and understandings of what sport should look like, and providing sporting opportunities at the elite level for all their constituent members.

This problem, however, actually spreads much further than just the community of athletes with a disability. Braye et al. (2013) interviewed 32 members of the United Kingdom Disabled People’s Council (UKDPC) in order to elicit their views on the Paralympic Games of London 2012 and concluded that “the portrayal of equality in the Paralympics is an apparent misnomer when compared with the lives of ordinary disabled people” (p. 20). By way of highlighting this viewpoint they cited the following comment from one of their participants:

*I’m afraid that the focus on elite Paralympians promotes an image of disabled people which is so far from the typical experiences of a disabled person, that it is damaging to the public understanding of disability (Colin in Braye et al., 2013; p. 9).*

There is a danger, therefore, that Paralympians become the yardstick by which all disabled people are measured and expectations of them within

non-disabled society are set. By making Paralympians the “norm” by which all other disabled people are measured, this simply further isolates those that are unable or just don’t wish to take part in sport and reinforces ableist perspectives of their capabilities.

According to Margaret Talbot, presenting at this session in 2012, the Olympic values of respect, excellence and friendship “have begun to take precedence over the three elements of the Olympic Motto – ‘Citius, Altius, Fortius’ – ‘Faster, Higher, Stronger’, which are fundamental to the notion of sport as a meritocracy” (Talbot, 2012; p.144). A meritocracy is a system in which advancement is based on individual ability or achievement and therefore underpinned by an ableist philosophy. If this is indeed true, then this can only be a good thing for the propagation of a better understanding of Olympism, particularly with regard to people with disabilities. Presenting in the same Session the following year Talbot (2013; p. 192) went on to claim that the Paralympic values of courage, determination, inspiration and equality add further dimensions to the Olympic values, especially towards an inclusive conception of sport. A values based approach such as this makes it far easier to be inclusive of people from all walks of life and from a diverse range of bodily norms.

Porcellato (2005) raises another interesting apparent dichotomy between the philosophy and practice of Olympism within the Olympic Movement – that of Olympic Solidarity. The IOC (2016b) claims that one of the key roles of Olympic Solidarity is the promotion of Olympic values through programs such as Sport for All. Despite the use of the program title “Sport for ALL” Porcellato (2005; p. 502) states that Olympic Solidarity:

*appears to automatically exclude athletes who do not compete in the Olympic Games, raising several questions about the purpose of Olympic Solidarity and their intentions. How can a program that is developed to promote the right to sport for all blatantly disregard the world’s largest minority?*

He goes on to conclude that “An examination of the Olympic Solidarity program, its philosophies, and principles clearly illustrates that elite disabled athletes are being discriminated against based on their physical limitations” (p. 502), which is consistent with an ableist approach to elite sport and the value placed upon those individuals whose bodies most closely aligned with societal norms for bodily function, especially with the non-disabled conception of what

elite sport should look like. Porcellato concludes by arguing that the “exclusion of disabled athletes is in opposition to the fundamental principles of the *Olympic Charter*” (p. 502), and that this hinders the development of elite disabled sport, particularly in the developing world. It could be argued that the job of developing elite sport for disabled athletes lies with the International Paralympic Committee and their equivalent of Olympic Solidarity – the Agitos Foundation. However, this is where we need to return to look at the concept of equity and inclusion. The total budget for Olympic Solidarity for the period 2013 to 2016 is USD 439,870,000 (IOC, 2014). The total budget for the Agitos Foundation for 2015 for all of their programs was €650,000 (approx. USD 735,000) (IPC, n.d.). These vastly differing amounts of money are indicative of the value placed upon sport for elite non-disabled athletes in comparison to elite athletes with a disability and, once again highlight the impact of an ableist perspective of sport.

Thomas Bach, President of the IOC wrote in the Olympic Solidarity 2014 Annual Report that “Solidarity is a fundamental part of the language of the Olympics. The unity of the Olympic Movement would be meaningless without solidarity. The universality of the Olympic Games would be meaningless without solidarity” (p. 4). Unfortunately, it would appear that this solidarity only stretches as far as those whose sporting performance is “Olympian” in absolute terms, thus excluding athletes with a disability whose performances are considered inferior and less worthy by comparison. Surely any claim to universality must encompass some concept of diversity, be it race, gender, culture or disability, if Olympism is to be anything more than a paper exercise. Interestingly, as Wolff et al. (2008) point out, the *Olympic Charter* is actually completely silent when it comes to discrimination based upon disability with fundamental principle of Olympism number 6 stating:

*The enjoyment of the rights and freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status* (IOC, 2015c; p. 14).

Thus hiding the issue of disability away under ‘other status’. In fact in the context of sport, the *Olympic Charter* actually makes no mention of disability whatsoever.

## Conclusion

In conclusion then, it would appear that there is a dichotomy within the Olympic Movement between theory and practice. On paper, the concept of Olympism appears to be capable of encompassing in a fully inclusive manner all those who would wish to follow it as a philosophy. However, in practice, the way the Olympic Movement goes about celebrating and promoting Olympism (through the Olympic Games and Olympic Solidarity) is actually highly exclusionary with regard to people with disabilities, based on a hegemonic philosophy of ableism that devalues and excludes the sporting exploits of athletes with disabilities and promotes a conception of sport based in absolute performance terms that 99.9% of the world's population could never achieve, let alone people with disabilities.

I appreciate that this is a very complex situation and I am in no way claiming that we should in any way do away with elite non-disabled sport. However, if the Olympic Movement's claims of universality, non-discrimination and sport for all are to have any ring of truth about them, then more must be done to promote the concept of disability and Paralympic sport as a different, but equally valid and important form of sport. For as Morgan (1994, cited in Teetzel, 2014; p. 4) points out, "Pierre de Coubertin's theory of Olympic internationalism included the recognition that 'knowing others' (their core beliefs, values and forms of life) is the prerequisite to treating them with the proper moral discernment and respect, to treating them as they ought to be treated". Therefore, if claims of universality, non-discrimination and sport for all are to be upheld within the Olympic Movement, then "knowing others" should, and surely must, include people with disabilities.

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## SPORT AS A TOOL TO ACHIEVE QUALITY EDUCATION THROUGH VALUES-BASED LEARNING

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### **Abstract**

In the first part of this presentation we connect Aristotle's philosophy on character development with modern approaches in education and sport emphasizing a subjective definition of success and the pursuit of personal progress goals in sport and physical activity. In line with Aristotle, existing research implies that the pursuit of personal progress goals pursuit in sport facilitates the cultivation of sportspersonship and self-transcendence values, implying concern for the welfare and interests of others. On the other hand, the dominant philosophy in modern societies that rewards tangibly only normatively defined success, such as being better than others, directs individuals to pursue normative performance, such as outperforming others or achieving a high normative score. The latter approach is connected with aggressive and immoral behaviours in sport, education and work, and egocentric values such as power. Hence, sport education programs should emphasize excellence of any kind and its important constituent, personal growth, in order to promote values that can benefit society. In the second part of this presentation an education program emphasising progress across different levels of responsibility is described. It includes a toolkit emphasizing the values of respect, equity and inclusion, which are taught experientially, usually through participation in sport activities and then children reflect on their experiences. Future research should examine how educational programs can make strong a impact

on children's values within a dominant culture that emphasizes only excess and tangibly rewards only normative performance.

### **Introduction: Values in ancient and modern sport**

Since antiquity, sport has been connected with values such as excellence, friendship and respect, which are also the modern Olympic values. In ancient Greece, the birthplace of Olympic Games, sport had a central role in youngsters' education aiming at the cultivation of their character. The most famous schools of philosophy, the academy of Plato and the Lyceum of Aristotle had gymnasia and sport activities at the center of their facilities and curricula respectively. In gymnasia youth were taught to develop excellence of kind, i.e. "arête" (usually translated as virtue). The most elaborative description of "arête"/excellence of any kind/virtue is found in Aristotle's philosophy, which, despite its 2400 years of age, in the last 60 years it is studied again with particular intensity across several disciplines including ethics (Anscombe, 1958), psychology (e.g., Schwartz & Sharpe, 2006) and biology (e.g., Lennox, 2001).

For Aristotle "excellence" was connected with personal and social progress and flourishing. For Aristotle, virtuous friendship, for example, is the friendship that facilitates excellence between individuals simultaneously. Today what remained from Aristotle's approach is the focus on the progress of the person, as depicted in IOC's (2012) definition of excellence:

*In the Olympic ideal, this value (excellence) refers to giving one's best, on the field of play or in life, without measuring oneself with others, but above all aiming at reaching one's personal objectives with determination in the effort. It is not only about winning, but mainly about participating, making progress against personal goals, striving to be and to do our best in our daily lives and benefiting from the combination of a strong body, will and mind.*

### **Contemporary approaches to flourishing and values**

Modern scholars in the fields of psychology, sport and education differentiated the goal towards personal progress from the goal to overcome others. Accord-

ing to achievement goals theory (Dweck & Leggett, 1988; Nicholls, 1984), in achievement settings like sport, individuals pursue two types of goals. When success is subjectively defined, achievement is equated with one's personal progress individuals pursue mastery goals by trying to improve their athletic competence through high effort and to master the task. They find task-involvement intrinsically interesting and they feel satisfaction from progress and task mastery. When success is normatively defined and achievement is equated with higher performance than others or normative scores, individuals try to establish normatively defined perceptions of competence through pursuits to outperform others or normative criteria of evaluation. They feel satisfaction when they establish that their abilities and performance outcomes are higher or better than others.

Achievement goals vary across individuals – for example, athletes and physical activity participants are more or less predisposed to adopt mastery and performance goals (e.g., Duda & Nicholls, 1992). Substantial variation across situations also exists with regard to the emphasis placed on the pursuit of achievement goals. One can find sport teams and physical education classes which are described as more or less mastery and normative performance oriented (e.g. Papaioannou, 1994).

In line with Aristotle's philosophy, extensive research over the last two decades has established that an emphasis on personal progress (mastery) goals but not normative performance goals is the optimal approach to promote adaptive results for the person and society (Duda, 2005; Papaioannou, et al., 2012; Roberts, Treasure & Conroy, 2007). Briefly, the pursuit of personal progress goals entails high effort and performance in sport, high intrinsic motivation to learn and perform, increased positive affect and decreased negative affect in sport and physical activity, positive thinking and adaptive cognitive processes including task focus, deep processing strategies and effective metacognitive (e.g., know how to learn) strategies. The adoption of personal progress goals in sport benefits athletes and exercise participants beyond sport, through increase in subjective well-being including satisfaction in life, vitality, high general self-esteem, increased positive affect and decreased negative affect in life. Several of the aforementioned positive outcomes do not emerge through the adoption of normative performance goals. Most crucially, individuals with low perceived competence are likely to adopt normative performance avoidance goals which results to negative affective, cognitive and performance outcomes,

leading eventually to dropout from sport and lower levels of vigorous physical activity (e.g., Law, Elliot, & Murayama, 2012). This and other related research implies that an emphasis on normative performance approach goals excludes the less competent youth. However, inclusion rather than exclusion is likely to emerge when coaches and Physical Education (PE) teachers emphasize personal progress (Papaioannou, 1995).

With regard to societal outcomes, research has established that ethical behaviours in sport are more likely to emerge across athletes and teams espousing a predominant emphasis on mastery and personal progress goals than their peers and teams prioritizing normative performance goals (e.g. Sage & Kavusanu, 2007). This research has shown that the adoption of normative performance goals is associated with increased aggressive and immoral behaviors in sport and lower levels of sportspersonship (e.g. Van Yperen, Hamstra, & Van der Klauw, 2011). Within sport teams, while the adoption of personal progress goals facilitates peer support and collaboration, the adoption of normative performance goals leads to egocentric thinking, interpersonal conflict and the perception of others as opponents (e.g. Smith, Balaguer & Duda, 2006).

Modern research has established that while most people connect the term “values” with societal benefits, in fact some values are often *egocentrically* defined, like “achievement” and particularly “power” (Schwartz, 2012). Egocentric values emphasize pursuit of one’s own interests, normative success and dominance over others, such as a normative conception of achievement (i.e. doing better than others) and power (defined as social status and prestige, control or dominance over people and resources, e.g. “wealth”, “social power”, “authority” “preserving one’s public image”). At the opposite end of the egocentric-self-transcendence continuum are values indicating concern for the welfare and interests of others, like benevolence (e.g., “helpful”, “honest”, “forgiving”, “responsible”) and universalism (defined as understanding, appreciation, tolerance, and protection for the welfare of *all* people and for nature, e.g., “social justice”, “equality”, “a world at peace” etc.).

Recent research revealed that while a priority on mastery/progress goals approach is positively associated with benevolence and universalism values and negatively with power, a prioritization of normative performance goals pursuit has a strong positive association with power and normative achievement and negative links with benevolence and universalism values (Papaioannou et al., 2012).

The sum of the aforementioned findings are but one indication that Aristotle's virtue ethics philosophy is the most likely to promote values that will benefit societies. Aristotle's philosophy emphasises the progress and flourishing of individuals and the cultivation of youngster's character through critical thinking within an autonomy-supportive environment until they develop practical wisdom. The latter will enable them to subjectively define excellence across various situations and select to pursue excellence too. High mastery-oriented athletes pursue personal growth, which is an important attribute of excellence as defined by Aristotle. On the other hand, when success is defined based on social norms, such as "achieving superiority" in order to acquire external goods such as "wealth" and "status", individuals are likely to pursue goals which do not benefit societies but they can possibly harm others. Unfortunately, modern societies emphasise: 1) normative conceptions of success and competence by offering disproportionately more benefits to those who are better than others, without recognizing substantial progress of the weakest individuals; and 2) an egocentric conception of utility. This emphasis stems from deontologist and utilitarian philosophies that predominate particularly in the Western world. These philosophies have shaped modern cultures, which either covertly or cynically emphasize the priority of the individual good over the common good. On the contrary, Aristotle devoted his last major work, *Politics*, to establish that individuals can actually flourish within societies that help all individuals flourish and be happy. These societies consist of excellent citizens who primarily aim at the promotion of the common good.

Education, including sport education, plays a very important role in the creation of optimal societies like the ones described by Aristotle. For Aristotle, education aims to form excellent character that is predisposed to promote the common good, i.e. the welfare of all, which is a precondition for a stable happy society where everyone can flourish and be happy. Central to education should be an emphasis on students' and athletes' personal progress and self-determination, which create the substratum to implement effective teaching strategies aiming to cultivate the excellent character. Below follows an education program aiming at the cultivation of values such as respect and increased interest in the promotion of equity and inclusion. At the core of this program is youngsters' progress through stages of different levels of responsibility following critical thinking and decisions made by youngsters.

## A *Toolkit* to promote values

A *Toolkit* of teaching practices for the promotion of values like respect, equity and inclusion was prepared through an international project involving research institutions from different continents and major organizations (namely WADA, IOC, UNESCO, IPC, ICSPPE, IFPC and AIESEP). The involved research team (coordinator: University of Padua IT; partner universities: University of Augsburg – DE, University of Basel – CH, University of Queensland – AU, University of Hong Kong – HK, University of Limerick and University of Cork – IE, University of Londrina – BR, University of Lincoln – NZ) contributed in the development of a *Toolkit* for teachers aiming to support the delivery of the curricula across the globe, while promoting the overall value of fairness.

To design and implement a quality, character-nurturing resource through sport, significant state-of-the-art recommendations have informed the content of the *Toolkit* and materials have been prepared in light of the recently updated version of the International Charter for Physical Education and Sport (2015). In this document, it was highlighted that:

*the provision of quality physical education, physical activity and sport is essential, to realize [students'] full potential to promote values such as fair play, equality, honesty, excellence, commitment, courage, teamwork, respect for rules and laws, respect for self and others, community spirit and solidarity, as well as fun and enjoyment" [emphasising that] "physical education, physical activity and sport should seek to promote stronger bonds between people, solidarity, mutual respect and understanding, and respect for the integrity and dignity of every human being.*

The proposed *Toolkit* is grounded in a holistic, student-centred curriculum framework, the Personal and Social Responsibility model (PSR, Hellison, 1985), with contents developed according to cross-curricular and cross-cultural perspectives, and employing active-learning strategies. The adopted PSR model was originally designed to use physical activity as a vehicle to teach life-skills and promote positive youth development (Hellison et al., 2000), but it is widely used in educational contexts to help students learn to be responsible citizens in class, school, home and community. This is done by carefully designing learning tasks that give students increasing amounts of responsibility, thus shifting a significant portion of decision-making responsibilities from teacher to student as lessons progress.

The PSR model promotes both individual (self) and social responsibility by empowering students to take more responsibility for their actions and, ultimately, lives. It also helps them to learn to be concerned about the rights, feelings, and needs of others. The model strives to help students feel empowered, to experience making commitments to themselves and others, to live by a set of values and principles, and to be concerned about the well-being of others. The model emphasises effort and self-direction as critical to the achievement of personal well-being. Respecting others' rights, considering others' feelings, and caring about others are essential to the achievement of social well-being (Hellison, 2011). As with the purpose of the PSR model (to take responsibility for one's own development/well-being and for contributing to the well-being of others), the purpose of teaching fairness underpinning the *Toolkit* corresponds to the awareness and responsibility for fairness as a way of thinking and behaving. For this reason, in the *Toolkit*, fairness has been outlined according to the five levels of the PSR model (Table 1; Hellison, 2011), to support teachers' recognition of student learning and helping them in educating students accomplishing goals for fair behaviours progressing through the five levels.

**Table 1.** Hellison's five levels of Personal and Social Responsibility  
(adapted from Hellison, 2011).

Levels	Components
I. Respecting the rights and the feelings of others	Students control their behaviour sufficiently so as not to disrupt the rights of other students to learn and to participate.
II. Effort and cooperation	Students are self-motivated and put effort in trying new activities. They get along with others contributing to establish a positive learning environment.
III. Self-direction	Students are willing to work independently and increasingly take responsibility for their own actions. They undertake goal-setting progression contributing to an holistic development.
IV. Helping others and displaying leadership	Students extend their sense of responsibility by showing caring, compassion and sensitivity towards others' needs and displaying leadership roles.
V. Transfer	Students extend their sense of responsibility in other areas of life (at home, with friends, and in the wider community), and act as positive role models for others.

The proposed curriculum is divided into three areas: Inclusion, Respect, and Equity. For each area, contents and learning outcomes are focused on three levels of behavioural influences – individual, relational and societal:

1. Education concerned with micro-level influences addresses individual variables such as beliefs, emotions and understanding.
2. Meso-level education involves variables determined by relations with and within students' social environments.
3. Macro-level incorporates community factors that are reflected in the proposed parent, carer and community involvement.

As an example, the learning outcomes identified for the micro level on the three areas are:

- Inclusion: students recognize and communicate their needs effectively using verbal and non-verbal communication to express emotions and establish positive relations;
- Respect: students recognize positive responses to different situations, by identifying both personal strengths and areas of improvement;
- Equity: students communicate with all people showing willingness to positively participate in collaborative tasks.

It is important to note that activities in the Individual-level units form an important foundation for other units (relational and societal levels) because they address the personal abilities, beliefs and emotions that underpin and sustain the group work and relational skills relevant to the meso- and macro-order levels.

Each of the *Toolkit's* main curricular area, which address the values of inclusion, respect, and equity, has a brief introduction that includes a section "Activities for teachers", providing opportunities to question teachers' prejudice or misconceptions from the outset. These activities aim to stimulate teachers' reflection on the personal concepts of the proposed values, while also familiarising them with the didactic worksheets. This phase of pre-lesson teacher preparation is a vital step in the process of adapting curriculum content provided in the *Toolkit* to the context within which the students are living and learning. These preliminary activities will guide teachers' efforts to draw out prejudice, plan appropriate class activities, set goals for their students, and contextualize the *Toolkit's* values within the cultural, social, economic and political backgrounds of their students.

The *Toolkit*'s areas are composed of worksheets that have a uniform structure which can easily be adapted to the teachers' and students' context and needs. The worksheet structure is composed of an introductory section where objectives, materials, time and safety notes as well as learning strategies used in the worksheet are presented. The second part of each worksheet describes the content activities and includes images, questions to drive discussion, detailed explanation of games, and teacher hints for better implementing the teaching/learning situation. Each worksheet within the units can be delivered in isolation; however, meaningful connections across worksheets are recommended according to the purposes and implications for building similar knowledge and skills. Teachers should feel free to adapt the order of learning materials to suit their students' needs and learning contexts. Contents have been prepared specifically advocating the potential of sport and its positive values as a context to secure 8-12 year-old students' engagement and positive youth development. According to Binder (2012), attention has been focused on "how to teach", therefore, learner-centred approaches to teaching, that have gained wide advocacy within the education literature (Wright, Macdonald, & Burrows, 2004), were adopted and suggested in the delivering of the *Toolkit* contents. With respect to the learning theory informing life-skills programs, Koh & Camirè (2015, p. 246) advocate the use of Kolb's experiential learning theory that involves four phases within the learning cycle:

- concrete experience (*feeling*);
- reflection observation (*reflecting/watching*);
- abstract conceptualisation (*thinking*);
- active experimentation (*doing*)

As recommended, teachers of life-skills must provide explicit learning opportunities in which students participate in a physical experience and then "reflect on their experience at the end of that particular activity by asking specific questions" (p. 246).

In the PSR model that informed the *Toolkit* contents development, students are encouraged to learn by doing, i.e. by using active learning strategies. Active learning strategies have been proven to be the most efficient strategies to teach competences, in particular those that are cross-curricular. The *Toolkit* is therefore based on different active learning strategies, often including physical activity, games and sport as core-contents. This is not surprising, since move-

ment activities provide a pre-eminent example of learning experience that aims to teach values through active strategies.

Preliminary studies on the *Toolkit* adoption in Italian schools are still in progress and results will be briefly presented as regarding the effects on students' empathy and their perception of the school caring climate and strength and difficulties.

## Conclusion

Despite recent progress such as that described in this article, we are still far away from knowing how sport and education programs can make strong impact on the promotion of self-transcendent values that will shape children's character and their behaviours in the long-term. We have yet to develop research programs investigating how to cultivate the predominant value in sport and life, i.e., "*arête*" (*excellence of any kind*) as was defined by Aristotle. To develop such programs we must firstly understand how to develop the excellent character, the "*phronimos*" (individual with practical wisdom). Educational programs like the one described here and modern theoretical frameworks emphasizing mastery/personal progress goals, critical thinking and self-determination in decision making are promising towards this end. These theoretical frameworks should be further developed, integrating within their frameworks elements of Aristotle's philosophy such as the development of "*phronimos* character", the integration of individual good with common good, and the concept of excellence as Aristotle defined it:

*a state of mind concerned with choice, consisting of the mean relative to us, as determined by a rational principle, that is, as a "phronimos" (i.e., man of practical wisdom) would determine it. It is a mean between two vices – one stemming from excess, the other from defect – and, once again, while the vices either exceed or fall short of what is appropriate in feelings and actions, "arête" finds the mean and chooses it. Thus, concerning its essential quality and the definition which states what it really consists of, "arête" is the mean, but concerning what is best and right, it is an extreme (Aristotle, Nichomachean Ethics, Book 2 part 6; 1107a).*

Future research should aim to understand how, within the current system of affairs that prioritizes only excess (e.g., Faster, Higher, Stronger) and tangibly rewards only high normative performance, athletes can develop practical wisdom that will enable them across situations to always find and select the mean relative to them, the mean between excess and defect (Papaioannou, 2015).

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## SPORT AND PHYSICAL ACTIVITY AS A MEANINGFUL TOOL FOR DEVELOPMENT

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### **1. What is “sport”?**

In the field of Sport for Development and Peace, “sport” is generally acknowledged as being not exclusively limited to the notion of competitive sport, but it is extended to all forms of physical activity. As defined in the report from the United Nations Inter-Agency Taskforce on Sport for Development and Peace (2003), sport is:

*all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include: play; recreation; organized, casual or competitive sport; and indigenous sports or games.*

### **2. Sport as a meaningful tool for development**

Sport is widely recognized as contributing to individual development, health promotion and disease prevention, promotion of gender equality, social inclusion, peace building and conflict resolution, post-disaster relief, and economic development.

According to the report “Harnessing the Power of Sport for Development and Peace” (2008) from the Sport for Development and Peace International Working Group (SDP IWG), sport brings particular value to developmental processes due to its five unique and inherent attributes. Sport’s five attributes are listed below:

1. Sport has a *universal popularity*. The set of rules embodied in sport or any form of physical activity virtually transcends any kind of cultural, social, or political boundaries. The popularity of sport is closely related to the fact that physical activities possess an enjoyable and entertaining aspect for participants, spectators, or organizers.

2. Sport has a *connecting dimension*. It has the ability to connect people and communities. As being an inherently social activity, which brings a wide set of different actors together (participants, players, spectators, organizers, among others), the practice of sport and physical activity generate extensive social networks at organizational, community, and national levels. These networks can help participants acquire valuable skills, such as teamwork, cooperation, fair-play, and respect for the opponent, which can in turn foster positive, inclusive, and collaborative action. Inclusive physical activities can also stimulate social cohesion and unity across society, particularly for marginalized and disadvantaged populations.

