



INTERNATIONAL OLYMPIC ACADEMY



Ethics, Education and Governance in the Olympic Movement

57th INTERNATIONAL SESSION
FOR YOUNG PARTICIPANTS



Published by the International Olympic Academy
and the International Olympic Committee

2018

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
Tel.: +30 210 6878809-13, +30 210 6878888
Fax: +30 210 6878840
E-mail: ioa@ioa.org.gr
Website: www.ioa.org.gr

Editor: Konstantinos Georgiadis

Editorial coordination: Roula Vathi

Photographs: IOA Photographic Archives

Production: Cloudprint

ISBN: 978-960-9454-43-8

INTERNATIONAL OLYMPIC ACADEMY

*Ethics, Education and Governance
in the Olympic Movement*

57th INTERNATIONAL SESSION
FOR YOUNG PARTICIPANTS

17 JUNE – 1 JULY 2017

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

ANCIENT OLYMPIA

**TEMPORARY EPHORIA
OF THE INTERNATIONAL OLYMPIC ACADEMY
(February – July 2017)**

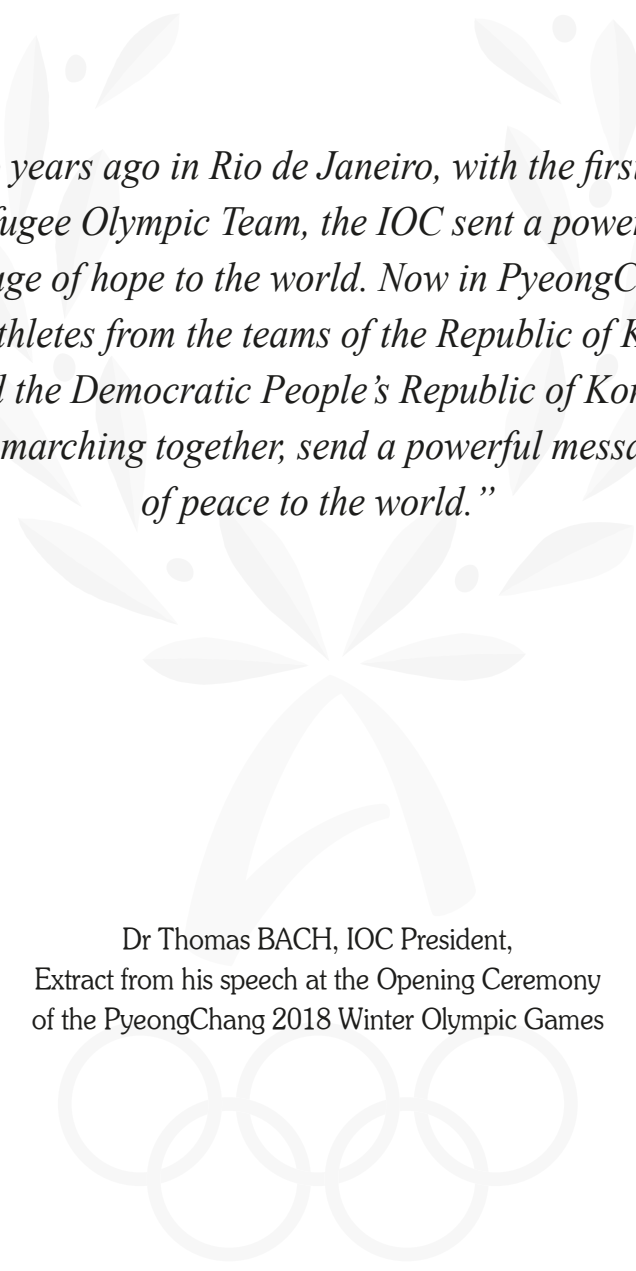
President	Michael FYSENTZIDIS (<i>HOC Member</i>)
Vice-President	Athanassios STRIGAS (<i>Assoc. Professor, University of Peloponnese</i>)
Members	Spyros CAPRALOS (<i>HOC President – ex officio member</i>) Emmanuel KOLYMPADIS (<i>HOC Secretary General – ex officio member</i>) Emmanuel KATSIADAKIS (<i>HOC Member</i>) Polyxeni ARGEITAKI (<i>HOC Member</i>) Thanassis VASSILIADIS (<i>HOC Member</i>) Efthimios KOTZAS (<i>Mayor, Ancient Olympia</i>) Gordon TANG
Honorary President	Jacques ROGGE (<i>IOC Honorary President</i>)
Honorary Members	Pere MIRÓ (<i>Director, Olympic Solidarity, IOC</i>) Makis MATSAS
Honorary Dean	Konstantinos GEORGIADIS (<i>Prof., University of Peloponnese</i>)

IOC COMMISSION FOR CULTURE AND OLYMPIC HERITAGE (2017)

Chair	Ching-Kuo WU
Members	Valeriy BORZOV Ung CHANG Iván DIBÓS Aïcha GARAD ALI Nat INDRAPANA The Princess Nora of Liechtenstein Samih MOUDALLAL Franco B. ASCANI Roman BABUT Mehrez BOYSSAYENE Ronald BRADSTOCK Maria BULATOVA Spyros CAPRALOS Jacques DE NAVACELLE Beatriz GARCIA Bouchra HAJJI Lord Hall of Birkenhead Yoshiko HAMAZAKI Isidoros KOUVELO Admire MASENDA Alicia MASONI De MOREA Norbert MÜLLER Tubby REDDY Martin ROTH Klaus SCHORMANN Sylvia SWEENEY David WALLECHINSKY
Honorary Chair	Lambis V. NIKOLAOU
Director in charge	Director of Culture and Heritage

IOC COMMISSION FOR OLYMPIC EDUCATION (2017)

Chair	Barry MAISTER, ONZM
Members	Beatrice ALLEN Nita AMBANI Mikaela COJUANGCO JAWORSKI Sam RAMSAMY Paul K. TERGAT Helen BROWNLEE Anastasia DAVYDOVA Gudrun DOLL-TEPPER Filomena FORTES Dionyssis GANGAS Kostas GEORGIADIS Keith JOSEPH Marion KEIM LEES Young Hee LEE Denis MASSEGLIA Vera PEREDERII Laurent PETRYNKA Judy SIMONS, J.P. Jeannette SMALL Luzeng SONG Ryan STOKES Stephan WASSONG Thierry ZINTZ
Director in charge	Director of Public Affairs and Social Development through Sport



“Two years ago in Rio de Janeiro, with the first ever Refugee Olympic Team, the IOC sent a powerful message of hope to the world. Now in PyeongChang, the athletes from the teams of the Republic of Korea and the Democratic People’s Republic of Korea, by marching together, send a powerful message of peace to the world.”

Dr Thomas BACH, IOC President,
Extract from his speech at the Opening Ceremony
of the PyeongChang 2018 Winter Olympic Games

CONTENTS

Foreword

by