3. Sport as a powerful and extensive *communication platform*. Over the years, sport has flourished as a true global mass entertainment, reaching millions of spectators in the world. Due to its ability to reach and attract masses, sport has the potential to provide effective platforms for public education and social mobilization. From this perspective, professional athletes, who enjoy an increasing and significant presence in the media, have the opportunity to act as role-models and ambassadors for developmental causes.

4. Sport's *versatility*. Sport is one of the most versatile tools for development and peace. Sport and physical activities are commonly associated with having the capacity to address a broad range of social and economic issues. Over the past decades, sport has increasingly been used to promote health, stimulate youth development, foster social inclusion, help peace-building, foster gender equality, and encourage economic development. Sport is an effective, affordable, and accessible developmental tool.

5. Sport and physical activity have the *potential to empower, motivate and inspire*. Physical and sport activities are by their nature primarily about developing one's abilities and capacities, as well as showcasing one's achievements and accomplishments. By placing emphasis on the capacities and abilities, sport and any form of physical activity serve as powerful agents of motivation, inspiration, and

empowerment among societies. These elements appear as necessary conditions for positive and inclusive developmental actions.

### **3. The United Nations perspective on Sport for Development and Peace**

#### ***3.1. The Special Adviser to United Nations Secretary-General on Sport for Development and Peace***

As the Special Adviser my mandate is to:

*Advocate:* Lead and coordinate the efforts of the UN system to promote understanding and support among Member States and other actors.

*Facilitate:* Encourage dialogue, collaboration and partnerships around Sport for Development and Peace between the UN and Member States, international and national sports organizations, civil society, the private sector, academia and the media.

*Represent:* The Secretary-General and the UN system at important global sports events and other key meetings.

*My main priorities* are: Development of Sub-Saharan Africa, encouraging dialogue, gender equality, inclusion of persons with disabilities, and community youth role models.

#### ***3.2. UNOSDP***

Established in 2001 and based in Geneva, UNOSDP is the entry point to the UN system with regard to the use of sport in development and peace-building efforts. It supports the Special Adviser in his mandate and different missions.

#### ***3.3. UN's SDP initiatives***

The UN system uses sport as an innovative tool in advancing its development and peace-building goals. Some of UN's main initiatives in the field of Sport for Development and Peace include: *General Assembly Resolutions* (e.g. UN GA Resolution (2015): *Building a peaceful and better world through sport and the Olympic Ideal*; HRC Resolution (2016): *Promoting Human Rights through Sport and the Olympic Ideal*; or UNESCO Charter (2015): *Interna-*

tional Charter of Physical Education, Physical Activity and Sport), Conventions (e.g. Convention on the rights of persons with disabilities), the International Day of Sport for Development and Peace, the UNOSDP's Youth Leadership Programme, and the 2030 Agenda for Sustainable Development.

### **3.4. Sport and the Sustainable Development Goals (SDGs)**

The Sustainable Development Goals (SDGs) were outlined in the 2030 Agenda for Sustainable Development that was adopted by the United Nations in 2015, defining the UN's new set of objectives following the Millennium Development Goals. In the declaration of the 2030 Agenda, Sport is acknowledged as being "an important enabler of sustainable development".

## **4. Contribution of Sport to the sustainable development goals**

Sports can be used in various ways as a meaningful tool for development and peace in relation to the realization of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs). I would like to highlight sport's contribution with regard to the advancement of five SDGs emphasized by relevant examples in the following:

### **4.1. Goal 3: Good health and well-being**

According to the report from the United Nations Inter-Agency Task Force on Sport and Development and Peace (2003), regular participation in physical or sport activities provides various physical, social, and health benefits. Physical activity and sport can play a significant role in the prevention of chronic disease, such as cardiovascular disease, cancer, and diabetes as well as providing cures for certain illnesses.

A number of studies (Bailey, 2006; WHO, 2003) have also highlighted that physical exercise can stimulate positive mental health and cognitive development. In fact, exercise has been linked with improvements in self-esteem and self-confidence, as well positive influences on people suffering from depression and anxiety.

***Example: “Table Tennis for NepALL”***

Sport’s health benefits can be illustrated through the “Table Tennis for NepALL” project. This project, inaugurated in Kathmandu in April 2016, uses table tennis to advocate for and raise awareness towards persons with disabilities by involving them in sport programs and activities that will develop their confidence, enhance their well-being and foster their sense of community.

**4.2. Goal 4: Quality Education**

Combined with a school’s curriculum, physical and sport activities are necessary conditions to provide comprehensive and quality education. Sport is regarded as providing life-long learning and alternative education for children who cannot attend school. By taking part in sport and physical activities alongside school, students acquire an exposure to sport’s key values (unique attributes), such as teamwork, respect of the rules and others, cooperation, discipline, and tolerance, among others. These skills are essential for future participation in social activities, such as employment, and stimulate social cohesion within communities and societies.

Equally, the integration of physical activities at school greatly contributes to the comprehensive development of students, whose physical, mental, emotional, and social qualities can be enhanced. In some cases, participation in sport activities provides an alternative path to delinquency and crime.

Studies have also highlighted a correlation between the participation in physical activity and improved academic performance, as well as increased school enrollment, attendance, and motivation. They underline a higher capacity to assimilate information in children who spent more time participating in physical activity.

***Example: Youth Leadership Programme***

An excellent example is set by the UNOSDP Youth Leadership Programme (YLP), which develops young leaders from disadvantaged backgrounds through two-week capacity enhancement sessions, providing them with a toolkit to use sport as a tool for development back in their communities. The YLP was launched in 2012 with 20 different Youth Leadership Camps having been organized so far. More than 700 youth will have participated by the end of 2016,

thus creating a sustainable multiplier effect all over the world. At the YLP held in Hamburg in February 2016, six refugees were welcomed and integrated well into the group, which further highlights sports capacity to bring people together and foster inclusion.

### **4.3. Goal 5: Gender Equality**

Sport can be an effective tool to promote and achieve gender equality within societies. Through sport and physical activity, women can be empowered, as well as benefit from the positive impact sport has on health and psychosocial conditions. In this regard, positive experiences in the realm of sport can motivate and encourage women to succeed in other domains and areas of society (Saavedra, 2008).

Girls' participation in sport also challenges stereotypes and social roles commonly associated with women. In fact, by emphasizing capacities and abilities, sport helps women and girls demonstrate their abilities and achievements. This in turn develops higher self-esteem and self-confidence in women participants. Sport offers opportunities for social interaction and friendship, which can raise awareness of gendered roles among male counterparts and convey social and psychological benefits to individuals and groups.

#### ***Example: Diyar Consortium project (funded by UNOSDP)***

The Diyar Consortium project implemented in Palestine illustrates particularly well sport's ability to promote gender equality. The project established a sports centre for women in Palestine to provide a space and opportunity for women to participate in sport and learn transferable skills and knowledge for employment. In the Palestinian Territories, traditionally there has been extremely high unemployment among women (over 40%) and extremely low participation in sport, again particularly for women (Palestinian Central Bureau of Statistics, 2010).

The Diyar Women Sports Unit was founded in 2008, and a great example of the success of this unit was represented by the Diyar Women Soccer Team becoming one of the top national soccer teams in Palestine. In fact, the team won the first ever Palestinian Women Football League Championship

in 2011. The former captain of the Diyar Women Soccer Team, Honey Thaljih, became the first Arab woman to be enrolled in FIFA's prestigious Masters Program and is now employed at FIFA headquarters. Additionally, the second captain of the team, Jackline Jazrawi, is a manager at the Right to Play organization. Members of the Diyar Women Soccer Team are now involved in the academy, which opened in 2012, by training and passing on their knowledge to younger girls. Furthermore, Diyar has developed a strong network and partnerships with Palestinian and international organizations, allowing the project to gain momentum and support to become sustainable.

#### ***4.4. Goal 8: Decent Work and Economic Growth***

Sport has a positive impact on national economies. This impact is explained by sport's enormous economic aspect. Sport's (or physical activity's) economy is so vast and so diversified, including many sectors (e.g. sport infrastructure development, sport events, sport-related services, etc.), that it can effectively contribute to economic development. The sports industry can create many jobs and develop new activities, which in turn stimulate the economy of a community, region, or even nation.

As stipulated earlier, participation in physical activity or sport in general is associated with health benefits. Improving the health of one's society has direct and positive impact on economic growth, reducing costs related to health care and improving public health. For example, an American study estimated that in 2000 around \$3 US dollars were saved for each dollar spent on physical activities in the US. This represents significant savings for any society (Pratt et al., 2000).

#### ***Example: Waves for Development (Endorsed by UNOSDP)***

The economic benefits associated with sport or physical activity in general are exemplified with the WAVES project. Waves (Water, Adventure, Volunteerism, Education, Sustainability) for development project offers volunteering opportunities to surfers, students and travelers from all around the world to go to Peru, specifically to Lobitos, in order to support local communities and businesses and to empower youth, by involving them in English language teaching, environmental education, surfing classes, social entrepreneurship and commu-

nity outreach activities. WAVES aims to catalyze education and economic development through: cultural exchange and understanding; life skills and healthy living; a conservation ethic; social entrepreneurship; and sustainable tourism.

Before WAVES was launched in 2008, less than half of the youth in Northern Peru graduated high school. Due to the success of the pilot project and positive response from the local community, an ongoing programme was established (WAVES for Development, 2015). Once again, this project outlines the existing versatility and variety of sports, and development projects.

#### ***4.5. Goal 16: Peace, Justice and Strong Institutions***

For the UN Inter-agency Task Force on Sport for Development and Peace's report, sport can be used as a meaningful tool in the prevention of conflict and in the promotion of long-lasting peace, since sport, thanks to its universality, has the ability to transcend cultures.

In its contribution towards peace, sport is often viewed as providing safe environments at the grassroots and community level in which participants are brought together in the pursuit of common goals and interests, learn values of respect, tolerance, and fair-play, and develop social competencies. In this regard, sport can build bridges between communities regardless of their cultural issues or political divisions. Moreover, sport activities in times of conflict or instability provide participants with a sense of normality that is detached from reality.

#### ***Example: North and South Korea's peace and reconciliation efforts***

Sport is a powerful tool to promote mutual understanding and dialogue in conflict areas. I have witnessed the power of sport at the YLP hosted in Gwangju in the Republic of Korea, which brought together participants from the Republic of Korea and the Democratic People's Republic of Korea, and provided opportunities for them to have fun and develop skills together.

#### **4.6. Goal 17: Partnerships for the Goals**

For the realization of the SDGs, the world of sport can provide powerful networks of partners and stakeholders of a diverse nature with a common commitment to the use of sport for sustainable development.

##### ***Example: UN – IOC***

An outstanding example of a partnership in this context is the one between the UN and the International Olympic Committee (IOC), which holds UN Observer status and is a key partner of UNOSDP with several joint initiatives in Sport for Development and Peace. For instance, the Olympic Truce Resolution, adopted in several UNGA's, is a successful outcome of this partnership, which encourages Member States and other stakeholders to respect a period of truce without conflicts during the celebration of the Olympic and Paralympic Games. The Olympic values are an important component of sport and have a long tradition in promoting peace.

#### **Conclusion**

SDP is a growing and diverse movement. As I have demonstrated, there are many developmental goals that need to be addressed, but there are also many ways in which sport and physical activity can be used as a tool for to the advancement of these objectives.

It is therefore absolutely essential that we work together to promote the power of sport and to unite people in the quest for development and peace.

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## HOW THE WORLDWIDE TOP PARTNERS CAN CONTRIBUTE TO A MORE SUSTAINABLE AND PROTECTED ENVIRONMENT

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*IOC Executive Board Member*



It is a great feeling to be sharing with you this moment here in Ancient Olympia, the cradle of Olympism.

Let me first of all congratulate you for being here. You have been selected by your respective National Olympic Committees to take part in the 56th Session of the International Olympic Academy for Young Participants. Over the next few days, you will be taking an in-depth look at various themes linked to Olympism and sustainability.

Before speaking more specifically about the role of the Worldwide TOP Partners in sustainability, let us first examine what sustainability means for the Olympic Movement.

### **How does the IOC define sustainability?**

When we talk about sustainable development, we are expressing our hope for a better future, for an environmentally sounder and more humane society. A society which does not only focus on short-term success, but rather spares a thought for subsequent generations as well as its own needs.

This attitude is included in our *Olympic Charter* as one of the Fundamental Principles of Olympism – “*The goal of Olympism is to place sport at the service of the harmonious development of humankind*” – as well as in the IOC’s role “to

*encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic Games are held accordingly”.*

More than twenty years ago, the IOC included environmental protection in the *Olympic Charter* as the third pillar, alongside sport and culture.

The IOC was one of the first and largest sports organisations to seriously consider the impact environmental conditions can have on the practice of sport and equally, the significant impact sport can have on the environment. Since then, developing and promoting sustainability has been one of our most pressing concerns.

Under the leadership of its President, Thomas Bach, the IOC reaffirmed its commitment to sustainable development in its Olympic Agenda 2020, the strategic roadmap for the future of the Olympic Movement, which was unanimously approved during the IOC’s 127 Session held in December 2014 in Monaco.

The 40 detailed recommendations that make up Olympic Agenda 2020 provide the Olympic Movement with a clear vision of where it is headed and how it can protect the uniqueness of the Olympic Games, safeguard the relevance of Olympic values in society, and ensure and strengthen the role and place of sport in society.

Sustainability is one of the three pillars of the Olympic Agenda 2020 reforms, along with credibility and youth. Olympic Agenda 2020 places great emphasis on incorporating sustainability in all aspects of the Olympic Games and encourages the Olympic Movement to include sustainability in its daily operations.

As a consequence, sustainability has been introduced as a working principle of the Olympic Movement, defined as decision-making which “ensures feasibility, maximises positive impacts and minimises negative impacts in the social, environment and economic spheres”. As you see, this new definition goes further than taking care of the environment, although this will be our focus today.

By its nature, sport can contribute to sustainable development goals such as health, education, inclusiveness and peace. By implementing its missions in a sustainable manner, the Olympic Movement can have an even greater impact and contribute to the well being of people, sustainable cities and healthy nature.

This important role of sport was duly recognised last September when the United Nations General Assembly adopted the post-2015 Development Agenda including a direct reference to the benefits and importance of sport.

Paragraph 37 of “Transforming our World: The 2030 Agenda for Sustainable Development” reads:

*Sport is also an important enabler of sustainable development. We recognise the growing contribution of sport to the realisation of development and peace in its promotion of tolerance and respect, and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.*

Like the Olympic Movement, the Worldwide TOP Partners are looking at ways to contribute to the Sustainable Development Goals; also, they are increasingly making sustainability an integral part of their corporate strategy.

### **What the contribution of the Worldwide TOP Partners has been so far?**

The twelve Worldwide TOP Partners have already made a substantial contribution to improving the sustainability of the Olympic Games, especially on the environmental side.

Let me give you a few examples:

- *General Electric and sustainable lighting:* Over the years, General Electric (GE) has become a vital part of the efforts to deliver sustainably responsible Olympic Games, leveraging its Ecoimagination initiative launched in 2005, which aims at finding innovative solutions that work towards more energy-efficient products. In London in 2012, there was GE equipment in all sporting and non-sporting venues, including the Olympic Village. GE has provided power, heating and cooling systems across the Park for the Games and for the new buildings and communities that will develop after 2012. GE worked with the London Mayor and the London Transport in association with the Organising Committee and with fellow London 2012 sustainability partners, to install 120 GE charge points that supported a fleet of zero-emission electric vehicles used during the Olympic Games, which continue to work afterwards. GE and its partners also replaced the lamps on London’s iconic Tower Bridge, providing a state-of-the-art, energy-efficient lighting system that helps save 40 per cent over previous artistic lighting fixtures. Energy-efficient LEDs and floodlights now illuminate the towers of the Bridge.

- *Coca-Cola recycling and waste management:* During the Olympic Games Beijing 2008, Coca-Cola's plan was to raise awareness about the many ways plastic can be reused. Alongside extensive signage and numerous recycling bins, all PET plastic bottles collected from all official venues have been fully recycled into valuable reuses, through a Coca-Cola partnership with BOCOG and the City of Beijing. One of their initiatives included gifting every 2008 Olympian and Paralympian with an exclusive t-shirt made out of recycled beverage containers. The limited-edition shirts featured the slogan "I'm from Earth", and the back depicted five beverage bottles, the same number of recycled containers it had taken to make the shirt.

In Rio, Coca-Cola's Coletivo Programme is one of its key CSR initiatives and supports recycling cooperatives in becoming self-sustaining businesses. This is not a Games-specific project, but will be leveraged in the context of Olympic Games Rio 2016:

- More than 500 communities are being developed through this programme.
- Coletivo helps communities by teaching retail skills to young adults and women, to help prepare them for the job market, while 70 per cent of participants are women.
- Coletivo Recycling helps recycling cooperatives in becoming self-sustaining businesses.

- *Dow, Co2 reduction and compensation:*

Science-based solutions from Dow have been an important part of the Olympic Games since 1980 when insulation products were used in ice rinks and bobsled runs at the Lake Placid Winter Games. Since then, the partnership between Dow and the Olympic Movement has only grown stronger, focusing on helping to reduce the CO<sub>2</sub> impact of the Olympic Games.

- By the start of the Olympic Games Sochi 2014, the compensation programme established with Dow had already mitigated over 520,000 tons of CO<sub>2</sub> equivalent – surpassing Sochi's 2014 direct carbon footprint of 360,000 tons. And by the first half of 2015 it had successfully delivered 1.6 million tons of CO<sub>2</sub> equivalent in climate benefits. The success of the Sochi 2014 programme highlights Dow's commitment to creating long-term benefits for host countries and the Olympic Movement overall, and demonstrates the importance of the environment and sustainability in planning for major sporting events.

- For the Olympic Games Rio 2016, Dow has been working closely with the local Organising Committee to help reduce the environmental impact of the Olympic Games, while creating a positive social legacy in the host country. Since becoming the first member of Rio 2016's "Embrace Sustainability" programme in September 2014, Dow has created the most comprehensive carbon programme in Olympic Games history to help mitigate the direct greenhouse gas emissions from the organisation and hosting of the event. A key element of the programme is the Sustainable Agriculture project, which sees Dow working with Brazilian farmers from the state of Mato Grosso to implement more sustainable agricultural practices. Dow is also working with the Organising Committee to leave further post-Games legacies. These include an engagement programme that aims to share information on sustainability and climate change with 500,000 people in Brazil, and a commitment to generate an additional 1.5 million tons of CO<sub>2</sub>-eq in climate benefits by 2026, addressing other Olympic Games-related emissions.

This is just a brief look at what three of our twelve Worldwide TOP Partners have done or will be doing during the Olympic Games. But the contribution of commercial partners is not limited to the Olympic Games themselves, as sustainability is part of their daily concerns.

For example, *Atos* recently confirmed its commitment to sustainability by joining the UN Global Compact, a strategic policy for businesses to align operations and strategies with ten universally accepted principles covering human rights, labour, environment and anti-corruption. The company has also agreed to offset its data centres' carbon emissions, it will become the first global IT provider to offer fully integrated, carbon-neutral hosting services. *Atos* has developed a complete portfolio of innovative sustainability solutions to help its clients become Firms of the Future and move towards sustainable business, while reducing costs and improving efficiency.

For its part, *P&G* has set a long-term vision to power all its plants with 100% renewable energy, use 100% renewable or recycled materials for all products and packaging, have zero manufacturing and consumer waste go to landfills, and design products that delight consumers while maximising the conservation of resources. It has set a series of short-term goals to ensure it is on track to deliver against its long-term vision.

Another recent Worldwide TOP Partner, *Bridgestone* has also clearly indicated its mission towards a sustainable society through its Environmental Mission Statement: “to help ensure a healthy environment for current and future generations”. The focus has been placed on three objectives: Harmony with nature, Value natural resources and Reduce CO<sub>2</sub> emissions.

Last but not least, for the first time in its successful history, the TOP programme has a mobility category with the arrival of *Toyota* as a Worldwide TOP Partner. The mobility category is designed to support the sustainability goals of the Olympic Movement, ensuring we adopt the most sustainable, efficient mobility solutions. In line with Olympic Agenda 2020, the IOC and *Toyota* will work with the Organising Committees and National Olympic Committees to support sustainable mobility solutions for the Olympic Games and the Olympic Movement’s operations. The aim is to help with safer, more efficient mobility, including intelligent transport systems, urban traffic systems and vehicle-to-vehicle communications systems.

These are some of the examples of the key role played by our Worldwide TOP Partners.

For those of you who would like to have more information about sustainability and Worldwide TOP Partners, I invite you to go on the sustainability and legacy page of our website, [olympic.org](http://olympic.org).

### **How can we work with the Worldwide TOP Partners even better in the future?**

Of course, when we speak about sustainability and the IOC, the first area which comes to mind is the organisation of the Olympic Games.

With its new approach in the bidding procedure as a follow-up of Olympic Agenda 2020, the IOC encourages potential candidate cities to present a holistic concept of respect for the environment and the feasibility of developments, in order to leave a sustainable and positive legacy to the host city, the host country and the whole community.

As President Bach said in front of 1,000 mayors from around the globe at the 21st United Nations Climate Change Conference (COP 21) in Paris:

*“We are now asking the cities in what ways the Olympic Games can serve best as a catalyst for their long-term and development plans and then we are*

*considering how we can adapt the Olympic Games to the sustainable needs of the different cities.*

As part of the Olympic Games candidature process, the IOC now organises workshops with cities, during which Worldwide TOP Partners are invited to share their experience to help cities speed up their learning curve and find more sustainable solutions for meeting their unique needs.

Beyond the Olympic Games themselves, there are many more opportunities for the IOC and the Olympic Movement at large to work closely with the Worldwide TOP Partners on a permanent basis, and not only in event mode.

For instance, recently the International Hockey Federation contacted Dow to talk about what happens when its synthetic turf reaches the end of its life.

As we all know, we are stronger when we are all working together. It is only by working hand-in-hand with all our stakeholders, both institutional (National Olympic Committees, International Federations and Recognised Organisations) and commercial partners, as well as with experts and non-governmental organisations, including the United Nations system, that we will be able to find the most progressive solutions.

This is one of the direct outcomes of Recommendation 5 of Olympic Agenda 2020 (*Include sustainability within the Olympic Movement's daily operations*). I quote:

*“The IOC has to engage and assist Olympic Movement stakeholders in integrating sustainability within their own organisation and operations, and to achieve the above, the IOC to cooperate with relevant expert organisations.”*

The newly renamed IOC Commission for Sustainability and Legacy and the newly created IOC Department for Corporate Development, Brand and Sustainability are currently engaging with all the Olympic Movement stakeholders, including the Worldwide TOP Partners, to confirm the areas of focus (such as sustainable sport venues and infrastructure, responsible consumption, sustainable mobility or healthy workplace) and the level of ambition that we could collectively set for 2020, not just for the Olympic Games but for the Olympic Movement at large.

The IOC is more than ever committed to using its global reach so as to support sustainable development. Sport alone cannot achieve these goals but the power of sport can have an active role in their achievement.

## **Conclusion**

The IOC is counting on you, the representatives of the next generation, to take part in this global effort, to tell us what you think, what you want and what you suggest concerning how sport can play a role as a force for sustainable change around the world.

To conclude my presentation, let me quote my colleague from New Zealand, Olympic champion Barbara Kendall: "If everyone took a small bit of responsibility for his or her environmental actions in sport, the world would be a better place."



SHORT PRESENTATIONS  
BY THE PARTICIPANTS



## SINGAPORE 2010 YOUTH OLYMPIC GAMES

Romana Tea KIRINIĆ (CRO)

That day finally came: 11 August 2010. It was the ultimate goal that year and the greatest possible achievement for a young athlete. While I was packing my suitcases, full of red and white checkered clothes, I was thinking how I was going to the other end of the world. So many times I had been looking at photos of distant Singapore with its high skyscrapers and smiling almond-eyed people and imagining myself walking through those bright, lively streets. But now it was becoming reality.

We gathered at the Sports Hall on Krešimir Ćosić Square. Tennis players, judokas, a triathlon athlete, basketball players, swimmers, we – track and field athletes – and many more. Led by officials of the Croatian Olympic Committee, we arrived at the Zagreb Airport, where we talked about our travel and received gifts from the Croatian Olympic Committee and the Mayor of Zagreb, Milan Bandić, saw us off.

Still, it wasn't until I boarded on the plane that I fully realized that that was it; that I was going. We arrived in Singapore in the afternoon hours, having "lost" almost half a day, as we were flying to the Far East. There is something special that takeoffs and landings bring about in me each time. During every takeoff I observe everything outside almost without blinking: the landscape, how many tributaries a river has... and I try to count all the little islands and mountain tops. To see what is ahead of me or what I am leaving behind.

I was there in no time, breathing the air that seemed much heavier, more humid and thicker. Air humidity was over 80%, which is normal in Singapore, and it took us some time to get used to it. But our first shock was the "little gifts" that were waiting for us there that first day. Each of us received a gift package; besides a watch, usb stick and some other useful knick knacks, we also received

the latest Samsung mobile phone. I think each and every one of us was delighted and astonished, even more so when we heard that we had 5,000 free minutes and messages to anywhere throughout the world. We thought that we would have to return the phones at the end of the Games but, as we found out, in fact we could keep them and use them in Croatia later on. I should also mention that in the facilities we could take cold drinks, energy bars etc. from numerous fridges any time we wanted. Moreover, there were tracks, halls, swimming pools and other sports facilities within that student dormitory, so that athletes did not need have to leave the complex to practice. This was an athlete's heaven and the training conditions were really excellent.

I had the honour to represent Croatia in track and field – in the 400m event. It wasn't easy to qualify for the Olympics; first, I had to qualify for the qualifications in Moscow, held earlier that year. The qualifications and the Olympics are the two events that I have the fondest memories of. I will remember my competition at the Youth Olympics due to the infernal temperatures – the track seemed to be on fire. After running well in the heat, I advanced to the B final, in which I finished first, for the eighth time overall in the event. But the result is less important. What I learned there is what I will be carrying in my heart and



what has become a part of me. Daily events dedicated to the culture of different continents were held in the Olympic Village every day; young volunteers from Singapore presented all countries, whose flags flaunted under the hot Singapore sun. We could make African jewelry or Chinese figurines and talk to people from every country. There was also a stand presenting Croatia, mostly the beauties of our cost.

But what I especially remember as an important Olympic value is togetherness and equality. All athletes were there due to their hard work and the success achieved at the pre-qualifying and qualifying events. In athletics, for example, where we have a large number of events and athletes in Croatia, only three of us earned a spot in the team to Singapore. That year, athletes made enormous sacrifices for a higher goal and each of them had their own story to tell. What I learned through this experience was that there is something that all athletes and young Olympians have in common. All true athletes are noble individuals and appreciate what they have; they know what sacrifice means. Young Olympians have no prejudices, they respect differences, they wish to learn, exchange experiences and are open to new thrills. I carefully listened to the music that South Africans played on folk instruments and to the interesting stories about the life of young people in Singapore. The level of bonding among all of us from Croatia was also something special. In the three weeks of our stay there, strangers became friends and parting was not easy.

I believe that the only way to truly experience and get to know the world is through such experiences. I think that the values promoted by Olympism – fair play, fight against doping, love for yourself and respect for others – is what all true athletes carry in their hearts. It is only they that can cherish these values and disseminate them on their life path.

## MY OLYMPIC EXPERIENCE

Panagiota TSAKIRIS (GRE)

Everything started twelve years ago, when my ski champ daddy asked me in a summer afternoon while watching together the Olympic Games in Athens: “Would you also like to take part in the Olympic Games?” “No, dad, I am okay”, I replied. I still remember his face. He was shocked! A four-time (until then) Olympic athlete and national champion for more than 20 years listening to his daughter denying even having dreamt of it.

My parents were both champions in biathlon; the winter sport that combines cross-country skiing and shooting. A bit strange, given our Greek origins – I



know! They were huge sport lovers and they gave me many opportunities to get involved in sports. Biathlon always seemed hard and exhausting and was definitely not my first choice (not even the second), but that afternoon back then my father encouraged me to not reject sports and activities without having tried them, so I decided to give it a go.

He started coaching me and five months later I found myself leading the women national championships – gens, I guess – and next winter my dad’s dream for me became the biggest and most breathtaking experience of my lifetime. Turin 2006 Winter Olympic Games was my first Olympic experience at the age of 15. Already having fallen in love with the sport, the next target was common this time and achieved four years later when we qualified and competed together both as athletes in the Olympic Games of Vancouver 2010, when I was 20 and he was 45 years old. I was the proudest child in the world walking behind Greece’s team flag bearer and my dad crying from joy and pride while entering the most amazing and moving event of my entire life, the Olympics Opening Ceremony. Four years later, in Sochi Olympics, it was my turn to carry the flag, like my dad had done three times in the past.

Taking part in the Olympics is way different than in any other competition in the world. You know that from your very first moment there, you feel it. You are overwhelmed by the Olympic spirit, led by the Olympic ideals and the strong emotions that come along when you realize that you made it to something so big. You are eager to compete, not for the best result this time – this has already been achieved – but for something higher than that. Being a skier that lives and trains in Greece, I knew from the very first moment that I will never win any Gold medals or become a World champion. Are you thinking that I might have been pessimistic? No, it is just the reality. My dad had told me this almost when I started skiing. I was disappointed at first. However, he never stopped training me with passion and support. After my first Olympic experience, my athletic goal changed. From then and on, I was competing for the joy of doing sport, of participation and for the honor of showing respect and be respected without discriminations from my competitors. So, if you ask me about my ranking at the Games, I will proudly answer you that I was the last one in the list but a true champion in heart and soul.

Making it to the Olympic Games and being blessed by their magic has been the greatest and brightest medal and recognition of my efforts.

I need to mention that I was very lucky to be born and grow up in an athletic environment and I am grateful to my parents for supporting and encouraging me to get to know the world of sports, adopt healthy habits and be truly happy and proud for the positive impact that all the above had and will always have in my life.

My last Olympic experience was in the Youth Olympic Games in Lillehammer, in a different role this time, as a Young Ambassador. There, supporting and empowering the young athletes, delivering the Olympic spirit, inspiring and getting inspired by role models, ambassadors and young leaders from all over the world, I felt more than ever that it is time to give back to sport.

I signed up for this Session and I am truly glad to be with all of you here today as I know that I will go back home richer in knowledge and experiences, so as to promote the Olympic Movement and continue my little personal attempt to build a better world through sports.

I used to believe that one person cannot change the world, but as I was recently taught, if every one of us “goes beyond”, we will all together “create tomorrow”. A better tomorrow.



## MY OLYMPIC EXPERIENCE

Hiu Ying Angel WONG (HKG)

I am an artistic gymnastics athlete, having represented Hong Kong, China, at the 2012 London Olympic Games. When I was young, I saw top gymnasts competing at the 1996 Atlanta Olympics and fell in love with the beauty and challenge of this sport. I thought that one day I would go to the Olympics! But as I got older, I realized that one has to practise day in and day out and that it takes a lot of discipline to be an athlete. Due to injury setbacks and having to manage between my studies and gymnastics training, this was a very difficult task. So, my goal to take part in the Olympics became more of a dream. A dream which I no longer believed I could achieve. Although I was not getting any notable results for quite a few years, my passion for the sport kept me from giving up. I decided to take on a more realistic approach in setting my goal, and so I worked towards competing at regional competitions (Asian championships/ Asian Games) and World Cup meetings. In late 2008, I won my very first international medal and went on to win another medal at World Cup events, which gave me a confidence boost and motivated me to continue as an athlete after graduating from university.

For individual gymnasts like myself, there are only two competitions that serve as qualifying events to the Olympics: the first being the annual world championships and the second the test event. In 2011, I was scheduled to participate at the upcoming world championships held in October. I knew it was a qualifying competition for next year's Olympics, but I did not consciously try to qualify. Looking back, I realize that it was me who limited myself and did not believe that I was capable to achieve my childhood dream. It was actually my coach who prompted me to look through the qualification rules and believed

that I might have a chance in making it. So, as a team, we worked hard to polish my existing routines and particularly my weakest event, the uneven bars. I had a great competition in both world championships and test event to become the first Hong Kong female gymnast to qualify to the Olympic Games.

For me, taking part in the Olympics was really a dream come true! I had an excellent performance, which my coach and I were very happy about, and to have my parents in the arena 2016 IOA Olympic experience, Angel Wong Hiu Ying (Hong Kong, China) to support me was amazing. Staying in the athletes' village was also a wonderful experience in which I felt a connection with my fellow athletes from around the world, as we have all worked so hard towards reaching a common goal. I had the opportunity to make new friends, to share my story and to listen to theirs. But the most memorable moment for me was at the Opening Ceremony. As a spectator, I enjoyed watching Olympic Opening



Ceremonies on TV, but it was a unique emotional experience to finally be in the shoes of a participant, to march in representing Hong Kong and to look out towards the cheering crowds in the stands. It's one of those moments that you understand why you chose to become an athlete; all the hours of training, the struggles and sacrifices were all worth it.

My participation in the London Olympics was undoubtedly a joyous and unforgettable one, but, beyond that, my Olympic experience encompasses not only the two weeks in the athletes' village, but the whole journey that I went through to get there. I learnt to never stop believing in myself and to dream big! I was introduced to Olympism and its' core values – excellence, friendship and respect – only after I competed at the Olympics. Looking back, I'm grateful that my Olympic experience did embody all these values and that the spirit of Olympism can transcend to all aspects of life.

## MY JOURNEY TO THE LONDON 2012 OLYMPIC GAMES

Rosie COSSAR (CAN)

I would like to begin by saying that this opportunity to present my story is extremely meaningful to me, as I am surrounded by such an amazing group of diverse and inspirational young leaders from all around the world. I would like to first and foremost thank all of you for being such a source of inspiration at this stage in my life. I hope that the story of my journey in sport will provide you with some inspiration in return.

I also wanted to provide you with a mini agenda for my presentation, so that you can have an idea of what to expect and follow along: I will start by bringing you with me on my journey from the start of my career in sport all the way to my qualification performance for the London 2012 Olympic Games, and show you a video of that performance. Following this, I will be presenting one of the biggest challenges that I faced in sport and how this particular conversation is often left behind closed doors and unspoken.

So, here we go:

I started Rhythmic Gymnastics (RG) when I was 5 years old. There is no glamorous reason behind my entry into the sport, only one of convenience for my parents. My older sister, Rachel, was already attending RG classes and it was convenient for my parents to tag me along with her and drop me off for three hours a day to expend some of my endless supply of energy!

There is something intriguing about the fact that I ended up in a sport like RG... RG is perhaps the most “feminine” sport out there, and I was probably the most “tom-boy” girl you would ever meet. I always wanted to play outside with the boys and I always saw myself as one of them. It’s interesting that I found myself in one of the few female-only sports that are practised today.

From the age of 5 years old, I followed in the footsteps of my sister and attended RG lessons for three hours a day and four days a week. My first competition was when I was 8 years old, and that same year I travelled to Moscow, Russia, for what would be the first of many solo trips overseas in my career.

My first training camp in Moscow marks a very big step in my athletic journey. I was exposed to a caliber of RG that I had never seen before and I was surrounded by the best athletes and coaches in the world. This sounds very glamorous, but let's remember one important factor: I was completely on my own. I traveled the ten-hour flight without any of my family members and was met by one of the coaches to accompany me to the National RG Training Centre in Moscow. This trip also exposed me to a level of difficulty that far surpassed what I was used to from training in Canada. Here, it was normal to spend the duration of the training in tears, and here it was normal to be stretched so far beyond what you thought was your limit that you would end up screaming in pain. This was also the first time I was away from home, and therefore my very first introduction to the feeling of being "homesick". The combination of all of these factors made this a very eye-opening experience for me and was the first



of some very challenging obstacles that I would face during the process of my journey to the Olympic Games.

The next of these significant steps came when I was 10 years old, where once again I found myself on a flight where I was seated in my seat wearing my “unaccompanied minor” badge. This time I was on my way to New Brunswick (NB), a province on the East Coast of Canada, to train with one of the best coaches in the country... Boy, was she tough! But, of course, hard work does indeed pay off, and with every challenge I overcame, my development and success as a rhythmic gymnast was exponential. An example of that is the following: the year before I left for NB, I was ranked 54th in our Canadian National Championships and after my first year of training on the East coast I jumped 50 places and ranked 4th at the following National Championships! From that year onwards, I remained on the Canadian National team for the rest of my career in the sport.

The next six years of my career were spent traveling the world from one competition and training camp to the next. Russia, Belarus, Ukraine, Germany, Belgium, Japan... you name it. Despite how difficult it was for me to overcome the hardships associated with this lifestyle, I found myself being very appreciative for having the opportunity to, not only visit, but actually live in such diverse parts of the world. To this day, I am incredibly thankful to have learnt, first hand, so many of the world’s most rich and unique cultures.

My career took an interesting turn in 2008 when the Canadian RG federation came up with a plan to try and qualify our first “group” to ever qualify for an Olympic Games and I was chosen to be the team captain of this group. Now, let’s be clear, when I say “started from the bottom”, I really mean it! In our entire first year of international competitions, our team finished in last place every single time. I’m not kidding! Thank goodness we were a group of very hard-working and driven athletes, and despite our standing at the time, I did my best to motivate our team and give my teammates a vision to look forward to with every chance I got. After all, if there’s one thing my unique career in the sport had taught me so far, it was that hard work and perseverance does indeed pay off. In our second year as a team (2010), we were scoring higher than one or two teams, leaving us in second or third-last place... Hey, that’s progress! Towards the end of 2010, we were really progressing and were ranking in the middle of the pack, finishing in 12th or 13th place out of 24 teams. Other countries were

starting to take notice of us and we were starting to build a name for ourselves. By the time 2011 came around, we were starting to rank in the top 8 at international competitions, sending us through to the finals of these events! Indeed, every country couldn't believe that Canada was in the finals!

Now, when people ask me "Did you dream of going to the Olympic Games (OG) since you first started the sport when you were 5?" I think back and realize, no, I did not. In fact, it wasn't until we started this group project that I started to think about the possibility of going to an Olympic Games. No other Canadian team had ever succeeded in qualifying to an OGs, but more and more, as we climbed the ladder at international competitions, I was determined that we would be the first team.

In September of 2011, we were to compete at the World Championships in Montpellier, France, which was the qualifying competition for London 2012. Our chances of qualifying were very slim... We would have to perform two perfect routines in order to secure our spot.

Low and behold, we used our incredible team dynamic and sheer determination to perform two textbook-perfect routines, without a single mistake, thereby securing our spot to compete at the London 2012 Olympic Games! Here is the video of one of those qualification performances: <https://www.youtube.com/watch?v=UdCuoQ-0ZVU>

Okay, this brings me to the second part of my mini agenda. I wanted to let you all know of another challenge I faced in sport, one that I feel very important to talk about here with all of you, today. Too often this subject is left unspoken. The struggle that I'm referring to is actually with my sexual orientation. When I was 14 and 15 years old, I realized with great fear that I was different than everyone else... I'm very nervous to tell all of you this... I realized that I was much more attracted to women than I was to men. This was terrifying for me because there's a lot of expectation, in general in the world, but specifically there is a lot of expectation in the world of sport. Especially in a sport like mine, where femininity is such a concentration. Both on and off the field of play, you are expected to perform in such a way that there's really only one type of woman, and that women are supposed to be heterosexual, a straight woman. I was starting to realize that was not me and I was terrified because I was not sure what that was going to do to my position in the sport. As this was all coming to my realisation and my reality, I felt I was being punished for something and I would

ask myself “What did I do to deserve this punishment?” I would think long and hard about that question.

I felt a huge weight on my shoulders because I wasn’t able to be myself and instead I was wearing a permanent mask. I had to pretend all the time and lie to everyone and make up stories to make it seem like I was the same as everyone else. This, was exhausting. The amount of training I’ve done in my life does not compare to how exhausted this mask made me feel.

Thank goodness, one day, a thought came to me and I will always be extremely thankful for this thought. I don’t know where it came from, but it surfaced and arrived miraculously into my head. The thought was the following:

I had been representing my teammates, my city, my province and my country, but I had not been representing myself. Knowing that I was going to be competing at an Olympic Games and become an Olympian, I knew with such certainty that I was not going to compete with my mask. I was going to honour the actual person who had been on this journey since she was 5 years old. And just like that, there was no going back; I was going to be ME.

One by one, I started to come up to my teammates and my coaches, and yes, there were difficulties there, but ultimately, I was letting myself be free. So, at the Olympic Games in London, I was completely open, I had taken off my mask, my disguise, and I was representing myself and I felt so free! Now, in conclusion to this presentation, I note the following: I have always had a lot of passion and I have always dreamed big. My passion today and the work that I do is dedicated to future generations not feeling alone and scared and as if they are being punished because of what their sexual orientation may be. I will finish off with one last video ([https://www.youtube.com/watch?v=vhsYf\\_KQcE](https://www.youtube.com/watch?v=vhsYf_KQcE)) and then open the floor to some questions.

## MY OLYMPIC JOURNEY

**Karin CLASHING O'REILLY (ANT)**

*Olympian, London 2012*

*Persistence can change failure into extraordinary achievement.*

Matt Biondi, three-time U.S. Olympic Swimmer

My interest in attending the Olympic Games came after my sister participated in the Athens 2004 Games. Not only did I want to follow in her footsteps, but realized I wanted to represent my country, Antigua and Barbuda, and I wanted the self-achievement that I participated in one of the greatest sporting events in the world.

My qualification to attend the London 2012 Olympic Games was through the Universality program. For this, I needed to attend the FINA World Championships the previous year in Shanghai, China. Although attendance at such a meeting was required, I also needed to be within a certain ranking to be eligible to qualify. Due to my pint standings and time, I qualified. From here on, my preparation for the Olympic Games began.

I attended a lot more meetings over that year period than I usually would have. I competed at the Pan Am Games in Guadalajara 2011, the OECS Swimming Championships, and the CISC Games in Aruba 2012. Though competing at all the aforementioned meetings, I was struggling with an injury in my left shoulder making it difficult to train and compete at my best. I was attending rehab and therapy in addition to my daily swimming, dry land and nutrition regimen. Another challenge I was dealing with was a plateau in my event time. I hoped that attending the various meetings my time would drop to my target

time. However, over the months of training and competition prep, it would remain the same, frustratingly.

Through all my challenges and training, I had a great support system, my parents, my sister, family and friends. Through this journey, I realised and appreciated the importance of having a strong backing as sometimes things can become difficult and defeating. Personally, my greatest support came from sister. Because she had some experience competing at high level events as well as sports psychology, she was able to help me through some of my most difficult times as well as with the visualization of my events.

My experience at the Olympic Village was surreal, to say the least. It's amazing when you hope and dream to meet your favourite athletes, and then have the opportunity to eat, walk and talk with them casually. Unbelievable! Other than my event, that was the highlight of my experience at the London Olympic Games. To have the chance to rub shoulders with the "greats" and sport role-models was my wish come true.

My performance for my event/race was more than I could have asked for or even expected. Not only did I finally drop my time doing a personal best, but



I won my heat. Dropping the time would have made me happy enough, but seeing my name up on the screen at the end of the race after struggling when preparing for the Games, had me in tears when I went to my coach, my mom, after my race. Having my sister and father on the phone and my mother with me proved I had the best support system I could ever have asked for.

My take away: friendships, perseverance and determination. Although I represented a small country with only four athletes at the Olympic Games, I didn't know them before the Games. It was through the spirit of sport that friendships were formed that would last a long time; because we shared, a great journey that many would love to experience, but only few actually get the chance to.

*Set your goals high, and don't stop till you get there.*

Bo Jackson

## MY OLYMPIC EXPERIENCE

**Yara HANSSEN (ZIM)**

*Equestrian Athlete, Singapore 2010 Youth Olympic Games  
(Team Bronze Medal)*



To be from Zimbabwe, to be born into the life I have, surrounded by amazing people, places and experiences is something words cannot describe. How grateful am I! My name is Yara Hanssen and I was an Equestrian athlete at the inaugural Youth Olympic Games Singapore 2010 and won a team bronze medal. My road to these Games was by no manner or means an easy one, but a journey I have gained so much from; going back to it would not change a thing.

My passion for horses started at a young age. I grew up in the remote, rural areas of Zimbabwe with my mother, as she is a geologist and was always moving around doing exploration and looking for gold mines. My father died when I was

1 year old, so it has always just been my mother and I bumping along the dusty African roads. I always wanted a pony; however, my mother had different ideas and was always offering me a donkey – because in rural Zimbabwe these are plentiful! However, with persistence and my strong will I managed to convince her to get me a pony when we moved into town and I had to start school. Lesson after lesson, the more my passion grew and the more involved I became in the sport. I do not come from a horsey family at all, they prefer to sip on a cup of tea and knit jerseys – far from the stables or the arenas I was craving for. Again with persistence, my mother is now very much involved and can tell the back from the front of a horse, and now she is the Secretary General of the Zimbabwe Equestrian Federation. The support from my mother and her willingness to get involved and help me develop as a young rider in the sport has been nothing short of amazing and I am beyond lucky to have her as a role model leading me through this wonderful journey we call life!

My journey to the 2010 Youth Olympic Games was interrupted when I had a dreadful fall from one of my horses in January of 2010 – just seven months before the Games were set to begin. I was at a training day with one of my horses at a vineyard, going in through a few obstacles, and passed through a water causeway where my horse got a fright and I suffered a ghastly fall. I don't remember the fall due to the amnesia resulting from concussion. However, I fell underneath the horse into a waterbody and was trampled on and kicked in the head. This fall was by far the worst I have ever had and left me in hospital for a few weeks with temporary memory loss. It makes no sense, but I can't remember not remembering. Rehab followed and I had to introduce myself back to the sport that could have been fatal for me a few months earlier. A lot of my training for the Games was done with sports psychology and training my mind and my brain to block out the pain and focus on the road ahead. This is one of the most valuable lessons I have learnt in my life, the power of the mind is truly remarkable and I feel that a game can either be won or lost as determined by the state of your mind.

After qualifying for the Games, I was delighted beyond words. It was the first time equestrian in my country had been represented on such a global stage, and definitely gave me a huge sense of national pride. My training involved riding a lot of different horses and getting used to being able to adapt my riding skills to these different mounts. In Singapore we would be on borrowed horses drawn from a pool. Together with my trainers we were able to gain not only



great successes with the bronze medal for team Africa but also great experiences, friendships and memories that will last a lifetime.

Within the Olympic Village there were a lot of cultural programs and stations that you could interact with and learn about different nations, cultures and people. The Youth Olympic Games in Singapore was just a taster of the Olympic Movement and inspired me to dream and do bigger. The Youth Olympic Games had a great impact for the development of equestrian sport in Zimbabwe and allowed for solidarity

grants. The youth were inspired and the number of athletes trying to qualify for Nanjing 2014 more than doubled those of Singapore 2010. We had an athlete, Sophie Teede, attend Nanjing 2014, and now have an event rider, Camilla Kruger, heading to Rio 2016 – so since 2010 our equestrian sport in Zimbabwe has definitely grown; however, the best is yet to come!

After Singapore 2010 I went on to study for a BSc in Geography and a GIS, in Cardiff, UK. Once I graduated, I went to work in South Sudan for a year mapping for a landmine clearance team TDI (The Development Initiative) and UNMAS (United Nations Mine Action). This allowed me to experience more aspects of the world and use my skills here to make a difference. Looking to the future I hope to compete maybe in 2024 or 2028 – it may seem like a long time but with equestrian sport you can ride until you are 60+. You need to develop a good string of horses and find that one superstar horse that will take you there. My life has been truly enriched from my experience at the Youth Olympics and I hope to continue with the spirit of Olympism close to my heart and become more involved in the development of the youth with an aim to shape a brighter, peaceful and inclusive future.

Life is made up of a series of moments, and if you are lucky enough to grasp one of those moments and hang on to it as long as possible, your life will be different forever. Life is definitely worth living, so go on out there and catch those moments. Life starts now!



COORDINATORS'  
REPORTS



## REPORT on sport activities

**Cristina CORTIS (ITA) and Andrea FUSCO (ITA)**

During the 56th International Session for Young Participants of the International Olympic Academy several sports activities were organized. Thanks to the careful planning by a team of coordinators, the participants had the opportunity to enjoy and challenge themselves in different competitions alongside the educational program. The sports program included football, basketball, volleyball, tennis and table tennis tournaments and each participant attended one individual and one team sport. To enhance the spirit of multiculturalism, respect among cultures and gender equality, each team was made up of participants from different continents and included different genders. It should be highlighted that a large number of participants attended the tournaments not only as players but as audience deeply involved in applauding and cheering their favourite team or athlete and making the atmosphere full of joy and fun.



The organization of sports activities required careful coordination and planning. For this reason, warm thanks are due to the coordinators who contributed, in every way, to their staging and, in particular, to: Anne Flore Angot, Cristina Cortis, Maria Fernanda Delgado Del Rio, Anna Édes, Andrea Fusco, Ekaterina Gorokhova, Christian Haji, Mohammad Jalal Hamwi, Jawid Khawar, Michael Mangasarov, Minami Murayama, Alakwisa Phiri, Jatin Rana, Panagos Spyropoulos, Tony Tarraf, Martin Uthaug, and Sameera Wijayagunaratne, who all readily helped in organizing the sports activities.

All the tournaments were played over five days. Their spirit was clearly highlighted: encouraging participants to live the Olympic values through sport and mainly building friendship among them. For the team sports, three sessions were dedicated to ranking matches where each team played against the other three. The teams were made with a mix of advanced, intermediate and beginner players, considering the participants' declaration during the registrations. For the tennis and table tennis tournaments the competitions were held as single event on knock-out basis. There was a deadline for each round and competitors had the opportunity to play their match any time before the deadline.

Both coordinators and participants had been referring the games depending on who had to play.

The names of the winners in the sports events organised during the 56th International Session for Young Participants of the International Olympic Academy are listed below:



### Football "Team Fire"

Alejandro Quinones	Peru
Cristina Cortis	Italy
Eva Balog	Hungary
Ioannis Fotakopoulos	Greece
Gildas Gresenguet	Central Africa
Gita Jakovleva	Latvia
Glenn Evers	New Zealand
Harriet Kuraia Raii	Cook Islands
Joaquin Brugada	Paraguay
Konstantinos Georgiadis	Greece
Lauren Adams	Canada
Renee Charles	Trinidad and Tobago
Simon Plasschaert	Belgium
Tiago Venâncio	Portugal
Rongtian Wu	China

### Basketball "Olympia"

Teodora Todorova	Bulgaria
Jonathan Ruwuya	Zimbabwe
Ioannis Delintadakis	Greece
Daniel Marchi	Germany
Marie Danielle Lorina Fish	Haiti
Leon Hunt	Virgin Islands
Aneta Koksharova	Russian Federation
Tamali Nelson	Antigua & Barbuda
Chia-Ling Ko	Chinese Taipei

## Volleyball “Dionysos”

Daneka Headley	Barbados
Jatin Rana	India
Elena Iñiguez De Heredia	Argentina
TriinTahepold	Estonia
Kristine Aleksanyan	Armenia
Natalia Ivonne Ramirez Irizarry	Puerto Rico
Kostas Vasileiou	Greece
Bandile Oupa Dlamini	Swaziland
Serife Gamze Ulker	Turkey





**REPORT**  
**on the Fine Art Workshop and the Arts Happening**

**Georgia BOUKLA (GRE)**  
*Arts Coordinator*

*The term “environment” refers to the sum of conditions  
which surround man at a given point in space and time.*

C. C. Park 1980

Discussing and understanding the concept of the “environment” is a subject that extends to various components involved in the formation of our surroundings. Ultimately, “environment” can relate to anything. This, in a sense, means that everything in the world around us has an impact on the way we place ourselves in a situation physically, mentally and emotionally. It is a process that requires continuous rearrangements and adaptations in order to encourage positive developments.

These were the first thoughts that emerged while planning for the arts program of the 56th Session for Young Participants, as the focus was set on the idea of looking at *The Environment as a Situation*.

The *Fine Art workshop* ran over the course of six days; Induction day, five workshop sessions and one day for submissions/presentations. Together with the dance, music and poetry workshops, it created an environment of participation, inclusiveness, collaboration, solidarity and exchange. These were the main characteristics introduced to a group of twelve participants and three coordinators in the Fine Art workshop where everybody decided to work on flip books using a range of art forms. The sessions were planned and guided in a way that everyone got to experience creative ways of learning, in an environment where

everyone worked collectively to bring in ideas and analyse situations on a practical and visual basis.

On the third day the group decided to give their project a name and after playing with words like Flip and Olympic in reverse “cipmylO”, they then took the first three letters (cip) and conversed them into the word “pic” + “flip” = “Flipic”, and added a hashtag to come up with the trendy title: #Flipic. Automatically, this opened up a new dialogue online that provided regular updates and conversations throughout the Session.

This year, the arts program also introduced the idea of utilising the library as a place to display work made in the Young Participants Session. Libraries around the world and in various institutions host temporary exhibitions and keep an archive of art collections that are used periodically for research and displays. This brings the campus community or the wider community to visit the institutions and the libraries. This year, this concept was tried as part of exhibiting the work produced by the participants of the program within the bounds of the Academy. With the Dean’s consent, for the first time the Fine Art group used one of the showcases in the library to present a selection of twelve flipbooks/works made with mixed media and copy paste techniques. The aspiration of these interventions will remain there, in a continuous rapport with the immediate “environment” of the library and the extended “environment” of the



Academy as remnants of this project for visitors to view and experience during the rest of the year.

The flipbooks made and used by the students relate to more traditional ways of making a film by presenting a series of static pictures in a fast succession giving the illusion of motion. The group used similar techniques to edit a short animation movie that was played in the lecture theatre on the day of the Closing Ceremony. As part of the final stage of the #Flipic project, an art contest was set up and the winning prizes were announced at the last social evening of the sessions. The winners were selected again collectively, based on initiative, drive and flexibility to achieve results, creativity and presentation as well as the ability to organise tasks, work effectively and meet deadlines. The first prize (a t-shirt) went to Ryan Johnson, and the second (a sports bag) to Christel El Saneh. Both prizes were courtesy of the International Olympic Academy and of the artist who turned both items into special editions by adding a stencil print designed exclusively for this year's art contest winners.



The rest of the arts program concluded by reflecting on all the preparations made in the Dance/Music and Poetry/Literature workshops. This year, participation in the Dance/Music workshop was very high and of a high standard. Together with the Poetry/Literature group participants and coordinators have worked along each other in order to present a packed program of six dances and four poems, five songs and outstanding musical performances for the *Arts Happening* the evening before the Closing Ceremony celebrations. The set was ar-

ranged to create the impression of the exterior of a Greek tavern, where people interacted socially and culturally and found appropriate ways to engage the audience all the way through the program while different performances were taking place. Aleksandar Dimitrijevic was a participant of the arts program last year, returning this time as a coordinator. Together we worked on preparing the program for the arts happening and this is his insight on this experience:

*International Olympic Academy – a unique and very special place in Greece where those who gather speak so many different languages, come from different countries with amazing cultures and they are all here to learn and to share the same Olympic values: respect, friendship and excellence. And after only two weeks of being in the Academy, no one wants to go home, no one wants to say “goodbye” because during those two weeks things that happened will stay part of their lives forever.*

*The Fine Art Workshop and the Arts Happening are giving an opportunity to each individual to explore, learn and share new talents and to present them at the final Art Happening concert. It is a highlight of every session and probably one of the reasons for our mutual lifelong friendship.*

*From the first day of the 56th International Olympic Academy when we announced the Arts program, we started discovering talented individuals in singing, music, dancing, painting and writing. There were four workshops: dance workshop, music workshop, painting workshop and poetry workshop. Each workshop was designed to enable*



*the individuals to discover their inner talents and the opportunity to share them with the others.*

*The dance workshop was the largest of all of the workshops and it had almost 60 people in it. They were separated in four groups: latino dance, contemporary dance, acrobatic dance and multinational dances. Each group had a leader and they were all practicing every day for the Arts Happening concert. The music workshop had twelve individuals and they were separated in two connected groups. We were inspired by musicals such as “Grease” and the idea that we could implement a similar scenario of boys and girls groups singing to each other was making us very happy.*

*Every individual has some unique talent. It’s just a matter of fact if the person is aware of that or not, and our job as coordinators for the Arts program is to discover those inner talents and to show them proudly to the others.*

In keeping with the Olympic Games’ protocol, the host country always goes last. The evening ended with a surprise from the dance group that performed a traditional Greek folk dance called “Makedonikos Antikristos”. According to Wikipedia this means “face to face from Macedonia” and it is mainly danced in the western part of Macedonia, in the city of Kozani in Greece. Introducing a series of Greek folk dances from various parts in Greece is part of a new initiative that is looking to find its place within the educational and cultural program for the Session for Young Participants.

Every year the arts program is looking to introduce new and fresh ideas to create a positive social environment. Cultural programming has an important part in providing educational opportunities and it is within many peoples’ interest in the Academy to offer up possibilities for further interaction, participation and entertainment. Therefore, at this point, certain acknowledgements have to go on the efforts of Vaggelis Friggis, the IOA Premises Operations Manager, for working flexible practical and technical ways to support ideas and for making the appropriate arrangements for the Fine Art workshop to have a presence in the Library. I hope that this will continue to develop and lead to setting up an official archive accessible to all. I would also like to thank the Dean Mr Konstantinos Georgiadis for embracing the arts program and for encouraging an open dialogue for future ideas. But none of all these exciting presentations would have been possible without the commitment of all the participants and the coor-

dinators who contributed on multitasking briefs and in many ways had to resolve and overcome complex situations.

Reflecting on the arts program Sameera Wijayagunaratne, a student on the Master's program, has agreed to contribute to this report by giving a review from a fellow coordinator's point of view.

*My experience of working with Georgia in the Fine Art workshop was one of the most energetic and interesting activities in the program. New and creative ideas inspired participants to get involved and work on the "Flipic" project.*

*The invention of the name "Flipic" was constructed and set collectively as a group work and Georgia inspired participants to commit the time and effort required to complete their projects and motivated them to work as a group and produce a film as the final presentation. Everyone enjoyed this project and gave their fullest support to make it successful. I felt the same with all the other workshops, too, during dance and music rehearsals when all participants were getting ready for the Arts Happening. All performances were wonderful! I enjoyed it very much!*

Arts and culture strategies allow people to understand community, enhance and celebrate historical and modern contexts and build up essential foundations of participation and interaction in order to reinforce a sense of place and wider environmental settings. This requires ongoing planning processes to bring in new allies, encourage developments and incorporate underlying philosophies that reinforces creative goals and visions of a community.



## **REPORT** **on the Poetry and Literature Workshop**

**Panagiotis SPYROPOULOS (GRE) and Maryam JAFARI (IRI)**

Focusing on Olympic values and the development of the athletes' personality through training and participation in major athletic events, this year's poetry/literature workshop entailed writing original stories/poems by the participants and the co-ordinators, as well as reciting them in artistic and co-operative presentation.

Most importantly, however, the participants of the poetry/literature workshop and the co-ordinators held an open discussion, freely exchanged views and ideas, established new friendships among them and reflected on the lives of emblematic athletes, such as Muhammad Ali. In this context, they engaged in critical debates on the need for athletes with strong personality, issues relating to non-discrimination, racism, nationalism, promoting a global and cosmopolitan attitude through Olympism, but also problems that young people face today, regarding socialization and exclusion.

The co-ordinators would like to thank the participants of workshop for their fresh ideas, the kindness, friendship and respect throughout our discussion and their great co-operative and team-working spirit which led to a great presentation.

## REPORT on social evenings

**Alexander DIMITRIJEVIC (SRB)**

Every year, social evenings are one of the highlights of the Session. In three days, participants have an opportunity to represent their respected countries in a variety of ways. From dancing, sport performing and quizzes, to singing and making delicious traditional food. From the very beginning of the 56th Session, when we announced social evenings as an important cultural part of every IOA Session, we managed to collect participations for almost all the three scheduled social evenings. They were all so well prepared, each country having something new and exciting to show and share with the audience. The best thing is that the participants were helping each other when more people were needed to be involved into the performance and they did it with such a joy. The social evenings are also a unique occasion to reveal the hidden talents of the IOA participants, such as dancing (popular or traditional dances), playing some instruments (guitar, piano) or singing (popular or traditional songs). Sharing passions and traditions among the participants is making all the moments trully unforgettable, representing the values of the olympism: friendship, equality, diversity and respect. The Olympic spirit was definitely honored through these three amazing social evenings.

The coordinators' duties were to collect the needed material, to organise the order of the performances and to find the "theme" of the night. We had "IOA Airline", where we traveled all around the world, landing in the countries that presented their cultures to us. We also had "IOA Got Talent" when we had three judges as talent-hunter and coordinators who were acting as they were really bad television presenters, giving judges a really complicated task to decide

whether participants could pass or not. Cooperation between coordinators has been a key element to the success of all three social evenings.

The social evenings gave all participants the opportunity to learn something new from the countries that were being represented and to refresh their previous knowledge of geography, history, sport and culture.

The Korea, Thailand and Japan team danced in their traditional clothes, the Russia, Ukraine and Belarus team did the same and presented their national drinks, the Arabian team performed belly dances, the New Zealand team the amazing Haka dance, and the Caribbean team had prepared a proper carnival. Estonia team held an interesting chemistry class, Malaysia team a beautiful shadow theater performance, the Croatian team taught everyone to sing their national team song, Serbia team prepared delicious apple pie, while Canada, Usa, Aruba, France and many more countries gave great short presentations.

For the 56th IOA Session we had more than 44 countries representing themselves and there is no greater success for the social evenings than the moment when you realise that all participants on stage are performing with such enthusiasm, sharing their positive energy, friendship and love.







*Torch relay at the IOA premises on the Olympic Day celebration.*





CONCLUSIONS  
OF THE DISCUSSION GROUPS



## CYCLE A

### FRENCH-SPEAKING DISCUSSION GROUP

**Question 1: How can the International Olympic Academy (IOA) young participants adapt eco-friendly behaviour patterns to the various local cultural realities?**

Olympism is a universal philosophy. However, its Greek origins, competition between nations, the defence of democracy and human rights are legacies of Western culture. Therefore, to meet the requirement of universality, Olympism must adapt more widely to the different cultures of the world.

The same is true of Environmental Protection and Sustainable Development. These issues have become universal because, following the success of COP21, a consensus recognizes that urgent action is needed. However, due to a lack of education or resources, not all societies have realized this and as a result they have not adopted eco-friendly practices to the same degree.

The IOA young participants, coming from 95 countries to discuss how to promote the values of Olympism, can therefore play an important disseminating role.

#### *I. The role of the family*

In certain countries, such as Rwanda and Cameroon, family plays a vital role in education, particularly through traditional leaders and mothers. Naickey Ijimberere and Dulcie Bassoglog, for example, can derive help through their National Olympic Committees and Academies and from important festivities organised in the framework of the International Day of Women's Rights (March 8), to integrate environmentally responsible practices into the organization of sporting activities.

## ***II. The role of schools***

Schools have the advantage of being able to address all children. The young participants, whose task is related to education, can bring their Committees and Olympic Academies closer to school structures in order to organize projects that combine sports activities with an introduction to Sustainable Development. For instance, in Spain, Elena De Vega supervised excursions to forests, raising children's awareness of the richness of the environment by practising outdoor sports.

## ***III. The key role of clubs***

The role of sports clubs is essential for providing leadership, guidance and education, as well as strengthening social ties outside school and family settings. Their animators are role models for the participants. Maxime Troale, opening a parkour hall in France has contributed to the regeneration of abandoned urban areas.

### **Question 2: How can an International Olympic Academy (IOA) young participant use the popularity of high performance athletes to promote Environmental and Sustainable Development Education?**

Despite its efforts in the promotion of sustainability, the Olympic Movement cannot sufficiently affect the environmental impact of human activities by itself.

However, given its worldwide exposure and its universal ideals, Olympism can serve as a model for other stakeholders (public authorities, corporations, foundations, federations, clubs) that have a role in Sustainable Development. It may therefore have a significant impact on Environmental Education and Sustainable Development. High-profile Olympic athletes are best-placed to deliver messages to the general public. How can an International Olympic Academy (IOA) young participant use the popularity of high performance athletes to promote Environmental and Sustainable Development Education? To this end, we have listed various actions that we can develop back home.

### ***I. The commitment of top athletes***

The success of an event and the relevance of the message it conveys are amplified by the popularity of the ambassadors involved. For a sporting event aimed at promoting Environmental Education and Sustainable Development, the appropriate choice of a high performance athlete would seem to be obvious.

Rosie Cossar, captain of the Canadian rhythmic gymnastics team at the 2012 London Games, is contributing to the development of the *field trip* program in which children will spend time with an athlete, beginning September 2016, to better understand the interaction between sport practice and the natural environment.

In Haiti, Lorina Fish, who participated in the Olympic trials for the London 2012 long jump event, brought together Haitian athletes with young sports participants in order to give them technical advice and make them aware of sustainable development issues.

### ***II. Approaching high performance athletes***

The young participants, in cooperation with their Olympic Committees and Academies, can work to create stronger links between sports champions and the local population.

In France, the event “From the snow flake to the Wave”, which traces the water cycle through various sports from mountain to ocean, is being sponsored by the 1998 football World Cup winner and surfer Bixente Lizarazu.

Abdoun Nassir has proposed adding an honour to the *Cameroon Olympic Awards* to reward those athletes who stand out for their actions in favour of the environment.

### **Conclusion**

The young participants’ plurality of profiles is an asset. We could build upon the projects they have already set up or are about to implement. Our diversity is our strength that drives us together towards attainment of a common goal.

## ENGLISH-SPEAKING DISCUSSION GROUP 1

### **Question 1: How can we teach individuals environmental awareness through sport events?**

In today's world, the Olympic Movement is working proactively towards sustainability with a focus on "Olympic values-based education programs as an effective tool for environmental protection". Given the relationship between sport and education, it is crucial to promote the concept of sustainability across the world, by utilizing sponsorship and marketing, participatory activities at sport events and athlete ambassadors.

Sponsorship and marketing could play a vital role in the promotion of key environmental messages, as their campaigns are highly visible at sport events. It is important that all companies/corporations that are involved share the responsibility with the organizing committee to promote an aligned message and encourage sustainable practices. For example, all promotion and publication materials could include a call-to-action to "Keep Green", through the use of promotional pamphlets and activities to engage the general public, athletes and all participants.

Sport events provide us with the opportunity to promote a sustainable message by engaging the public in unique experiences for all ages. Various activities could be organized by multiple stakeholders including voluntary and youth organizations, sport governing bodies and other local institutions that work in the field of environmental sustainability. Through the use of interactive booths, participants could test their knowledge and learn how to improve their practices on recycling and energy saving. The event itself can be used as a platform to promote the transfer of knowledge regarding sustainability. Attendees of all ages could be stimulated to adopt healthy and sustainable lifestyles, by participating in accessible, values-based educational programs through play and fun. In addition, athletes, as ambassadors, could become role models and a source

of powerful inspiration. With the support of Olympism-educated ambassadors, it is possible to capture the attention of an audience and explain the importance of the environment in relation to sport. For example, athlete ambassadors could share their personal relationship with the environment and explore how a degraded ecosystem can have a negative impact on their performance. By discussing the complex environmental challenges and serious threats such as air and water pollution, they could bring attention to sustainability in a unique way that the general public might have never considered. Athlete ambassadors can reiterate the importance of respect for the environment so as to ensure a sustainable future for all.

It is essential to establish an inclusive environment for learning and sharing; sport events provide this unique and vast platform across the globe. By disseminating a unified message, we could strive effectively for a greener world.

### **Question 2: How can host cities efficiently maximize the use of infrastructure and materials to support sustainability following Olympic Games?**

In the context of the Olympic Games' legacy, it is crucial to consider the preparation and planning stages so as to ensure that environmental sustainability practices are incorporated and implemented to the highest standard.

Multi-functional stadiums are essential to guarantee the future sustainability of their use, given that a large financial investment is allocated to stadium construction. Once the Games are completed, there is an opportunity for local communities to utilize the Olympic buildings for a variety of purposes. For example, the Olympic venues could become training centers for various sport groups, from community to high-performance levels, and the creation of a legacy school program could be designed to promote the values of Olympism while simultaneously educating students on environmental sustainability.

While planning for an influx of tourism to the host country, it is necessary to develop a system of efficient transportation. For example, designated lanes for athletes could be built to ensure that participants would arrive at venues on time. Upon the completion of the Games, these lanes could then be designated as carpool lanes to promote ridesharing to reduce pollution rather than needing further investment to adjust their use.

The investment in infrastructure for the Olympic Village is significant. In order to maximize its sustainability for future use, the design should also consider the needs of the local community. Buildings should only be constructed if there is a need to convert them into apartments or offices, rather than building infrastructure that will remain unused or be demolished after the Olympic Games. Alternatively, if there is no need for new infrastructure, existing buildings that meet the needed standards could be utilized. In addition, the material objects, such as beds, sport equipment and furniture should be donated to local organizations that have the highest return on investment to support the local community.

It is important for host cities to measure and evaluate the pollution that inevitably comes with hosting the Games. By creating a carbon-offset program, cities could balance their negative footprint by incorporating sustainable practices to reduce environmental pollution. For example, the OCOG could engage the public in a tree planting program. In addition, investments in reusable energy sources, such as solar, wind, or water power, could decrease the potential negative environmental footprint, and the city could continue to benefit from their use in the future.

It is important to consider the legacy of each Olympic Games in relation to environmental sustainability to ensure that it is incorporated during planning at every step of the way. The opportunity to host the Games could provide a unique platform to create best-in-class standards for future generations.

## ENGLISH-SPEAKING DISCUSSION GROUP 2

### **Tokyo 2020: Sustainability from start to finish**

In an effort to incorporate the principles of sustainability within the Olympic Games, Tokyo 2020 took an innovative approach ensuring that this subject was addressed from the beginning of the bid process and that it will be incorporated during the hosting of the Games and will continue into the future, thus creating a lasting legacy for the city.

### **Question 1: How has Tokyo 2020 addressed sustainability in the bid phase?**

During the 2020 Olympic Games bid process, all candidates were asked a number of questions by the IOC, several of which addressed the issue of sustainability. This process has since been enhanced by the IOC for the 2024 bid cities.

During the 2020 bid process, Tokyo decided to create a sustainability strategy which focused on sustainable development and on the legacy of the Games in Japan. These incorporated: environmental, cultural/social and physical aspects.

*Environmental sustainability examples include:*

- Compact solutions for the venues (majority of venues within 10 km)
- Tokyo Bay zone – coastal zone and conservation program Original Stadium – solar powered and rainwater retention
- Transportation considerations – less pollution due to compactness of the bid

*Cultural/social sustainability examples include:*

- Heritage zone: Art for Olympism Youth Creation Program, Tokyo 2020 Festival of Arts and Culture
- Sport: Funding for elite sport programs (doubled in years leading up to 2020)

*Physical sustainability examples include:*

- New infrastructure: Only 11 new stadiums, all others will be renovated from 1964 Olympics. Ex: Heritage zone: 6 venues and Tokyo Bay: 21 venues, and all new venues will be in line with the international accredited “Green Building Programmes”.
- Transportation: New highway to airport and easy public transportation to venues

### **Question 2: How is Tokyo 2020 addressing sustainability for hosting the Games?**

Sustainability is not just about the aftermath of an Olympic event; it is integral to the whole process of hosting. Japan as early as 2013 set the target for 10 million foreign spectators for Tokyo 2020. Maintaining an effective plan for sustainable facility management is a doable but far from easy feat. Facility management requires mindful planning in order for the organizers to be prepared and tackle any problem which might arise during the Games. Taking a cue from London, the facilities need to be designed to last beyond 2020 both in terms of durability of the structures themselves and flexibility/variety of the uses they can accommodate.

In July 2015, the Japanese government announced that the initial plan for the central stadium of the 2020 Tokyo Olympic Games would be abandoned due to high cost. The most recent financial projections showed that the expense would be double the original estimates, surpassing \$2bn. Amidst controversy and time pressure, a new competition was put in place and a new design was selected: a less expensive design, but still able to convey the message, ideas and implementation of sustainability measures and processes.

Bringing to question the element of time, it is important to ensure that the subject of sustainability remains a vital part for hosting. Based on the current schedule, the stadium will be ready just 266 days before the Olympics opening ceremony. Taking into account rehearsals, test events and general structural testing, the margin of error and flexibility are minimal. Due to Japanese expertise and work ethic, this goal will probably be achieved; however, there are going to be roadblocks until the opening ceremony. Potential problems which require caution include:

- **Transportation:** Tokyo is a city with heavy traffic, and traffic congestions can be proven to be major hindrances to the flow of the event. The IOC evaluation commission has already voiced concerns about the workload on public transportation especially around the main venue. Organizers have already planned an overhaul of public means of transport in general; however, field-testing is required. Furthermore, the new stadium plan presents another challenge, to an already “busy” organizational effort.
- **Energy:** Tokyo already plans to be a more environmentally friendly city, as evidenced by the Environmental Master Plan 2030. The Games and construction of facilities for them, are an integral part of that process. The main venue has to work in accordance with the preceding plans. The old and more flamboyant plan required a different energy management plan; now it has to be customized accordingly, while still following the CASBEE standards.
- **Opinion polls:** IOC is concerned about the public’s support of the Games themselves. If the citizens do not favour this event, dissatisfaction might be the cause of many problems.

## ENGLISH-SPEAKING DISCUSSION GROUP 3

### **Question 1: Is it more sustainable for the environment to build multisport facilities than single sport facilities?**

We have seen that over the years the amount of new facilities built for the various Olympic Games have increased. There are 24 Olympic stadiums in the world where the Summer OG have been staged: 15 in Europe, three in Asia, four in North America and two in Australia (Professor Dr. Miranda Kiuri). Our group took the task to look for a solution to reduce the amount of sport facilities built for the Games. We decided upon a multisport facility. Not only would this reduce the overall amount of facilities built, but it can also provide opportunities for other less likely countries to enter the Olympic Games host bidding process.

We reviewed examples of multisport facilities and used them as a general guideline for our vision for the Olympic Games. There are currently several multisport facilities that operate on a smaller scale but contain the general idea for an Olympic facility. There is Worcester Community Sports Arena, Dawley Sports and Learning Community facility, and a new multisport facility being built next to Derby's Pride Park Stadium (Derby City Council initiative), all in England, as a response and inspiration of the London 2012 Olympic Games.

#### *Positive aspects of multisport facilities:*

- Cheaper to maintain over a period of time (cost effective and sustainable)
- Uses less land space
- Reduces greenhouse emissions
- A centralized media center (economic, less energy)
- A centralized material and equipment location, rather than having to distribute material between the various other facility centers (e.g. cleaning materials, advertising materials, waste disposal)
- Pollution can be decreased since there is only one facility

- Contributes to the legacy of the Games by becoming a community facility acting as a one-stop center for families
- A facility for future multisport games should embed the logistics of scheduling games and the promotion of local heritage significance (e.g. the combination of sport and its architecture). “Cultural significance is defined by the values of the ‘object’, of its environment and of the activity in its social dimension” (Professor Dr. Miranda Kiuri)
- Ability to watch various sporting events within one location and not have to travel to another
- Less relocation of communities and families due to only one stadium needed
- More countries may have an opportunity to host an Olympic Games edition, given that less space would be needed for its facilities. Create an opportunity to develop/refurbish urban communities
- Less popular sports can gain publicity, since there will be more people in the venue and in the stands. Innovative technology could reduce overhead costs (solar and wind energy)

*Negative aspects of multisport facilities:*

- The facility will not be able to accommodate all the sports
- More congested traffic, as all persons will be travelling to and from one location
- Duration of the Olympic Games will be affected, as various sporting games will not be able to happen at the same time and therefore there will be more pollution as the duration will be extended
- Although there are fewer stadiums, harmful environmental emissions would be higher in one location, which could be detrimental to the community
- Fewer jobs, since there will be only one stadium
- Expensive to build as it can be more complicated to accommodate different sports
- Safety for athletes and spectators. The management will be more difficult and the logistics will be more complicated to accommodate for the scheduling of sports (competition schedules)

Through discussion, we identified that a multisport facility could be more environmentally sustainable than numerous single sport facilities. This conclusion was reached through notes taken by means of brainstorming and it is not

based on expert opinion and detailed research. As a result, there could be other advantages and disadvantages not included above. However, we believe that multisport facilities offer a more sustainable option which will “minimize negative environmental impact and ‘the ecological footprint’” (Professor Jon Helge Lesjø). Creating such a facility could have an overall positive effect for sustainability and sport in a host country.

### Question 2: How to use the Olympic Movement to promote a healthy lifestyle for all?

There is no structured model to show how the Olympic Movement is making efforts to promote a healthy lifestyle. At this moment, we think that the initiatives to improve people’s health are too divided. Therefore, we created a model which gives a structured overview of the different possibilities and initiatives. This model shows how different parties can improve public health (see figure below).

Who	Whom	How	What
IOC	Volunteers	Education/Training programs	Educational programs
IOC	NOC	Education/Training programs	Higher chance of hosting the Games
IOC	Olympians	Education/Training programs	Higher chance of hosting the Games
NOC	Volunteers	Money	Educational programs
NOC	Government	Better communication with government	Educational programs
NOC	Olympians	Money/Educational programs	Educational programs
Olympians	Parents, teachers, students/kids	Seminars, platforms, social media	Inspirational stories Participating in (P.E.) classes Promote app’s Events: e.g. Olympic Day Joining/helping clubs/competitions Summer camps Social media

The International Olympic Committee (IOC) can focus on volunteers, National Olympic Committees (NOC's) and Olympians by offering them educational programs to implement a healthy lifestyle for all. Similarly, educational programs can be implemented by NOCs and used by volunteers, governments and Olympians to convince people to follow a healthy lifestyle. Finally, the Olympians can also take part in improving citizens' health. Olympians can give seminars and use social media platforms to reach parents, teachers, students and children to promote healthy living.

In this model, the IOC, NOCs and Olympians integrate to approach young people through educational programs. Further, this model targets parents, teachers and students with the aim to improve their lifestyle. Therefore, being healthy becomes a way of life for the new generation.

## ENGLISH-SPEAKING DISCUSSION GROUP 4

### **Question 1: Should Olympic Education be compulsory in primary school?**

We believe that the Olympic Movement is a global movement and that, as its popularity continues to grow, we should make an effort to educate young people on the importance of Olympic values such as friendship, unity and participation.

The Olympic Movement is not only about competition and mega events; therefore, we must educate the wider public and especially young people on the positive impact of the Olympics, e.g. the history of the Games, why they were created, its values and the benefits they bring outside of sports and business.

### **Question 2: Does participation in sport competition from an early age help to transfer Olympic values?**

As we all know, athletes are at the centre of the Olympic Games; they are the ones that will be showcasing their talent for the world to see. But what makes an athlete stand out is not mere skill or talent. He or she must be equipped with the true values of Olympism and must be able to inculcate them in the next generation so that the Olympic legacy will never fade.

Competing at an early age will help reinforce an athlete's mental strength, self-confidence, intrinsic motivation and self-esteem. With the right guidance, children should learn from their failures and just keep on enjoying the performance. At the end of the day, sport is not only about winning or losing but about pushing your own limits.

On the other hand, the whole process and experience of competing will help athletes build new friendships and learn about other cultures by meeting their fellow participants.

Similarly, in competitions, athletes learn to respect their opponents. Therefore, competing at an early age will teach the child to respect others not only in sports but also in society.

There is a quote that says: “Experience teaches wisdom”. This means that there is something to be learned by every experience and that the older we get or the more we immerse ourselves in an activity, the better we understand it.

Many individuals are practical learners, so just informing them about the Olympic values will not suffice. They must be faced with real life challenges in order to apply the knowledge they have already acquired.

After a number of years of competing, athletes will be living by the Olympic values and transfer them to their society, by becoming role models for the next generation.

Armed with the Olympic values of excellence, friendship and respect, athletes will be well on their way to being true agents of change. This shows a genuine love and desire for the sport itself. These athletes will carry on the Olympic legacy and set a foundation for the next generation to try to build on.

In a nutshell, we believe that participating in sport competition at an early age helps in building future Olympians, who will become role models and transfer the Olympic values to the next generation, to their society and ultimately to their country and the whole world.

## ENGLISH-SPEAKING DISCUSSION GROUP 5

**Question 1: What are effective ways to support and encourage parents on the importance of physical activity to cultivate a lifestyle for a sustainable sporting city?**

As it is known, physical activity is vital for a sustainable, healthy lifestyle. Parents can play a major role in cultivating a lifestyle for a sustainable sporting city. Parents nurture their children and create their lifelong habits. Children who develop the habit of participating in physical activities will better contribute to a sustainable city. To achieve this, parents need to be supported and encouraged in order to cultivate a lifestyle for a sustainable sporting city. Due to globalization, the traditional family structure is changing; thus, it is very important to support and guide parents.

It is our opinion that one of the most effective tools for promoting the importance of physical activity is to have a structured educational strategy that includes:

- An educational campaign that focuses on providing resources and raising awareness on the importance and benefits of physical activity to parents.
  - In collaboration with the school systems; for example, parent/teacher conferences and handouts to students.
  - Through public and social events such as neighborhood gathering, festivals, community social events, kiosks in commercial areas, sports clubs and health fairs, where parents can learn and try new physical activities.
- Partner with the hospital system and pediatricians to enable them to act as a resource for new parents by offering educational materials and hand-outs, consultations on basic physical activities specific for children.
- Promote physical activities through reminders via social media, television, advertising and products.

To effectively support and encourage parents, NOCs and NOAs should become more visible and supportive in implementing the recommended educational strategy that has the potential to cultivate a lifestyle of a sustainable sporting city.

**Question 2: How can the Olympic Games serve as a tool to influence environmental awareness in building sustainable cities?**

The Olympic Games can serve as one of the most effective tools to influence continuous environmental awareness in building sustainable cities especially in host countries, as it is an event that has a global outreach and takes place consistently every two years (Winter and Summer editions).

We believe that social consciousness regarding the environment is vital for social change. A catalyst is needed as a force for change to occur and the Olympic Games can be this catalyst as it is a unique all-encompassing mega-event of sport, culture and art that has the power to inspire and push cities to think of new strategies pre, during and post Games to reduce its negative impact on the environment thus leaving a legacy for the city and for future generations.

***1) Prior to the Games***

Cities that bid for the Games need to include a valid plan that is feasible and encompasses current and future environmental needs and concerns of citizens. Inclusion of plans to revitalize urban spaces and create new environmentally friendly infrastructure, modes of transportation, reutilization of materials and creating innovative and alternative energy sources will contribute to a lasting environmental legacy.

***2) During the Games***

There can be a larger emphasis on highlighting environmentally friendly efforts by the committee, media houses, advertising agents and sponsors. A “Green Games” would inform and educate spectators, participants and viewers around the world on recycling, food and waste management, reducing the carbon footprint and water conservation, among the many environmental efforts introduced by the Games.

### **3) *Post Games***

In order for the environmental aspect of the Games to be a sustainable idea, the environmental benchmark of the Olympic Games needs to be adhered to, maintained and enhanced by local governments. Citizens and the community are immersed in a more environmentally conscious lifestyle due to improvements made for and during the Games and are able to take a more active part in their communities in the future.

It is important for host cities to understand their capacity and responsibility as organizers to produce innovative solutions using alternative technologies and energy sources to create a legacy for their city's future generations. Capitalization of the mass media coverage during the Games is the perfect opportunity to spread awareness and educate citizens regarding the importance of environmental preservation.

We believe it is essential for the Olympic Games to evolve in this direction to remain relevant in an ever-changing, globalized world. This can serve as a tool for environmental awareness in building more sustainable cities, and we are just starting to see the possibilities that the Olympic Games can create in this area.

## ENGLISH-SPEAKING DISCUSSION GROUP 6

### **Question 1: What innovative ways are there to pass on Olympic values to future generations?**

When considering the impact of the Olympic values – friendship, respect and excellence – on society, there is no doubt that they aim to unite cultures and generations. With an increasing number of individuals being unaware of Olympic values and the impact they can have on a society, we feel there is a great need to educate future generations across the globe on these values. One way to educate these individuals that will comprise the Olympic Movement of tomorrow is to create an innovative program called “Olympic Month” that can be easily implemented in schools across the globe. “Olympic Month” would teach the Olympic values to future generations through many educational and technological avenues.

For education, we would suggest National Olympic Committees (NOCs) to work with their respective Ministries of Education and create a buy-in from their country’s school administrators. Through this, we would recommend organizing informative presentations during training sessions that teachers will be required to attend. This would allow the ability to educate teachers, who will in turn pass their knowledge to younger generations. After successful training, the program would be managed by the teachers within the school.

“Olympic Month” will designate materials for easy course planning. It would include the subjects of history, art, geography, and physical education. Through these courses, students would be able to learn about the history of the Olympic Games across the Olympic Movement and within their own country and about Greek sculptures, paintings and murals that depict the culture of the Olympic Games. Also, included within the art subject, there will be an exhibition throughout the month where the students will have the opportunity to present their own works of art. Moreover, students would study the cultures of the world

while learning the locations of countries from across the globe. One of the most important aspects of the Olympic Movement is to engage people in sport; this would be at the forefront of the program through a creation of Olympic sport showcases that could be implemented into the physical educational curriculum, while encouraging children to take additional sport-related roles, as coaches or referees, for example. All of the aforementioned items would be compiled into an Olympic values booklet that could be distributed to teachers along with specific items for parents and children.

Due to the increasing popularity of technology, we would suggest the development of an easily downloadable mobile app that would provide access to the printed materials in the Olympic values booklet, but also include Olympic trivia, videos and interactive games. Further, we propose sharing videos and pictures of activities through all social media platforms, under the hashtag “#Olympic-Month”.

To kick-off “Olympic Month”, all participating schools in the community would collectively host Opening and Closing Ceremonies. It would start with a ceremonial torch relay and lighting, along with appearances and involvement from local Olympians and athletes, followed by an announcement of schools.

After the completion of “Olympic Month” and the associated activities, the school would then be certified as a participant in “Olympic Month”. Each school would be able to promote this on webpages, to future students and within the community.

### **Question 2: What are the responsibilities of sporting organizations when promoting environmental sustainability?**

We are all responsible to raise environmental awareness within our own lives. When viewing environmental protection as part of the Olympic Movement, there are many different responsibilities between sporting organizations. The three levels of responsibility are: international, national and local responsibility.

The highest responsibility falls with the IOC at the international level. We believe that it is the responsibility of the IOC to create an overall environmental strategy that is shared as a mandatory requirement, rather than just a guideline for NOCs, IFs and host cities. When deciding on host cities for upcoming

Games, we believe that it is key to utilize cities that have a wide array of existing facilities so that mass construction does not negatively impact the environment.

Nationally, the NOCs and NFs are responsible for the implementation of the IOC's environmental strategy and mandatory requirements. Each country would have the ability to create their own plan that would work best for their country to achieve environmental sustainability. The NOCs and NFs would need to promote their environmental programs to their member institutions that outline specific programming requirements for their member institutions. We encourage the utilization of athlete ambassadors to promote the programs within the respective country and/or sport.

Local sporting clubs can make the greatest amount of impact on the environment due to the great number of clubs. Through these clubs, they can work to host environmentally friendly activities, such as trash clean-up days in local areas or host a recycling drive. When making upgrades to facilities, these organizations would be able to implement renewable energy sources, such as LED lighting through grants from their NOCs/NFs (if applicable). Use of eco-friendly cups, hybrid cars, and recycling are other ways to increase environmental awareness. We encourage organizations to host informational booths to inform their club participants of ways by which they can be environmentally friendly within their daily lives.

In conclusion, for environmental sustainability to be achieved, all three tiers must work hand in hand to collaborate and stay committed to their specific responsibilities.

## ENGLISH-SPEAKING DISCUSSION GROUP 7

**Question 1: How can Olympism and the Olympic values be practically applied to make the Games more economical for the hosts and leave a better environmental legacy?**

The race to host Summer or Winter Olympic Games has evolved over time into a fiercely contested battle among bidding nations. These countries are lured by new or refurbished infrastructure, raising tourism figures, global media attention and significant economic gains. The concept of gigantism – always trying to invest more resources and build larger, more elaborate stadiums than previous hosts – poses a threat to the Olympic Movement. Rising construction costs with little foresight to future use of the facilities, rampant use of non-renewable energy sources, and the relocation of thousands of people, have all become commonplace at recent Games. When applied in a practical way, Olympism and the promotion of the Olympic values can reverse the trend of gigantism in hosting the Games and simultaneously make the Games more environmentally friendly.

Excellence is the first Olympic value and an essential component of Olympism. When applied to the hosting of the Games, excellence in the new construction or refurbishment of existing facilities means two things: one, creating stadiums with future facility use in mind, and two, working to achieve ISO 20121 standards. Creating venues with future use already in mind allows the facility to be seen as a long-term investment in the local community with real benefits for the population. Massive construction of disposable stadiums is not only wasteful, but creates resentment among local inhabitants towards the Games. And as the case of Lillehammer demonstrated in 2016 with its hosting of the Youth Olympic Games, operating the event under the ISO 20121 standards allows the Games to be more environmentally and ecologically responsible.

In addition to excellence, the pillar of friendship can also positively benefit the organization of the Games. One of the first things people look to at the Olympic

Games is the grandeur of the stadiums, which is a departure from the true nature of the Games. The first priority of the Games should be on the human level and the spirit of peaceful competition, not on the architectural uniqueness of the stadium or the number of fireworks shooting above the skyline. Serious consideration should be given to the construction of temporary facilities or facility add-ons, as well as to the use of solar and wind-powered operations. These initiatives would dramatically reduce both costs and the negative environmental impact of the Games.

Furthermore, following the pillar of respect will lead to a more holistic legacy of the Games. Sponsors have become a huge element of the Olympic Games. Brands want to be associated with the Olympic Movement to demonstrate to consumers that like the Olympics, their brand is global, pure, and about something deeper than just what it appears to be. However, in order to prevent the Olympic Movement from becoming watered down or merely lip service, the sponsors of the Olympic Games need to actually subscribe to the Olympic ideals and the pillars of Olympism. Discontinuity between the culture of a sponsoring organization and the Olympic values will only end up damaging the public perception of the Olympics. In order to maintain the purity of the Games, organizing committees and the IOC need to ensure that sponsors are actively living out the Olympic values and all that Olympism stands for.

The Olympic values – excellence, friendship and respect – are universal. However, these pillars of Olympism are often reserved as a philosophical reference point, instead of a guiding principle for organizing the Games or spreading the Olympic Movement. As the Olympic Movement continues to heed global demands for sustainability, Olympism and Olympic values can be used to guide host cities in avoiding the excesses that ultimately lead to losses following the hosting of an edition of the Olympic Games. As Avery Brundage, former IOC President, puts it: “[...] the Olympic Games and the Olympic Movement are about fine athletics and fine art.” It is time for this form of art, which carries such immense power, to take the center of the stage once again.

**Question 2: How can Olympism promote and develop environmental sustainability in the less developed countries outside the Olympic Games?**

The basic answer to this question is to educate the people as to how they can take more responsibility for sustaining their environment, following the proverb

“Give a man a fish and he will eat for a day; teach a man how to fish and he will eat forever.” The following recommendations could all be implemented to move towards resolving this issue:

- Encourage the IOC to engage their sponsors in corporate social responsibility activities in less developed countries
- IOC and global environmental groups can travel in tandem to less developed countries to educate both adults and children
  - IOC representatives would include former and current Olympians
  - Following visits from these groups, the NOC ensures they are continued
  - Educational and instructional videos can be developed from this content
  - Videos would provide a platform for third world countries to gain global recognition for their efforts and encourage worldwide participation

The key takeaway from our proposals is that it is not the responsibility of a single group to act. It will take a collaborative effort to achieve environmental sustainability. From corporate sponsors to sport organizations and environmental groups, a collective endeavor is required to conquer this mission. The primary focus for these groups needs to remain on educating the masses in order to provide them with the knowledge to control their own destinies.

## ENGLISH-SPEAKING DISCUSSION GROUP 8

### **Question 1: How can we promote a healthy lifestyle through e-sports?**

*For the purpose of this essay, “e-sports” is defined as any form of computer gaming, either competitive or recreational.*

Currently there is already existing technology, such as Kinect and Wii, that encourages movement that can be utilized to fulfill our Olympic ideals. Thus, there should be a conversation with software developers regarding physical activity based on computer games, so when such technology becomes more readily available, we could be a step ahead. Let's be proactive rather than reactive.

We could design a research project in collaboration with a university, so as to understand and infer how games get people excited. This kind of research could give us biological and psychological answers about how adrenaline and endorphins affect people who play e-sports. This could help us to understand why people play games and their motives, and from that point we could attempt to transfer our research's outcomes from computer games into sports.

We could get game developers, healthy-lifestyle experts and researchers to collaborate and combine their ideas in order to achieve the best possible scientific result. We should not mind working even with the “enemy” in order to collectively achieve the goal of more physical activity.

We could search for Olympic ambassadors that also play e-sports, and e-sports champions that are athletic, so that they can be role models for children and help them find the balance between sports and e-sports. By using Olympic ambassadors and well established sportsmen as role models, we could encourage children to develop a balance between sports and video games. It's about using this platform to establish a compromise between groups. This could also extend to e-sport events where we could launch an alliance based on well-being and entertainment.

The IOC could activate the various NOCs to work with their governmental organizations in order to establish a policy or a guideline within their national media associations through which e-sports organizations could be obliged to mention the benefits of physical activity in each game's case – like the printing of the health risks of smoking that are included on cigarette packages.

Lastly, we could organize an alliance including the local Ministries of Education, local NOC's and Ministries of Health so as to provide students the opportunity to experience a different range of sports games options. This could be achieved through the organization of sports camps or workshops where students could play various games with their friends. On this occasion, they could form bonds and share their learning values.

### **Question 2: How can we promote Olympism outside of the Games?**

Parents should perform a decisive role so as to ensure that sports will become a really important part of their children's lives. It might seem like a more convenient option to hand a child a tablet so as to keep them entertained, instead of driving two hours out to the nearby soccer field. However, parents who acknowledge the importance of sports should go outside with their children more often. IOC could develop family programs that involve both parents and children so there could be an activity for the whole family. More sporting events such as marathons could also be organized so as a family could have the opportunity to participate in sports together.

IOC could develop animation shows and TV programs for children worldwide to promote the Olympic ideals. These animation shows do not have to be explicitly display Olympic values, but they could depict indirectly the ethical principal that sports entail and represent. For example, these animation shows could be about a super hero who gets his strength through exercise. Furthermore, the NOCs could use the Olympic mascots outside of the Olympic Games to reach out children and take advantage of them as a reminder of the Olympic values.

Schools should be encouraged to promote discussions or activities on Olympism. IOC could collaborate with local Ministries of Education and Ministries of Sports, and join forces in order to develop a curriculum based on values. For example, we could re-introduce childhood activities such as hopscotch and hide

and seek to the elementary schools, so as to encourage children to follow the suit of the older generations' traditions, instead of playing computer games. In order to achieve the above, IOC could create a sample lesson plan that could be disseminated to the various NOCs, and the NOCs could then pass it on to the Ministries of Education so as to carry out these activities in schools.

By organizing special games, schools could create opportunities for children to play sports with children with disabilities. This could inculcate the values of sympathy and solidarity in our children from a young age, which they could bring along with them as they grow older. It would also be an opportunity for them to see beyond their own existing perception of reality and set themselves in a position through which they could perceive people and athletes with disabilities as inspiring examples. Currently, there are existing NGOs that conduct events and organize field trips for special children, and we could invest and take advantage of their already existing and practised experience.

Lastly, consistent advertisements on Olympism in the broadcasting media or newspapers outside of the Olympic Games could help societies to get acquainted and experience the importance of Olympism.

To conclude, all athletes should be aware of the Olympic Movement and its importance, and of the need to fulfil the ideals of Olympism in their lives, along with their sport achievements. Both athletes and citizens should exert those values in their everyday life. The IOC should provide guidelines for the NOCs so as to implement the needed in our perspective Olympic education programs in schools, so that pupils could reinforce their sports as well as their learning capacities by acquiring a really important tool to keep track on their future lives.

## ENGLISH-SPEAKING DISCUSSION GROUP 9

**Question 1: How can the Olympic Games facilities be profitable for the host countries and not risk becoming an economic burden for the country after the event?**

Olympic facilities are always extremely expensive projects which occasionally are not used to their full potential following the completion of the Olympic Games. To make sure that the facilities do not become a big deficit for the host countries, their long-term future use has to be taken into account before, during and after the Games.

There are venues which could be used as they are, or after some planned-in-advance adjustments, such as:

- *Olympic museums, Olympic monuments or “Olympic stations”*, which can host groups of children, students, athletes and tourists. In the same vein, educational programs, Olympic Days and any other activities related to the Olympic values, would have an added value.
- *Sport facilities* for public use, in which the users will pay via subscription or one-off, and sports associations will pay for their athletes to use. This would help the state to avoid the creation of a deficit altogether. We could also find a maintenance sponsor or sponsorship combination.
- *Sport centers* where all sport organizations can operate within the new facilities. This would make other facilities available and children would be able to participate in physical activities in the venues which were originally used by the sporting organizations only.
- *Hotels* for tourists, *training camps, villages* for athletes, etc.

The ideas mentioned above can make the venues profitable. Promoting subscriptions and membership deals for these venues in advance, before and during the Games, would be attractive and would make the initial deficit even smaller.

Some important points regarding these solutions should be mentioned:

- Since the huge venues will not be used as they are after the Games, each venue could be used for a combination of things. For example, Lillehammer's biggest stadium is used for 20 different sports every day and hosts concerts, conferences, kitchen, catering, a physiotherapy department, the Olympic museum etc. In some cases, the most rational solution will be to renovate the venue or move part of it to another location in the country, where it is needed, or even to another country which is going to host a big sport event.
  - Contemporary technology offers us the possibility to apply different modules of these ideas, but the solutions must be planned in advance.
  - Solar panels could provide electricity to the venues and to the community. This could reduce costs and make more profit.
  - The environment around the venue could also be profitable. For example, lowering stadiums into the ground and building a simple running path around it.
- Different solutions would suit different cases. These solutions would have a major contribution to the three major pillars: sports, culture and sustainability.

### **Question 2: What should we do about the impact of e-sports (electronic games) on young children?**

Firstly, it is important to acknowledge that electronic sports are growing in both popularity and participation like no other sport. The misuse of these games is something that sport as a global community will have to deal with, as we continue to fight the growing obesity epidemic.

We propose three approaches: embrace, eradicate and educate.

1. *Embrace*: We work with the producers of e-sports to ensure that they incorporate the Olympic values (friendship, excellence, and respect) and promote physical and mental well-being in their games.

Young people can continue to experience the multiple benefits of e-sports such as developing their problem solving, team building and fair play skills. Further to this they can continue to be involved in activities that teach the Olympic values once they have already done their exercise for the day and are too tired to play any more sport. Promoting the mental benefits of exercise through e-sports can also teach people about how sport can improve intelligence, as this

is what pro-gamers do. Finally, we can introduce a more social element to the games with gaming conferences and investigate the possibility of developing a quality approval stamp that the IOC can award to e-games that are consistent with the Olympic values. The limitation of this option, however, is that the e-games' producers may not want to work with us and choose not to incorporate the Olympic values into their games.

2. *Eradicate:* We examine what e-sports offer to young people in terms of entertainment and promote sport in a way that is more attractive to young people, so that they choose physical sport instead of electronic sport.

This option actually accepts that e-sports belongs to real sports. It forces us to look at our product and to change and adapt it to modern forms of entertainment. We can look at how young people are motivated and enjoying social activities psychologically. Further, it will encourage the sporting community to be innovative in the way we offer sport to young people.

3. *Educate:* We educate the younger generations about the existence of e-sports and how they affect their overall well-being.

We can use technology to create games that teach young people about the Olympic Games in a different way – for example, electronic Olympic Games. This can also involve people that have already exercised for the day but still want to be involved in the essence of sport. Further to this, we can create games that motivate young people to try sports in reality. Finally, we can teach young people about the importance of moderation. Just as it is bad to play e-games for ten hours a day, it is also bad to exercise physical sport for ten hours a day. This option suits the new way of learning where young people are constantly engaging with technology.

## ENGLISH-SPEAKING DISCUSSION GROUP 10

**Question 1: What is the role of parents in promoting the Olympic values as social development for Olympism and a healthy lifestyle?**

“A tiger father is unlikely to have a coward son.”

We will discuss three issues concerning parents as advocates of the Olympic Movement and assess a number of ways to increase Olympism’s exposure to parents.

1. How essential is it for youth to be educated about a healthy lifestyle at a young age?
  - Sport is a way of incorporating the Olympic values of friendship, excellence and respect.
  - Starting from the principle of Olympism being a philosophy of life, parents are first to educate and initiate the behaviors of achieving a healthy lifestyle and values through sport. As Dr Uri Schaefer (Israel) stated, “children should know about Olympism and sporting behaviors before they attend middle school”.
2. How can parents guide children’s decisions?
  - Parents should be a part of the decision-making process and guide their children to participate in sports.
  - They should be role models, i.e. by adopting healthy behaviors and practising sport themselves. The best way to educate people is by being an example.
  - Sport is a lifestyle, not a training regime. Parents should be careful not to lead children in a direction that may not suit their personality or desires; they should *guide* their children and not impose these ideas upon them.
  - Being involved in the child’s lifestyle and support their participation in sport is a key component.
3. What can be done to allow parents to be educators of Olympism?

***Know-How – Connect***

- Educate parents and organize programs for them to learn about the Olympic values. If they have the information, they will be interested and therefore they will want to teach their children.
- Creating a sport habit. Promoting physical activities in the work environment leads to the creation of healthy habits that can be encouraged throughout daily life.
- Promote spaces and activities to share with their children. Instead of going to the gym alone, parents can spend time with their child playing games or doing activities. This will lead to a deeper connection between parents and children and to the adoption of healthy habits in a family.

A family is the first “society” we live in, the smallest social cell of the world. If we succeed in educating parents and children, then this will lead to a sustainable society (the cycle of life). Sport increases cooperation, coexistence and respect amongst all. The skills and values of sport are carried throughout life and for generations that contribute to the sustainability of Olympism in the world today.

**Question 2: How can athletes be a part of sustainability through the use of education programs to promote Olympic values?**

In each country, athletes can be educators in schools to influence and promote values of Olympism.

Athletes – What is the benefit of education programs for athletes?

- The majority of elite athletes during their career do not have the time or “need” to attend academic learning, which may pose a challenge to ensure a job post retirement.
- The IOC has started to address this issue through the learning gateway. However, we believe an education program based on Olympism would be beneficial for athletes.
- If athletes are a part of an education program, they will have a steady income and they will be Olympic Ambassadors to ensure the sustainability of Olympic values.
- An education program during athletes’ career, which will include what it means to be an Olympian and the Olympic values, may place emphasis on fair play and therefore reduce the “need” or “desire” to engage in risky

behaviour and lead athletes to maintain such values throughout their career and in their retirement.

- During the Olympic Games, athletes can be encouraged to learn what it means to be part of the Olympic Movement.
- It will promote responsibility and personal development for athletes, on and off the field.

### **Education – How can athletes help in promoting Olympic values?**

- Children can learn from athletes' experiences on how to live the Olympic values.
- By visiting schools, athletes can inspire physical educators to promote sport values.
- It would also be beneficial to incorporate these educational programs in Physical Education Degrees at University. In some countries, Olympism is not included in the academic curriculum. Its inclusion is essential to ensure the sustainability of the Olympic values.

“Being an athlete is not only about being part of competition, but about the legacy that you leave behind.”

## ENGLISH-SPEAKING DISCUSSION GROUP 11

### Question 1: How can the Olympic Movement promote positive aspects of sustainability to the media?

“It takes only one word to grab your interest.”

We believe that global media plays a crucial role in the promotion of the Olympic Movement and how it is perceived by the general public. However, this role and relationship with the Olympic Movement can sometimes focus on the controversy surrounding the Games, rather than the positive impact that they allow for sustainability and the countries. For example, the recent news of the Zika virus in Brazil has been under the media’s spotlight and a key interest in the coverage of the Rio 2016 Olympic Games, rather than a focus on the true meaning of the Games and the values they promote.

We would like to suggest how the positive attributes of Olympism can be promoted by the Olympic Movement and urge the NOCs to encourage the media to spread the Olympic ideals in order for these to be shared with the public; for example, the positive experiences that can be achieved through the Olympic Movement and by experiencing Olympism as a way of life.

How can we promote the positive aspects of sustainability to the media?

- NOCs can establish training programs for the media outlets of their countries. This would enable the NOCs to provide the media with factually accurate, strong and positive representations of the Olympic Movement.
- An official Olympic TV Channel (Recommendation 19, 2020 Agenda) featuring the values which the Olympic Movement embodies, and real life sporting activities as well as Olympic Events.
- An Olympic Village: for example, in Belgium, projections of sports in public areas allow communities and neighbours to take part in spectating the events together, creating a sense of unison and an understanding of the Olympic Movement.

- A weekly newsletter from the NOCs to broaden the coverage of the Olympic Movement during the Olympiad.
- Social media as a key influencer could be used by NOCs to promote and empower the Olympic Movement, by directly communicating with the public. This would also allow the public to actively engage in the Games.

To conclude, we believe that by offering media training and additional information about the Olympic Movement all year round, instead of focusing solely on the Olympic Games, the positive aspects of the Olympic Movement could be more effectively displayed by the media and thus to the wider public.

### **Question 2: What is the most effective way to teach young people about the Olympic Movement?**

In ancient Greece, the Olympic Games was not only a sporting event, but an event for all those who focused on both sports and education equally. However, we as a group believe that currently the message of the Olympic Movement is not reaching young people. We will seek to demonstrate how the IOC, NOCs, NOAs, and local governments can effectively inform and educate young people on the Olympic Movement.

Firstly, by the IOC and NOCs:

- The creation of major sporting events for young athletes to promote inclusion within sports and the educational benefits of the Olympic Movement. For example, the Youth Olympic Games, which include a “Learn and Share” program.
- A partnership between the NOC and the governing body for education to enable Olympic education to be part of the national curriculum.
- Introduction of seasonal Olympic Celebrations with an intended educational focus.
- Educational programs. For example, Values awards and First Tee. Also, in Greece, the collaboration between the International Olympic Tourist Centre and primary schools to form interactive sessions.

By local governments:

- The introduction of active lessons and school mottos, focused on the Olympic values.

- Introduction of a Universal Olympic Education Program to recognize international curricula. This could be customized to suit different cultures.

To conclude, we believe a more active collaboration between the IOC and NOCs would allow for consistent and standardized educational programs that could be used worldwide to ensure the engagement of young people with the Olympic Movement. This could be enhanced by a correlation between the metrics of success of an educational program, and financial funding from the IOC to the NOCs.

## CYCLE B

### FRENCH-SPEAKING DISCUSSION GROUP

The image of Olympism has been tarnished by the Games being used for political purposes as well as by the sight of stadiums abandoned post-event and by the huge organizational costs.

In adopting its Agenda 2020 in 2014, the Olympic Movement is taking steps to ameliorate its image by integrating sustainable development pillars into its operation.

According to the 1992 Brundtland report, “Sustainable Development is the ability of a generation to meet the needs of the present without compromising the ability of future generations to meet their own needs”. A prerequisite of sustainable development is respect for economic, social and environmental issues.

How does the concept of sustainable development allow the Olympic Movement to cultivate its ideal of universality?

#### **Question 1: How does the Olympic Movement use organizational cost reduction as an argument for mitigating public reluctance?**

Organizational cost reduction of the Olympic Games is a factor considered in the Agenda 2020 through two main approaches:

- Promoting maximum use of existing equipment and facilities which can be removed or adapted. For instance, after London 2012, the basketball stadium was dismantled and the Olympic stadium’s capacity was reduced by half to adapt it to the needs of the district of Stratford.
- The possibility of organizing whole sports or disciplines outside the host city or outside the host country, for geographical and sustainability reasons, al-

lowing countries with a limited income to combine their efforts and organize more inclusive and cheaper games.

**Question 2: How can a better inclusion and integration of minorities in Olympism contribute to the strengthening of its ideal of universality?**

Our societies are comprised of various minorities of a physical, sociological or political nature. The Olympic ideal can adopt an innovative approach to this issue through concrete initiatives. Depending on the specifics of the minority in question, a series of local measures could be considered, which would be in perfect harmony with Olympism's ideal of universality.

- The IOC and UN resolution to allow *refugee* athletes to compete at the 2016 Rio Olympic Games is a unique approach. Our NOCs, NOAs and Sports Clubs could design educational and recreational tools to benefit children in refugee camps.
- Sports disciplines adapted to the needs of disabled people are a major concern in large competitions at regional and national levels. For example, in Cameroon, the National Games that bring together high performance athletes of the country include for the first time two categories for disabled people.
- Principle 6 of the *Olympic Charter* secures respect for the sexual orientation of athletes. The Canadian Olympic Committee has launched a campaign to promote *LGBTQ inclusion* in sport (lesbian, gay, bisexual, transgender and queer or questioning).

**Question 3: How can the Olympic Movement use environmental requirements to strengthen the universality of the values it embodies?**

Today, the IOC tends to position itself as a leader on environmental issues. The resolutions of the Agenda 2020 affect both the Olympic Games and the functioning of the Movement as a whole.

Furthermore, the IOC now requires the planning and organization of "Green" Games and provision for efficient environmental measures. In the Paris bid 2024, the city is committed to respect the Clean-Up Program for the Seine

leading to open-water swimming events, regardless of the IOC's final decision on awarding the Games.

In addition, the IOC is committed to being a model with practical recommendations in its daily operation, such as:

- Reducing the impact of its travel and carbon dioxide emissions
- Renovating its headquarters in Lausanne (ongoing)
- Making all constituents of the Movement aware of sustainability concepts and environmental issues
- Cooperating with specialized agencies such as the United Nations Environment Programme

The obvious commitment of all Olympic Movement stakeholders to respect these resolutions, although recent, is a positive sign. Through sport, the Olympic Movement remains faithful to its commitment to building a better world. We, the Young Participants, must actively contribute to this effort if we want to hand the baton over with pride to the next generation.

## ENGLISH-SPEAKING DISCUSSION GROUP 1

### **Question 1: What are the advantages and disadvantages of using the media in the promotion of Olympic values?**

Media can play a vital role in the promotion of Olympic values to teach the general public respect, excellence and friendship through sport. There are many ways to reach the audience, for example through mass advertising, prize contests, hashtag topics about the Olympics and by using celebrities for promotion. The different kinds of media that we will discuss include traditional media (print-media, television and radio) and new media through the use of social channels.

#### Advantages:

- Ability to reach a mass audience world-wide
- Low costs to disseminate information
- Vast reach for educational awareness and promotion
- Young people can be motivated by Olympic athletes through story telling
- Provide customized information for various demographics
- Many opportunities to present the values through videos, photos, comics, texts and hashtags
- Personal stories about experiences
- Technology like apps and games
- Educational channel with online lessons

#### Disadvantages:

- Time consuming to verify facts
- Only certain audiences can use different types of media, for example social media is restricted in certain countries

- False information can be spread out worldwide and damage the Olympic image, even when the information is retracted, the harm is already done
- The public could reject IOC core values when incorrectly portrayed
- Commercialization of the Olympic brand for personal gain
- Sensationalization of athletes reduces their privacy and ability to focus on performance
- Bad publicity for athletes when they say something “wrong” in public
- People are slowly losing face to face communication

In order to best utilize media to share Olympic values, both athletes and journalists could benefit from media training. When those representing the values are educated, it is possible to reduce the potential for negative media.

### **Question 2: How to enhance the visibility and commercial popularity of the Paralympic Games?**

The Paralympic Games has grown from a small gathering of British World War II Veterans in 1948 to become one of the largest international sporting events by the early 21st century. The first official Paralympic Games was held in Rome in 1960. From this moment, the Paralympics started to gain awareness worldwide. In order to continue to enhance the visibility of the event and athletes, we have to promote awareness among the general public with an emphasis on youth through inclusivity.

The first step is to find those with a disability in each of our countries and provide them access to participate in sport, through local sport clubs and schools, and encourage them to adopt a healthy and active lifestyle. The education should start in primary and secondary schools through practising sports together with both abled and disabled bodied kids. Children of all abilities can learn from each other through the introduction of educational programs to promote reverse integration. For example, schools can utilize Paralympic Day to allow able bodied children to play a disability sport so they can learn how difficult it is to excel at a high level. *In that way, they could gain a better understanding of the challenges faced by those with disabilities, once they participate themselves and learn to appreciate one another.*

Marketing and social media can be a tool to promote the Paralympic Games. For example, host cities could create a campaign like the “Superhumans” from London to promote both Paralympic and Olympic athletes simultaneously as co-ambassadors. *By representing the athletes as a united team, there is no greater value placed on one athlete over another, but promoting equality.* In addition, when sharing Paralympian athletes’ stories, it is important that the media focus on the athletes’ sport ability. They should not lead by the disability, but rather focus on the athletes’ success in sport.

In addition, it is vital that Paralympians receive equal broadcast coverage. For example, during the London Olympic Games, the Paralympics were given over 400 live broadcast hours, which represents a substantial improvement over the previous Games. In the future, Paralympics should receive equal coverage during the Games in order to keep the audience engaged. When Paralympics have stronger presence, people will spectate and support the athletes during events and this will increase the number of people who will purchase tickets. Ultimately, in order to avoid lack of ticket sales, as in Rio, it is extremely important to utilize the aforementioned concepts in each host country so as to promote the Games equally.

In addition, the engagement and promotion of the Paralympic Games by the IOC, NOCs, IPC and NPCs is crucial to obtain the best result. In conclusion, the most important aim remains to positively change the perception of people regarding the Paralympic athletes and Paralympic Games.

## ENGLISH-SPEAKING DISCUSSION GROUP 2

### TOKYO 2020: SUSTAINABILITY FROM START TO FINISH

Tokyo 2020 was discussed in detail in our previous presentation, and we would now like to explore sustainability in the foreseeable legacy of these Games. In line with the slogan for the Games “Discover Tomorrow”, we believe that there are three legacies in particular that should be noted: Environmental, Physical and Economic.

#### **Question 1: How is Tokyo 2020 addressing sustainability in the legacy of Games?**

Environmental legacy: Materials used, noise control, image of the city (Green city).

- New stadium: It proposes to live together with its environment to keep close to the forest-sustaining grounds.
  - Open to all, the stadium is surrounded by large trees, a stream and rain-water flowing into Gaien’s forest. There are areas called “Grove of the Sky” and “Forest of the Earth”.

Physical legacy: Specifically transportation, landscape (stadium).

- Transportation: Upgrading of the Tokyo Yamanote train line in order to offer a 24-hour service; reduce journey time between Tokyo and Osaka down to two hours.
- Infrastructure:
  - Safety and prevention considerations: The stadium will ensure smooth and safe evacuation of 80,000 spectators (in case of an earthquake).
- Future considerations:

- Relief of congestion and over-population in Tokyo as well as to help tackle Japan's rural depopulation in the long term.
- Self-driving taxis earmarked for post-Olympic use in isolated areas amongst the elderly.
- Future robotic assistance for information services around Japan and instant translation from Japanese to ten international languages around Tokyo.
- Alternative fuel sources in the form of algae and hydrogen cells to power the Olympic Village and infrastructure in order to have lasting consequences for reliance on fossil fuels.

Economic legacy: Tourists (appealing), creation of jobs (labor), possibility of other events.

- Tourism: Revitalizing Japan's regional economies and promoting awareness of Japan's information and communications technologies (ICT).

### **Question 2: What element best illustrates the integration of the environmental, physical and economic legacy of Tokyo 2020?**

One of the best examples of a legacy that incorporates all three legacy initiatives (Environmental, Physical and Economic) is the Tokyo Olympic Stadium.

**Environmental:** It combines many of the positive aspects of other stadiums, for example: Taiwan snake-like stadium (solar panels, surplus energy for profit, and electricity for surroundings), Melbourne bubble-like stadium (modern technology combined with sustainability), London (low impact materials and minimizing the quantity of materials but producing required performance) and China's growing out of the ground shape-like stadium (covered in grass and plants, which creates a welcoming atmosphere).

**Physical:** It is quite unique as it has an oval design with latticed framework, a hybrid roof made of wood and metal (built as a simple cantilever) and adopts a high-performance structure for vibration control. It has continuous eaves which take advantage of the prevailing winds. It has circulation areas around the edge of each level with featured plants, trees and exposed terraces.

**Economic:** The Olympic stadium was designed by Kengo Kuma.

- Seating capacity: 68,000

- Size: 72,406 m<sup>2</sup>
- Height: 49.2 m
- Cost: YEN 149 billion (€ 1.26 billion)

#### Comparative costs

- Atlanta 1996: YEN 24.6 billion (€ 209 million)
- Sydney 2000: YEN 41.4 billion (€ 351 million)
- Athens 2004: Added a roof to existing stadium
- Beijing 2008: YEN 50.2 billion (€ 426 million)
- London 2012: YEN 82.8 billion (€ 703 million)

By applying several sustainable initiatives, Japan will be able to cut costs for its stadium by approximately 40% from its original estimated cost. However, it should be noted that the reductions were done without jeopardizing ecological boundaries and limits of the city. This underpins their innovative approach.

In conclusion, the voluntary initiative taken by Tokyo 2020 to make the Games more sustainable should pave the way for the first Green Games held in Olympic history. The raising of the bar by Japan for the Olympic Games would inspire future bidders to also give the utmost priority to the sustainability of all Games. This is also in line with Olympic Agenda 2020, which puts emphasis on sustainability (in particular, Recommendation 4 “includes sustainability in all aspects of the Olympic Games”).

## ENGLISH-SPEAKING DISCUSSION GROUP 3

### **Question 1: What are the ways to prevent the Olympic Games from expanding financially and to reduce the economic strain for the host country?**

Nowadays the Olympic Games are one of the most expensive sport events and a solid business as well. Due to the extraordinary costs involved for host cities, the economic impact is enormous and therefore only fewer and fewer global cities are interested or able to bid for hosting. Although hosting the Olympic Games is a privilege of only a few rich cities (Samaranch, 2016), several candidates for future Olympic Games were forced to withdraw their candidature due to local and public negative referendums. More and more liberal Western communities are against the Olympic Games, due to the high costs in critical economic times.

The overwhelming part of the costs has to be financed by the hosting country, which means that this is very crucial for the bid. We selected three main topics, which can be seen as possible ways to reduce economic strain and to make the Olympic Games affordable for more cities.

#### ***1. Number of athletes – Fewer athletes***

One of the main reasons is the size of the modern Olympic Games. Since their beginning, the number of athletes attending has been constantly growing up until 2008. We strongly believe the number of athletes should be reduced. This can be accomplished by a reduction or merging of disciplines/teams and raising the qualifying standards.

#### ***2. Structural reduction of human resources***

Every person whose job could be replaced by some technological system for the implementation of the Games means a reduction of costs. With the use of

Artificial Intelligence (A.I.) systems, especially in communication and media, the investments would be higher, but human resources would be seriously reduced.

Moreover, there should be fewer officials, VIPs and organizing committee staff, while simultaneously there should be an increase in the number of volunteers and reuse of materials or facilities.

### **3. Financial plan**

Placing a limit on the construction budget could stop host countries from building excessive facilities and make the organizing committees think more about sustainability. Additionally, the budgets of the bidding cities should be compared to those of previous host cities and necessarily include a substantial reference to sustainability. Multifunctional facilities can also be taken into consideration, as well as the long term environmental impact. Furthermore, host cities should receive more support from the IOC and retain a percentage of the IOC's profit. This would make the hosting of the Games much more attractive.

Someone could argue that these three categories could change the whole Olympic Movement, and could make the Olympic Games a less interesting event to watch and less attractive for the youth, especially since there would be no additions of new sports or disciplines.

Implementing such measures could also prevent developing countries from participating in the Olympic Games.

Applying these changes will reduce the spending of the host country and have less economic impact on the whole Olympic Movement. It will also allow the less "rich" countries to participate in the bidding process.

### **Question 2: Should Physical Education include mental preparations in its curriculum?**

The purpose of mental preparation is to create a mindset that lets you consistently perform to your best of capabilities and talents in competition and in life. Mental preparation is an important factor for success. There needs to be mental preparation and mental involvement in every sporting activity in order to achieve the best outcome. When talking about sports, persons often refer to the physical exercise/activity and do not consider the power of the mind.

Although many successful athletes mention the importance of this aspect, it is not a part of the Physical Education curriculum. We chose to create a SWOT analysis to demonstrate the effects on students, athletes and other authority persons involved.

Table 1  
SWOT ANALYSIS for mental preparation PE.

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Having mental preparation will help in other aspects of life (holistic-sports, time management and focus)</li> <li>• Improve confidence in sport and regulate their feelings (self-awareness, self-esteem, self-efficacy)</li> <li>• Through visualization, students are able to be more prepared for sport events for better results and performance</li> <li>• Improve cognitive skills through different mental exercises and activities; it will help in children's socialization</li> <li>• Young athletes are better prepared to deal with the high level of competition and mental defeat and they develop a higher level of discipline</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Takes time (reduces physical activity practice time)</li> <li>• Younger students may not be able to understand or relate to a mental activity</li> <li>• Could be difficult to conduct an exercise in groups (of more than 20)</li> <li>• Some persons may not need it as much, as they may be already mentally strong</li> <li>• Students could have all the tools needed, but not use/incorporate them in activities</li> <li>• It could create additional educational material that would be difficult to complete during the curriculum</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Improves the school system and provides more tools for physical simulations</li> <li>• Reduce costs of mental issues/illnesses which result from burn out</li> <li>• Innovative activities via technology and interactive methods</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Insufficient funds to promote this type of education, and incorporate it in the system</li> <li>• Teachers may not be sufficiently prepared or interested</li> <li>• Government does not support or believe in its importance</li> </ul>

After completing a SWOT analysis on the presented question, we have concluded that, yes, we believe that including mental preparation in the Physical

Education curriculum will indeed promote life skills (managing emotions, dealing with challenges, time management).

Looking at the analysis, the strengths and opportunities outweigh the weaknesses and threats. There is also real-life evidence that supports how important mental preparation is in sport; Yara Hanssen – YOG Singapore 2010 and Karin Clashing O'Reilly – London Olympics 2012.

Both high-level athletes stated how the mental preparation was almost as important as the physical preparation in overcoming any challenges they faced. Through visualization activities, reflection of body awareness, and the tension and relaxation phases in a psychological setting, children are better prepared for learning, executing and achieving new movements.

## ENGLISH-SPEAKING DISCUSSION GROUP 4

### **Question 1: How can we sustain the participation of people with disabilities in sports?**

Most countries do not include people with disabilities into social and sports events. They are left behind and are seen as outsiders even though they should be treated the same as everyone else.

Our societies are not conscious about the issues that people with different abilities face on a daily basis because of lack of awareness. Societies have a lack of knowledge concerning people with disabilities since we are not exposed to their situation and abilities.

- Facilities
  - Build facilities for athletes with different abilities
  - Stadiums should hold spots for disabled people in order to increase their participation in sports and society events
  - Support for disabled people to access events (e.g. free events and reduced tickets)
- Education
  - Promote programs of inclusion in society and sports
  - Paralympic Days in schools
  - Include Paralympic Games into the PE program
  - Mix disabled and abled people in friendly competitions/exhibitions
  - Invite Paralympic athletes to schools to talk about Paralympic Games and their experiences as role models in the Paralympic Movement
- Media
  - Documentaries about the lives of Paralympic athletes so that people can be better educated about them

- TV program with disabled athletes showing their lives
- Media should work as a connector with brands in order to attract new sponsors
- Magazine covers of disabled athletes and their sports
- Rewards
  - Equal money prizes given by the federations
  - Being rewarded after the achievements

*Conclusion:* Through the combination of an adequate education, infrastructure and media coverage for the Paralympic events we can encourage people with different abilities to practice sports and facilitate their incorporation in societies.

### **Question 2: Should Paralympics sports be included in the Physical Education program in schools?**

Paralympic sports should be included in the Physical Education program in schools. For example, there are days where *every student* could sit on the floor and play volleyball, play wheelchair basketball, be blindfolded and play blind-cricket, etc., instead of always playing sports that only able-bodied individuals can engage in.

#### ***Positive elements of the suggested inclusion***

- People with different abilities should get a chance to feel they are a part of society; this reduces the chances of them feeling left out. We must strive to change people's attitudes towards people with different abilities.

Individuals will get the chance to feel what it is like from being in the shoes of people with different abilities and as a result, will *respect* them more for their efforts. This is also an opportunity to form life-long *friendships*. The *pursuit of excellence* comes from the practicing of these sports and wanting to get better at it.

- This will educate young people about those with different abilities and will ultimately strengthen the Paralympic Movement. The Olympic Games seem to take precedence over the Paralympics, in terms of attention/publicity, ratings and other factors in general.

***Negative elements***

- The mind-set of people and the lack of initiatives. People may not want to get involved.
- There are not enough specialized coaches to carry out the necessary training.
- The resources needed to execute this may be too costly.
- Some may argue that this may be too taxing or time consuming to add it to the regular Physical Education program.

***Possibilities to explore***

- Paralympic sports could be added as a club/extra curricular activity after school.
- Spark motivation through charity outreach program; go out there and volunteer.
- The schools could partner with NGOs as another way of sharing the joy of sports with people with different abilities.

## ENGLISH-SPEAKING DISCUSSION GROUP 5

### Question 1: What are the values of the ancient Olympic Games and how do the modern Olympic Games reflect them?

The aim of this question is to perform a comparison of ancient Olympic values and what remains of them within the current Olympic Movement. To begin, let us look at short descriptions of the ancient values:

- *Εκεχειρία (ekecheiria)* – Sacred peace, which means that during the ancient Olympic Games, sometime before and sometime after, all wars were stopped and no soldier or person with a weapon was allowed to enter the premises of Ancient Olympia.
- *Καλοκαγαθία (kalokagathia)* – Harmonic development of both mind and body. According to this ideal, all young men were educated in the three basic areas: grammar, music and gymnastics.

We surveyed five Olympians attending the 56th International Session for Young Participants with the following question:

*In the ancient Olympic Games there were three basic values: sacred peace, harmonic development of both mind and body, and principles of fair play. As an Olympian, what is your opinion of the ancient Olympic values currently, in the context of the Olympic Movement?*

The five Olympians who responded all shared similar views on the presence of ancient Olympic values in the modern Olympic Games. A comprehensive theme of their responses is that however noble, the values have shifted over-time.

- *Εκεχειρία (ekecheiria)* – Unlike the ancient Olympic Games, the modern Games play a minor role in the promotion of peace. A major difference is the lack of ceasefire. Two responders shared this point of view.

- *Καλοκαγαθία (kalokagathia)* – The harmonic development of both mind and body has been replaced by performance goals. Three responders shared this point.

Despite the fact that Pierre de Coubertin also embodied these values in the *Olympic Charter*, the main document for modern Olympism, these values are not truly reflected in the modern Olympic Games today. However, it is up to us, the future leaders of the Olympic Movement, to ensure that these values are revived and that once again they serve as the main focus of the Olympic Games. Only through this can Olympism be an effective tool for development and sustainability.

### **Question 2: What do the future leaders at the 2016 IOA Young Participants Session think about gender equality at the decision making level of National Olympic Committees?**

Since the conception of the International Olympic Committee (IOC), all Presidents have been male (100% male Presidents, 0% female Presidents; IOC, 2016a). In the 205 National Olympic Committees (NOC), 94% of the current Presidents are male and 6% female (al. ebs.). Based on these statistics we believe that gender equality is still a huge issue that needs to be addressed especially at a bureaucratic level, if we are to achieve the goals set in Recommendation 11, Agenda 2020 (IOC 2016, b).

We felt that it was pertinent to conduct a questionnaire regarding gender equality at this year's Young Participants Session to gauge the opinion of different regions and their thoughts on the importance of gender equality and its necessity to leave a sustainable Olympic legacy.

Target Group: We asked a representative number of participants from the 2016 IOA Young Participants Session (n=40) from all continents based on population (8 America, 8 Africa, 11 Asia, 5 Oceania, 8 Europe; 21 women, 19 men).

### **Research Method: Questionnaire with open and closed questions**

#### ***Results***

There was no difference between male and female participants in their answers, which led to removing gender as a parameter for our results.

Most participants think that gender is not relevant in the election of leaders in their respective committees (21% male, 28% female, 49% no specific gender, 2% no answer). In their opinion, most stated that a leader in their committees should have the following qualities; leadership and organizational skills, knowledge and experience regarding their job scope and respect.

Ninety percent of participants think it is important for there to be gender equality on the boards of NOCs. When asked how many of their NOCs had specific programs in place to achieve gender equality 44% answered yes, 20% answered no and 36% did not know about any initiatives.

In regards to the necessity of gender equality to develop a sustainable Olympic legacy 72% agreed. 12% thought the gender issue unnecessary and 16% had no opinion on the topic.

### ***Discussion and recommendation***

It is remarkable to note that the participants albeit male or female had a similar outlook on gender equality and that most felt “leadership”, not gender, was the most important quality for their Presidents. Surprisingly, almost 60% of participants either said “no” or did not know if there were any programs put in place for gender equality in their committees.

Recommendation 11 of Agenda 2020 by the IOC states the goal of achieving 50% of female participation and involvement in the Olympic Games but it does not emphasize the importance of ensuring gender equality at an administrative and bureaucratic level within their committees.

We strongly believe that the IOC and NOCs need to be role models in this area to effectively promote and work towards these ideals in gender equality. It is our recommendation that the constitutions of NOCs be gender-sensitive when having elections at a local level.

### ***Conclusion***

It is our understanding that there is an awareness from the bottom up regarding gender equality but that we need to work on a **top down model** to truly achieve and implement our goal of encouraging an equal participation of the sexes in the Olympic Games.

## ENGLISH-SPEAKING DISCUSSION GROUP 6

### **Question 1: What can the IOC do to promote gender equality in sport-governing bodies?**

The *Olympic Charter* sets the following aim: “*To encourage and support the promotion of women in sport at all levels and in all structures, with a view to implement the principle of equality of men and women*” emphasizing that the IOC hopes to establish gender equality in the Olympic Movement. While female participation has increased steadily over the years, our group believes that more feasible methods need to be taken to ensure gender equality not only in the sports arena, but also in terms of representation in NOCs, IFs, and even the IOC itself.

One such method could be that the IOC makes it mandatory to have a certain percentage of women in sport-governing bodies. For example, in France, it is mandatory that at least 40% of the executive board members be women. Currently, 27% of the members comprising the IOC Commissions Membership list are female. Our group believes that the mandatory percentage will give more opportunities to women to voice their opinions and shape the sport industry.

However, creating a law to make it mandatory for women to be representatives in these sport-governing bodies is not enough. It is important that these women have the appropriate skills and qualifications befitting to the role. The IOC could come up with a leadership pipeline for women, while encouraging sports-governing bodies to do the same. This leadership pipeline would include training, to excel these women into leadership positions. *Success*, a European Program for women in sports organizations selects women from participating countries and gives them training in different areas, such as Management and Human Resources. These women are required to apply and present these skills. One department of the German OC had an overwhelming representation of women amongst employees, but in the organization chart, the service chiefs were all men. This shows that proportion is not a proper reflection of gender

equality in an organization, and strong measures to establish a leadership pipeline must be taken to ensure women are able to occupy leadership positions.

To further help women in the sports industry, the IOC should encourage the respective sports-governing bodies to set up a resource group for women. These resource groups are for women to talk about how to deal with both their work in sports and also managing their lives at home. These groups could become a support system for women, and even men, to draw strength from.

In terms of promoting gender equality in the sporting scene itself, laws could be set by the IOC and events could be organized to promote female representation in sports. An example would be Puerto Rico, which holds a Female Olympic Cup, which helps to improve the female sports scene, giving women more opportunity to show their abilities. In the US, through Title IX, it is mandatory to have an equal number of female and male sports in schools to ensure that both genders have the same opportunities.

Finally, the IOC could scout for ambassadors who are passionate about promoting gender equality in sports and its governing bodies. These ambassadors could help the respective NOCs reach out to women through events. Research has shown that women are more easily satisfied as they have fewer female role models. Therefore, it is especially important to find befitting female ambassadors, who could double up as role models to encourage women to become more ambitious and take up roles in their respective sports-governing bodies.

The IOC, as the organization that represents the Olympic Movement, plays a great role in advocating for gender equality in sports and its respective governing bodies. Therefore, it is important for the IOC to come up with new avenues to promote gender equality.

### **Question 2: How do we ensure that mega-events are hosted in countries that support human rights and have environmental protection laws?**

The hosting of mega-events in countries has somewhat become a controversial issue, with the environmental degradation and violation of human rights in some countries. As such, it is pertinent to come up with methods to ensure that countries hosting mega-events respect human rights and abide by environmental protection laws.

A novel way of supporting human rights is offered in the upcoming Rio Summer Olympics which will be represented by a team comprising of refugees. This team will have the same privileges as all other participating athletes. With no

national anthem and flag to march to, they will be represented by the Olympic Flag and anthem, demonstrating the core values of the Olympic Movement, such as Respect and Friendship, embodying the idea of hope. Our group believes that this initiative is the start of the renewal of Olympic values and should be sustained. To show continued support of human rights, the IOC should make it the responsibility of the host city to fund a maximum of 15 such athletes.

To ensure that these countries are fully compliant with the support of human rights and environmental protection laws, the bidding process could be changed. Bidding cities should already have proper policies in their countries before they can even apply. The IOC could also visit potential host cities to do inspections, and be more involved with the locals. Throughout the seven years given for the host city to prepare for the Olympic Games, each city needs to show progress in terms of sustainability, which could be further legitimized by implementing a reward and penalty system. Penalties could be monetary, such as reducing reimbursement of funds, or more severe, banning the country for the next Games, in which case their athletes will compete under the Olympic flag instead. To support the host city reaching the IOC's requirements, the preparation period could be extended to ten years.

To further strengthen environmental protection and human rights, more stringent laws might be imposed. Fines could be implemented to ensure that environmental laws are abided. In some states in the US, one could be fined if plastic bottles are found in the trash and not recycled. The IOC could also encourage host cities to come up with better facilities design to ensure sustainability in the long run. For example, the soccer stadium built for Qatar World Cup 2022 will be made entirely out of steel, and can be dislodged after the competition. The remains of the stadium will be donated to less developed countries. This novel method not only helps with environmental sustainability, but also contributes in aiding less developed countries.

These methods and suggestions are in no way perfect or foolproof. The issues of human rights and environmental sustainability will remain in the long run and will not be easily eradicated. However, it is crucial for host cities to start stepping up and for the IOC to have stronger enforcement to ensure that the hosting of the Olympic Games will be increasingly supportive of human rights and environmental sustainability.

## ENGLISH-SPEAKING DISCUSSION GROUP 7

### **Question 1: How can gender equity in sport be achieved through Olympic education?**

The debate regarding a woman's place in sports arose centuries ago. The discussion often centered around the perception that sport was considered to be a man's world – as it implies challenging your own strength and courage and even, to some extent, showing aggression in order to beat your opponent or set mark. In the framework of collective consciousness, all the things mentioned above are closely associated with masculinity. For example, a hockey player who is not aggressive enough is considered to play “like a girl”, while a female tennis player who hits the ball quite hard will hear that she “hits like a man”. None of these characteristics are either male or female. Different factors come into play in the quest for sporting success.

How can Olympic education contribute to the achievement of gender equity? This paper looks to offer a number of ways that education can help change stereotypes/perceptions in order to allow women to get equal opportunities in sport.

*Educational seminars* can provide women with information on Olympism and the Olympic Movement as well as information on leadership roles in sports administration and possibilities of building a career after active sports. For example, in the Republic of Moldova, each year the Federation “Woman and Sport” organizes educational seminars, with the help of former and present female athletes, coaches and commentators, who help in advocating for women in sports.

Educational systems should also encourage participation in mixed sports. In some countries, Physical Education sessions usually separate girls and boys with the notion that the two are likely to perform at their best in separate groups. However, we advocate for *mixed activities*. For example, in the Cook Islands,

they have mixed sports such as rugby, netball and handball, from primary school level to national level.

Also, media can educate through the popularization of successful women athletes and coaches, who can advocate for administrative roles in sport after active careers.

It is quite clear that there is no definite answer regarding gender equity in sports. Though we realize that all the changes mentioned above – introduction of mixed lessons, getting girls massively involved into sports, introduction of educational seminars, education through mass media, refusal to name sporting behavior “masculine” – will not be immediately undertaken. The examples of the Republic of Moldova and the Cook Islands show that certain moves were already made into this particular direction, and the further they advance, the less inequality, disrespect and humiliation will be there in the sport.

## **Question 2: How can the Olympic values help athletes to have a better performance in the Olympic Games?**

Sport is not only about physical performance; mental health also plays a great role in competitive sports and in getting the best performance. Values are a crucial part of one’s mental health and Olympic values are highly recognized in all Olympic sport events. How can they help the athlete achieve a better performance?

### **1. Excellence**

Excellence means giving the best of oneself, on the field of play or in life; taking part and progressing according to one’s own objectives. It also means having the mental strength to perform in difficult situations/conditions. For example, Yara Hanssen, a Zimbabwean Equestrian rider had a horrible accident before the 2010 Youth Olympics, but got back on the horse to win a bronze medal in Singapore. During the Sochi Winter Olympics, athletes had to overcome extreme weather conditions in many skiing events. Those who had the will to rise above these conditions were rewarded with success. Excellence also applies to what an athlete offers off the field (e.g educating others on social issues). Jordan Burroughs, a Wrestling Olympic champion from USA, succeeded in his sport despite

coming from a difficult background. He now uses his status to motivate youth.

## **2. Friendship**

Friendship is how athletes understand each other through sport despite any differences. The spirit shown in team sports embodies friendship. It can be argued that within a team, athletes are already familiar with each other; therefore, friendship develops easily. However, there are several examples where complete strangers have acted as friends even when they were in competition with each other. During the Sochi Winter Olympics, Anton Gafarov was handed an extra pair of skis by a Canadian coach when his pair broke during the cross country competition. The set up of the Olympic Village allows athletes to relate closely to a point where “strangers” not only become friends but also family.

## **3. Respect**

Respect refers to fair play, knowing one’s own limits and taking care of one’s health and the environment. Fair play is key to every sport but not just among competitors but also towards the referee, the coaches as well as race, gender and minorities. The sport system is so unique that showing respect or other positive attitudes is highly appreciated and rewarded not only in the field of competition but also outside the venues of sport.

As a conclusion, Olympic values can have a positive impact on the athletes’ performance. However, it is not about “who respects the most will win the race”. Following the Olympic values, like any other values, will develop the athletes’ personality and self control during competition. Furthermore, following Olympic values can evolve the athlete as a personality in many areas of his or her life, which, in turn, may open up the athlete’s life after his or her sports career.

## ENGLISH-SPEAKING DISCUSSION GROUP 8

### **Question 1: How can we apply the sustainability tools we have learnt in IOA back in our countries?**

Given the rare opportunity to be able to participate in the annual IOA Young Participants Session, there is a bigger overarching reason why we are all here. That is, to not only gain the knowledge and wisdom that the Academy has to offer but, more importantly, to return to our home countries and become beacons of light for the Olympic Movement. By keeping the Olympic Agenda 2020 in mind, we can try to adapt it to our own countries. This in itself is sustainability.

Studies show that children do not realise the importance of self-reflection. In some schools, self-reflection or journaling is compulsory for the students, but it may come off to them as a chore. When this happens, they will do it for the sake of doing it, and not for learning or self-reflect. We should teach them how to find the mean between personal mastery goals and normative performance goals from a young age. The following are some of the other points that stand out:

- Celebrate the Olympic Day in a sustainable lifestyle in schools as this will serve as a reminder of the Olympic values
- Develop a communication strategy, so that our representatives can always mention the values of Olympism in their speeches. Reminders is an effective tool to keep the values into people's minds
- Increase the importance of women in sports, and working side by side with men to promote women's participation
- Compare the carbon emission levels before and after sporting events and see how we can lower it after each event

Young Participants need to hold sharing sessions with: *Directors of Federations*, as they are the ones who hold the power to make change in their own

sporting arenas; *national team athletes*, as they are often role models for the children in their country. By sharing the Olympic values with them, they can be ambassadors for the Olympic Movement to young children; *undergraduates (in education)*, as they are the ones who shape the leaders of tomorrow. Moreover, we should not just limit them to Physical Education undergraduates, but also those who are in academia, as the Olympic values can be translated into all walks of life; *children (in schools)*, as they are more malleable to impart good values. Lastly, we can engage event companies to hold sporting events to gather the *public (families)* to increase awareness about the sports available for participation, and at the same time, impart the Olympic Values to them.

We have to acknowledge the fact that all of us come from different backgrounds with different spheres of influence. For example, participants from NOC backgrounds would be able to instil change on a national level, whilst those from teaching backgrounds would be more effective advocates in the teaching industry. Thus, the abovementioned solutions have to be adapted to fit not only our various cultural backgrounds, but also our spheres of influences.

### **Question 2: How can sport be a tool of development for the impoverished parts of society?**

Sport has an important role in every aspect of society by contributing to social cohesion, overcoming prejudice, increasing positive influence of public opinion, and spreading ethical and general principles. It is particularly valuable to the constantly evolving modern world, with the aim to build a healthy lifestyle.

Throughout modern times, athletes have long used sports as a means to get out of a life of poverty. Whether it be Joe Frazier making it out of the slums of North Philadelphia or Ronaldinho making it out of the favelas of Brazil, sports have long proven to be a route out of poverty. Sports can be such a good push out of a life of poverty. With tens of millions of children living in poverty, nearly 50% will spend more than half of their lives below the poverty line.

Volunteers play a vital role in sport. In short, they make sport happen. Their time, energy and commitment are essential in running clubs, events and coaching sessions. Training volunteers from impoverished areas and improving their capability will increase the human resource available to assist with sport de-

velopment in these areas. *The training of volunteers can be achieved with the assistance of federations.*

As well as growing the community of volunteers, we need to have a way to provide children with information about the importance of sport in their lives. We need to organize Olympic Days all over the country. Is a day for the world to get active, learn about Olympic values and discover new sports. *Therefore, with the help of NOCs, schools, sports institutions and community groups can be provided with information on what the Olympic Day is and how it could be run.*

As well as having Olympic Days to inspire children, research suggests there also needs to be wider development programs that support troubled youth. Studies have found that sports programs aimed at youth at risk of criminal behavior can enhance self-esteem and reduce reoffending. They will not necessarily consist of an individual standing on podium receiving a medal, but, rather, an entire generation of good citizens, prepared with the necessary competencies to face their country's present and future challenges. *By getting local sports organization to work with the department of corrections and other such bodies, they can work in partnership to coordinate programs with identified troubled youth.*

A way we can inspire children and troubled youth is by using examples of famous athletes who grew up in rough environments and became successful in their sports. Consequently, many impoverished kids easily relate to such stories of achievement and this leads them to want to get involved with sports and find a way out of poverty and being stuck. This could be achieved by getting athletes to talk to children in various educational structures about their sporting experience and rise from poverty during arranged meetings. It can be done in partnership with sponsors who are looking to increase corporate social responsibility.

Sport can, and does, make a profound and positive impact on individuals, communities and the wider society.

We need to use sports as a communication platform to address social issues, as established by the UN SDG: "We recognize the growing contribution of sports to the realization of development and Peace, which is an important enabler of sustainability."

## ENGLISH-SPEAKING DISCUSSION GROUP 9

### Question 1: What will sustainable Olympic Games look like in 2056?

Predicting the future is known to be a challenging exercise, usually leaving you looking like a fool. Let's go.

Our group agrees that sustainability is a core expectation of the Olympic Games in 2056. With exponential development in sustainable technology, our expectations are high. We expect the Games to utilize green energy sources, like solar and wind, to create green Games; we hope that the Games in 2056 can have a positive environmental impact, making efforts to go beyond zero impact with initiatives to become a positive force for the environment.

Construction technology will make it easier to create venues with a lower environmental footprint, potentially modular buildings that can be *modified* or moved. The ideas presented in our group change the way we think about Olympic venues. Venues can be taken back to nature or off land. What about the crater of an idle volcano as a natural arena bowl? Or venues placed on water as an option, making venues movable and eliminating the land footprint altogether.

Host city venues might be important, but our discussion brought us to question if people will travel to the host city at all to experience the Games. Fast, cheap and sustainable transportation might make it easier for many more to travel to the host city, but technology might also make people stay at home. Virtual reality and other technologies might make the event "best" experienced from the couch, immersively feeling as if you are there in the venue, together with other people. A curious approach could be to invite spectators to venues all over the world, displaying realistic 3D Holographic sports projections in hometown venues. This will generate a worldwide impact by the Games, using existing venues all around the world and involving volunteers worldwide.

Will there be flying cars? E-sports? An active audience? We don't know, but we're not passive spectators of the future. We will participate in shaping the future on the way to sustainable Olympic Games and beyond.

Go beyond. Create tomorrow!

**Question 2: Many female sports are often viewed more through sex appeal than athleticism. In what ways might we change people's perception of women's sports? And do we need to?**

Female sports is distinguished by its focus on sex appeal has been a discussed issue for a long time, but in recent years it has gained an increased exposure.

People might claim that the current situation is actually good, since it provides more media coverage and income to female sports. Others may claim that there is nothing wrong with using the female body for its visual and artistic elements. When it comes to marketing, male athletes also use their body in self promotion, sponsorships or other marketing purposes.

However, this situation is harmful to the image of female sports, with a bad influence on teenagers' socialization, with athletes as their role models. Therefore, a change might be needed. In order to change the way people think about female sports, we explored different solutions:

1. *Female sports have incredible sporting performances* that should be highlighted in favor of sex appeal. New technology makes it easier to highlight these performances through new broadcast technology, supported by real-time data and adding alternative perspectives to those sports that could improve the sports image.

2. *Sport organizations can make agreements with broadcasters and photographers*, to encourage them to change the way they work and portray women; using formal contracts and potential fines. Some organizations might be reluctant to do it, but gradually it might work.

3. *IOC and NOCs can create different limits and dress code* for both male and female athletes, which will be designed as general guidelines. However, telling female athletes what to wear, might be a step backwards.

4. *Female athletes as ambassadors should promote female athletic performance*. Focus should be directed towards our destination and the qualities that we want female sports to be acknowledged for. We believe that an increased awareness and appreciation for these qualities will have a stronger lasting impact than a continued debate on sexualization of sports. This approach will also have a wider promotional effect for women's sports.

The suggested solutions all have different advantages and disadvantages. A combined, gradual and systematic process is necessary in order to align with the *Olympic Charter*, achieve equality and shape a better future in sports for all.

## ENGLISH-SPEAKING DISCUSSION GROUP 10

**Question 1: How does the separation of the Olympic and the Paralympic Committees affect the sustainability of international sports and the Olympic Movement?**

The IOC is the highest entity that leads and manages the Olympic Movement internationally. At a national level, there are both Olympic and Paralympic Committees. The fact that they are two different entities working apart from each other makes us wonder: Does this make the difference between Olympians and Paralympians more apparent?

We believe there are some advantages in having two separate entities and two different Games:

1. Practicality: not only in terms of logistics, but also regarding the knowledge and understanding within the Committee that specializes in the Paralympic Movement.
2. Identity: if there was only one Games that merged both events, the Olympic Games would take precedence over the Paralympic Games.

On the other hand, we also identified disadvantages in having two entities:

1. Sponsors:
  - a. There is less money and lack of sponsors promoting the Paralympics
  - b. Companies that are sponsoring the IOC are not directly sponsoring IPC; example Coca Cola
2. Olympic Day and Paralympic Day:
  - a. Olympic Day is supposed to promote "Sports for all". So, if it brings all people to participate, why are people with special needs not included and currently have their own separate event?

3. Media coverage:

- a. Less media coverage and advertisement of Paralympic Games and Sports provide a barrier between Paralympics and society, contribute to a decreased understanding and knowledge of the Games and reduce the ability of Paralympians to be considered as role models.

### ***Sustainability***

It is important for the Paralympic community to have their own specialized committee in order to build their identity, but this doesn't mean that the two committees could not work together. Having separate entities should not interfere in the inclusion and equality of opportunities, which is the best way to achieve sustainability of international sports and the Olympic Movement.

An example of NOC and NPC working together takes place in Norway:

Norway Paralympic Committee and NOC work as one organisation. Each sport is responsible for their able and para-athletes. For example in swimming, training camps include all athletes ensuring they gain equal opportunity and access to resources.

### **Question 2: Olympians and Paralympians together: how can they benefit each other and society by creating sustainability?**

“Nothing is impossible. The word itself says *I'm Possible*.”

The benefit for Olympians:

- Athletes will be motivated and inspired by Paralympians to overcome difficulties and challenges such as injuries, e.g. Our colleague Kathryn from Germany gave up gymnastics due to injury and now is practicing wheelchair basketball
- Paralympians can give Olympians a broader perspective on life

The benefit for Paralympians:

- Enhancing acceptance around Paralympic sports
- Motivation to inspire others and live out Olympic values
- Higher recognition leading to job opportunities

The benefit for society:

- Having sport facilities and general infrastructure suitable to enable accessibility
- Educating people through sport and in the curriculum at school, e.g. Paralympic Games in Physical Education. This allows the youth to become active members of society, creating a harmonious and friendly environment for people with special needs.

Creating awareness of Paralympic Games and Sports enables society to gain knowledge and understanding of these athletes and sports. If society has an understanding of special needs, then this will lead to greater inclusion amongst the community whilst living out values of friendship and respect.

Building infrastructures and facilities, e.g. ramps and lifts, will encourage people with special needs to participate in sports and be part of the community.

## ENGLISH-SPEAKING DISCUSSION GROUP 11

### Question 1: Is there a gap between theory and practice of equality in the Olympic Movement?

*The enjoyment of the rights and freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, colour, sex, sexual orientation, language, religion, political or other opinion, national or soil origin, property, birth or other status.*

(IOC, 2015, *Olympic Charter*, p. 14)

It would seem that there is a discrepancy between the definition of equality of the IOC and how this is practised within the Olympic Movement. It is clear from the IOC 2020 Agenda that equality within the Olympic Movement is a priority. However, we believe this priority has not been fully implemented as shown in the following examples.

#### ***Thought-provoking cases of equality within the Olympic Movement***

- Gender:  
The 2020 Agenda recommends that the IOC should work with the International Federations to achieve 50% female participation in the Olympic Games. This would stimulate women's participation and involvement in sport. It would also encourage mixed inclusion events.
- Sexual orientation:  
Previous IOC guidelines ensured that transgender athletes were required to have reassignment surgery followed by a minimum of two years hormone therapy, in order to be eligible to compete in the Games. The IOC has relaxed these rules since for the Rio Olympic Games so that female to male

athletes can compete without restriction. However, male to female transgender athletes must still demonstrate that their testosterone level has been lowered, which can often mean undergoing hormone therapy.

- **Religion:**  
Jonathan Edwards, a former triple jumper, was unable to take part in his event due to his religion since it took place on a Christian day of rest (Sunday).
- “Other status” (*Olympic Charter*) Paralympic athlete:  
Oscar Pistorious, a South African sprint runner, attempted to enter able body competition over persistent objections and charges that his artificial limbs gave an unfair advantage. He was the first double leg amputee to participate at both the Olympic and Paralympic Games in London.

Olympism only requires you to abide by the rules and fairness of the sport you decide to practise. Sport is universal and equal when all participants play by the same rules regardless of their “race, colour, sex, sexual orientation, language, religion, political or other opinion, national or soil origin, property, birth or other status”. (*Olympic Charter*)

Our conclusion is that although great steps in advancing equality for all have been made, there are still positive actions that can and should be taken by the IOC. We believe that the answer could be by reflecting on the origins of the Movement itself and by viewing sports as a universal language. In summary, we believe that equality, although it can be defined, it cannot be regulated.

### **Question 2: How can NOCs and NPCs fulfil their goals of inclusion and Sports for All?**

Currently, the NOCs and the NPCs are separate organisations in most countries. Both execute their own programming and events; however, often the NOCs receive more exposure and are more popular amongst citizens within their respective countries. Moreover, para-sports get much less media coverage and sponsorship. This leads to the public’s lack of knowledge about athletes with disabilities, as well as less interaction with disabled athletes in sporting environments. Many teachers and coaches focus on working with abled-bodied athletes, which can be seen as “easier” than working with persons with disa-

bilities. Considering the challenges that the para-sport community faces and their lack of inclusion into the Olympic Movement and promoting Olympism (Brittain, 2016), here are our suggestions to better promote parity throughout the sporting world:

- **Intercontinental exchange programs:**  
Official exchange programs could be created to allow for NOCs and NPCs from developing countries to meet those from other countries. This opportunity would allow ideas, elements and new perspectives to be shared and promote the use of innovative ideas for inclusion and best practice.
- **Access-friendly sporting facilities:**  
This would include barrier-free access, flexible sporting infrastructures, and the scheduling of sports and para-sports to allow spectators to watch both.
- **The organisation and promotion of mixed sport events:**  
NOCs and NPCs should work together to create sporting festivals and events that showcase sports and para-sports, as well as offer opportunities for the public to try and participate in sports and watch sports together.
- **Collaboration panels:**  
NOCs and NPCs could also promote collaboration between schools and special education schools to foster positive relationships between young people and increase their understanding of each other. All students should learn the rules of sports and para-sports.
- **Training Toolkits and training programs:**  
These should be created by both organisations for coaches, teachers, and those working with para-sport athletes so that they feel confident to work and train para athletes.

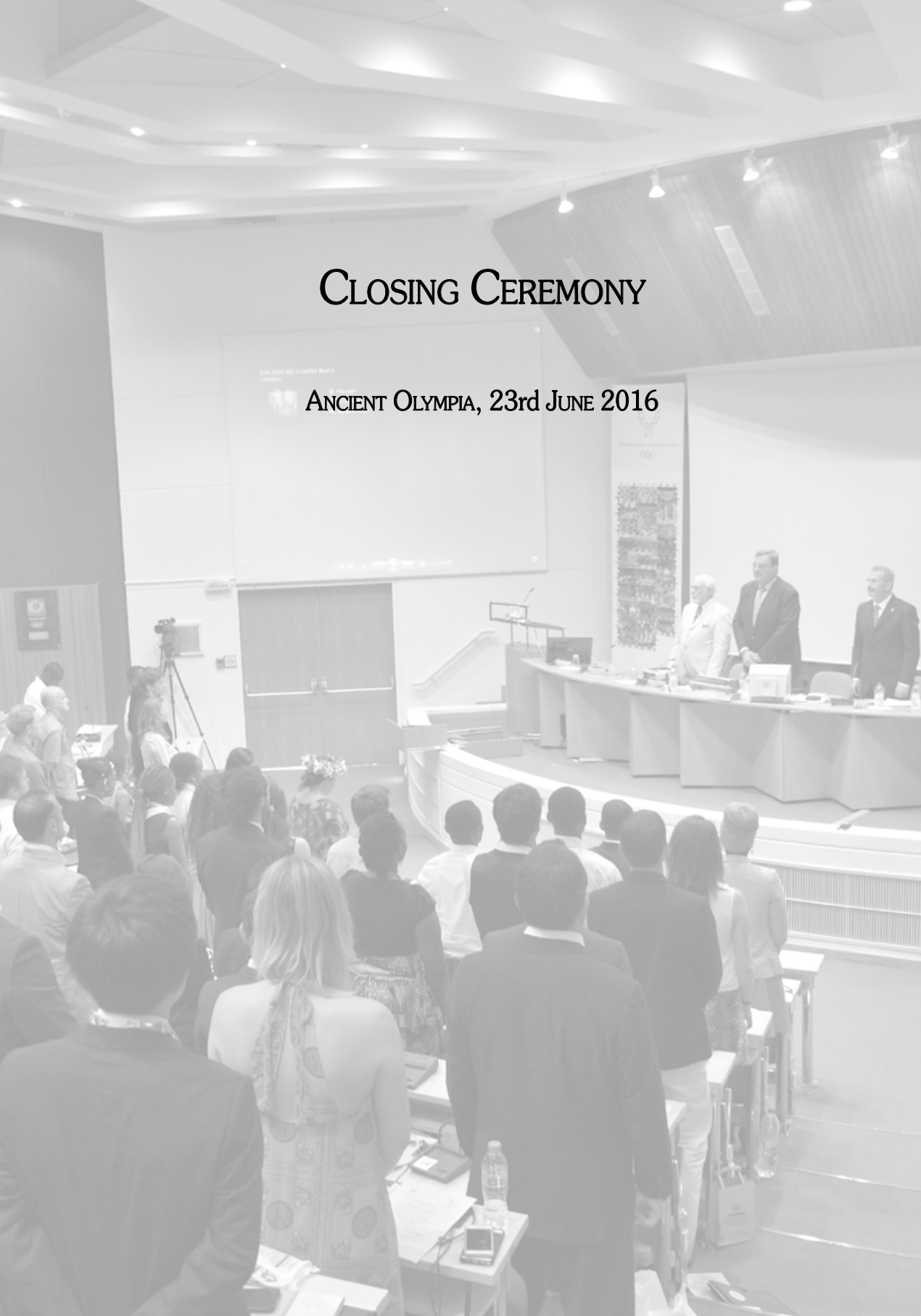
In conclusion, we believe that there must be more collaboration between NOCs and NPCs on every level – from working in the classroom both with students with disabilities and students without, to organising large scale sporting events that integrate and promote the inclusion of para-athletes. These suggestions will actively engage the public, creating awareness and acceptance so that there can simply be promotion of sport regardless of people's abilities.





# CLOSING CEREMONY

ANCIENT OLYMPIA, 23rd JUNE 2016





*Young participants receive their participation diplomas.*



**CLOSING ADDRESS**  
**on behalf of the participants of the Session**  
**by Dulcie BASSOGLOG (CMR)**

Ladies and gentlemen, dear friends, it is with great emotion that I stand before you on the occasion of the Closing Ceremony. We are there. We have reached the end of the 56th Session for Young Participants.

Now that we are about to leave Olympia, on behalf of the Francophone community, I would like to thank all those who have made this human experience possible. Our gratitude also goes to the International Olympic Committee and the International Olympic Academy for giving us the privilege of experiencing two weeks of a unique pilgrimage, in the heart of the city that saw the birth of the Olympic Movement. From the heights of the Acropolis of Athens to the plains of the archaeological site of Ancient Olympia, going via Delphi, we walked in the footsteps of the founding fathers, alongside their sculptures and marveling at their wisdom.

We thank the professors for their enriching and stimulating lectures. They made us think deeply and better understand the current issues of Olympism, and in particular helped us discuss present and future challenges.

Our stay would certainly not have been as pleasant without the help of our respective coordinators. They worked with fervor and great vitality to offer us the best possible coaching.

Thanks to all of you, we have shared more than words. We have shared lessons in courage, joy, energy, opinions, ideas, the will to make things happen, and friendship. We have not only learned about the Olympic values but also experienced them directly. Our different profiles allowed us to project ourselves into other people's realities and see the world around us differently.

So, dear friends, now that we are about to leave, we must make a firm commitment to give what we have received here to our respective communities. It is our duty to embody and pass on this beautiful philosophy promoted by Pierre de Coubertin. The challenges we face are not insurmountable. Everything depends on our willingness to push through the changes we want to see in our environment. This can start with our families, our neighbors, our colleagues, our fellow students, our friends... We must be worthy of passing on the baton to the next generation. Let us use our energy to transform the Olympic ideal into reality (Report 1988, p. 273; Report 1997, p. 255).

Dear friends, the adventure does not stop there, it is just the beginning.  
Thank you and may we meet again soon.

**CLOSING ADDRESS**  
**on behalf of the participants of the Session**  
**by Ryan JOHNSON (USA)**

First of all, I am truly humbled to be up here today to speak on behalf of the participants, a group of extraordinary, funny, smart, intellectual people that I'm proud to call my friends. I hope my words here today are echoes of your own feelings about our time together.

A number of "thank-yous" are in order, beginning with President Isidoros Kouvelos, dean Konstantinos Georgiadis, the snakes, the scorpions, and, of course, director Dionyssi Gangas. I need to give a shout out to group number 7 – I'm pretty sure we were named "best discussion group on the planet", such a great job, guys! Volleyball team Hera, we were presented with many opportunities to show our joy in effort and not worry about the score while we lost game after game after game, but it all came together for us as we finally won our last match. My fine-arts class crew, it's amazing how well all the projects turned out. I'm so happy I gave up nap time to spend my afternoons with you guys. Zorbas, well, actually, they should be thanking us for all the business we gave them.

On a more serious note, genuine gratitude to all of our participant presenters that shared their Olympic journeys with us. Opening yourselves up in front of us takes tremendous courage, and again I'm humbled to consider you all my peers. And one of the things I'm most in awe of is the bravery of all of our non-native English speaking participants and how hard you all are working to communicate high levels of ideas in a foreign language – it's remarkable and I applaud your efforts.

We all arrived in Greece with burdens of preconceived notions. Seeing the world through our own lens and, whether it was conscious or not, creating an image in our minds of what different parts of the world were like, maybe even what the people in those places are like. Furthermore, the combination of our life experiences, relationships back home, and media consumption have tricked us into thinking we know what it means to be "normal", and how to identify those

that fit into this box and those that don't. The truth is, there's no such thing as "normal". Alfred Adler, an Austrian psychologist, said: "The only normal people are the ones you don't know very well". What this means is that people may seem "normal" on the surface, but no one fits neatly into all these little boxes we create in our minds. We have to engage with one another on a human level, investing in someone else's life story and understanding what they're really made of.

And it's okay to disagree with people. You're not going to like everyone, and not everyone is going to like you. It's easy to gravitate towards like-minded people and surround yourself with people that already fall in line with what you believe, but this tendency to homogenize your environment creates an isolation from the world. Progress is achieved by keeping peaceful lines of communication open with those that oppose your views, and coming to a place of at least mutual understanding of one another's positions. It's imperative to remember that the Olympic values of excellence, friendship, and respect, are not just intended to be lived out with the people you like, or the people that are like you, but, more importantly, with those that are unlike you, that are different from you.

We heard similar messages from several presenters during our time here, about the importance of us taking accountability for the changes we wish to see happen in our homes and communities. And while many believe the IOC can and should do more to impact the lives of people around the world, no one on earth can do more on a human interaction level for our local communities than we can. We're all leaders in our communities, all of us. We're here *because we're leaders*. So don't wait! Hugh Laurie, who plays a doctor on TV, so he must be smart, actually has a great quote on readiness. He says: "It's a terrible thing, I think, in life to wait until you're ready. I have this feeling now that actually no one is ever ready to do anything. There is almost no such thing as ready. There is only now. And you may as well do it now. Generally speaking, now is as good a time as any". So regardless of where in the world our planes touch down, we are ready.

The beautiful thing about the Olympic values, and the philosophy of building a better world through sport, is that they're free. You can't buy them, you can't download them, you don't get better access to them with a stronger Internet connection, you can't just memorize them, you have to live them. In your words and in your actions. In your investment in the lives of the people around you regardless of their story. The Olympic spirit that burns inside all of us isn't going to be spread solely by big sexy marketing campaigns, famous spokespeople, or guys in fancy suits. The fire spreads on a human level just like the Olympic torch, from one person to another.

**CLOSING ADDRESS**  
**on behalf of the coordinators of the Session**  
**by Cécile FAYE (SEN)**

Dear friends of the 56th Session for Young Participants, and dear members of the Ephoria,

I am honored today to be the spokeswoman of the coordinators at the 56th Session for Young Participants. This is not an easy task when we imagine that after this speech, the time comes for everyone to go back home. It is even more difficult because such a moment is experienced differently by each of us and we could have as many expressions as the participants in this Session.

Therefore, I will communicate only the best shared feeling in such circumstances, which is gratitude. On behalf of all the coordinators, I would like to thank those who, at every level of responsibility, allowed the successful holding of this Session.

First of all, the members of the Ephoria and especially the tireless trio, namely Mr Kouvelos, Mr Gangas and Mr Georgiadis, who spared no effort to give a warm welcome to all participants.

Without being able to name everyone and at a risk of skipping some of you, we express our heartfelt gratitude to *all the IOA staff* for their friendly spirit and their invaluable support. At any time and sometimes even at undue times, we have requested your help and within your possibilities you have always responded to our requests!

A special “thank you” to *the Red Cross* (and I would like to ask you to give them a special applause!) because they have been working relentlessly during these two weeks particularly during sports activities. They had to deal, among other cases, with a representative of the participants, a representative of the lecturers and a representative of the coordinators following injuries during sports activities, not to mention many other demands outside the sports field.

*Dear professors and lecturers*, thank you for sharing knowledge. Thank you for allowing us to expand our vision on current topics such as sustainability, environmental protection but also and especially on Olympic Values Education. We received a lot of information from you. Some of us will use it to carry on questioning ourselves on the role of the Olympic Movement, others will use them to change their behavior, and other participants will simply share what they received from you. In so doing, you are contributing to the sustainability of Olympism and to building a better world.

*Dear young participants*, thank you for having agreed on the code of conduct and for having accepted to follow us despite the painful awakenings some days! Without your help, our presence would have been meaningless and our actions would have been futile! Thank you for having allowed us to learn from you as we have discovered the hidden talent in each of you. We also hope that you will leave here with new experiences after the workshops and discussion groups as you will pass on this knowledge in your various environments. Keep in mind as the lecturers have reminded us that “The Olympic values are not taught as history or geography, but they must be shared”.

I would like, once again, to congratulate the Olympians who have agreed to share their experience. You have allowed us to experience again the emotions of competition days. Through your testimony we remain convinced, as Nelson Mandela put it, that “Sport has the power to change the world”.

To *my dearest fellow coordinators*, thank you for trusting me by asking me to be your spokesperson. I hope I have translated to some extent feelings of all of you. I hope that you’ve learned a lot from the participants from all continents as I did.

A special “thank you” to the coordinator of the coordinators, Mr. Panos, who helped us to learn again about strictness. For Panos, “time is time...” Thank you, again. We will miss the 8 o’clock meetings!

We spent two weeks during which very strong friendships were born and the IOA family has grown at least by one hundred new members. I hope these relationships will firm up over time, consolidating without any doubt the ideal of universality, so dear to President Thomas Bach.

The last word will be for my fellow Master’s degree students and at the same time coordinators, I mean my “children”. The six months we spent together at the Academy allowed us to create a universal family. Despite our different back-

grounds, and sometimes our disagreements, we have managed to become and remain a united family throughout this course. This is because there is something magical here in Olympia. Something that makes friendship, solidarity, and respect be created instantly. It makes you want to come back and meet again with the people you once met here at the IOA.

These are the values of Olympism and sport!

So the date is set for next time either here in Olympia or somewhere else in the world to share further experiences!

I wish a safe trip home to all of you!



*The Session was completed with the Olympic anthem.*

**CLOSING ADDRESS**  
**on behalf of the lecturers of the Session**  
**by Eugenia CHIDHAKWA (ZIM)**

It is my singular honour and privilege to be amongst you today for this momentous occasion when we come to the end of the 56th edition of the International Session for Young Participants. As I present my concluding remarks on behalf of the lecturers, I look back at the two weeks spent here in Olympia, home away from home. The peace and tranquility that prevails here is next to none. The spiritual glory of the ancient Olympic Games coupled by the hospitality at this Academy gives one the pleasure to always want to come back.

On behalf of the lecturers, I would like to take this opportunity to thank the President of the International Olympic Academy (IOA), Mr Kouvelos, the Director of the Academy, Prof. Gangas, and the Dean Prof. Georgiadis, for working tirelessly towards assuring that the Olympic values become a reality in everyone's life and for the tremendous effort in ensuring that the young participants live the values especially the two weeks they are at the Academy. We salute you!

To the IOA staff, that is, the secretariat, the cooks, the cleaners, security, the grounds people and, of course, to you, Dr Katerina, and the rest of the First Aid staff, your dedication and commitment to the welfare of everyone in the Academy has made us feel like one big family. It's not easy to put a smile on 177 young participants from 71 different countries but you have done it with love and affection. We thank you!

Sport is a universal language that knows no barrier and this has been proved during our stay here in Olympia. To the young participants, your thought-provoking discussions and questions give us hope and confidence that the future of sport is in safe hands and we thank you for the lively interactions.

The spirit of brotherhood and sisterhood, your thoughtfulness, your responsiveness, the commitment, the passion you showed should not end here in

Olympia but should give you the drive to make the world a better place through value-based programs in your countries.

In conclusion, this year's theme, which was "Olympic values-based learning as an effective tool for environmental protection", coupled by the experience acquired here, should be the stepping stone of using Olympism as a sustainable tool for sport development. As you leave this place, bear in mind that you are going to be ambassadors of the Olympic ideals and values in your respective countries, therefore be good envoys. Just remember: "*Aspire to inspire before you expire*". Thank you!

**CLOSING ADDRESS**  
**of the Session proceedings**  
**by the President of the International Olympic Academy**  
**Isidoros KOUVELOs**

Dear friends,

I am very sorry that pressing obligations have kept me from attending the proceedings of the Session during these last few days that you have been in magical Olympia.

Professors Kostas Georgiadis and Dionyssi Gangas informed me that the proceedings of the Session were positive, that the presentations made by our distinguished speakers and the plethora of important questions you submitted as well as the positions you adopted were imbued by a modern approach on the Olympic Movement and the need to improve it – in particular as regards the hot topic of sustainability.

This year we were lucky enough to have eminent speakers from various parts of the globe including Professors Miranda Kiuri, Marion Keim Lees, Uri Schaefer, Athanasios Papaioannou, Otávio Tavares, Jon Helge Lesjø, Dr Ian Brittain and Dr John Karamichas, as well as Eugenia Chidhakwa, Dora Pallis, Cliff Parry and Elizabeth Sluyter-Mathew.

You were also offered the opportunity to hear the views of two renowned personalities, who fight in support of sustainability from their respective positions, namely Wilfried Lemke and Francis Gabet.

Finally, it was an honour and a pleasure to have two IOC members at your Session, Mr C.-K. Wu, IOC Executive Board Member and Chairman of the IOC Commission for Culture and Olympic Heritage & Juan Antonio Samaranch, also an IOC Executive Board member and a member of the IOC Marketing Commission.

The Session for Young Participants has never had such a host of eminent speakers!

The presence of all these personalities did not only enrich your Session, but also demonstrated that IOA proceedings enjoy the undivided attention of the IOC, as does the IOA's contribution to enhancing Olympic Education.

When we decided to showcase the concept of sustainability as the main subject for this year's Session, as this was included by President Thomas Bach in the Agenda 2020, our aim was primarily to listen to reactions from the younger generation on this topic and to record their proposals and ideas for implementation.

You have been raised and you are now called upon to live in societies with different cultures, religions, educational systems and traditions, which have an indubitable direct effect on the manner in which you apply the principles of Olympism. In addition, as the role of Olympic education is to investigate, teach and disseminate all those principles that constitute the foundation of Olympic philosophy, it is advisable to be careful of the manner in which we promote and support them, whilst also taking into account the individual features of each part of the world.

Therefore, "sustainability" as a new value of the Olympic Movement, whose existence dates back two decades only, must be treated appropriately, in order to bring about the best results in all our lives. Environmental protection is just one of the components of the concept of "sustainability" that constitutes a main priority in our days, something that you have showcased in the conclusions of the discussion groups.

In concluding, I would like to thank you once again for your presence and participation here today, in Ancient Olympia. You are the new ambassadors of Olympism in your countries. You are the nursery from which new leaders of the Olympic Movement will rise. Here at the IOA, in the land that gave birth to the Olympic Games, we tried to sow a seed in your heart and mind! It is up to you to cultivate it as gently and as consistently as possible. Thus, you will not only give yourself, but also those around you, the satisfaction of tackling a new challenge that will certainly improve your life.

Rest assured that we have taken note of your positions and will study your views, offering the Olympic Movement new food for queries, findings and teaching in the framework of the principles that have fostered so many generations.

In conclusion, I would like to thank the following for their hard work during the last ten days of the Session:

1. The excellent lecturers
2. The very sufficient coordinators
3. The tireless IOA staff
4. The always helpful Red Cross volunteers
5. Theo and Dorre of the Internet live streaming
6. The wonderful interpreters

and, of course, all of you, the future leaders of the Olympic Movement!

I wish you all a safe journey back home. May you take back with you the most precious things that Ancient Olympia and the International Olympic Academy offer.

We will cherish your positive contribution to our work, expressing the hope that you will return at some point in the future.

## INTERNATIONAL OLYMPIC ACADEMY – 2016 ACTIVITIES

Date	Session / Seminar / Conference	No. of participants
2–6/3	Youth Boxing Pan-Hellenic Championship – Hellenic Boxing Federation	115 participants
1–3/4	NOA of Albania	33 participants
7–9/4	Gonnoi Lyceum	37 participants
23-25/4	3rd ISF World School Sport Educational Games – ISF	96 participants
<b>10/4–12/6</b>	<b>Master’s Degree Program – IOA and University of Peloponnese</b>	19 participants
<b>7–14/5</b>	<b>13th Joint International Session for Presidents or Directors of NOAs and Officials of NOCs</b>	99 participants 8 lecturers
14–29/5	Hellenic Red Cross	20 participants
1–4/6	International Seminar “Olympia Health & Nutrition Awards” – Dept. of Pharmacognosy of the Athens University & Oleocantal International Society	83 participants
5–9/6	California State University	29 participants
11–13/6	Cycling event	80 participants
<b>11–25/6</b>	<b>56th International Session for Young Participants</b>	155 participants 22 coordinators 18 lecturers
<b>9–13/7</b>	<b>“Sports, Society, Culture” – Center for Hellenic Studies at Harvard University and the IOA</b>	109 participants
14–17/7	KEAN – Cell of Youth’s Alternatives Search Paths	18 participants

<b>Date</b>	<b>Session / Seminar / Conference</b>	<b>No. of participants</b>
16–23/7	International Conference on Knots, Low-dimensional Topology and Applications “Knots in Hellas 2016” – Dept. of Applied Mathematics of the National Technical University of Athens	125 participants
25–30/7	<b>2nd Imagine Peace Youth Camp – International Olympic Truce Centre – British Council in Greece</b>	50 participants
3–7/8	Taekwondo Hellenic Federation	142 participants
17–28/8	“Summer School Refugees – Ancient Olympia” – International Relations’ Dept. – Greek Ministry of Education, Research & Religious Affairs	68 participants
28–31/8	International Conference “Ancient Greece & the modern world. The influence of Greek thought on philosophy, science and technology” – Patras University	81 participants
1–30/9	<b>23rd International Seminar on Olympic Studies for Postgraduate Students</b>	22 students 10 professors 2 coordinators
15/9–18/11	Master’s Degree Programme – IOA and the University of Peloponnese	27 participants
20–24/9	<b>Annual Meeting of the International Association for the Philosophy of Sport (IAPS)</b>	85-90 participants
5–9/10	<b>3rd Summer School of Sport Journalists – Panhellenic Sports Press Association</b>	30 participants

A black and white photograph showing a long, straight row of flagpoles extending from the foreground into the distance. Each pole has a flag flying from it. The flags are positioned on the right side of a wide, grassy field. In the background, there is a dense forest of trees. The overall scene is peaceful and formal.

*List of participants*



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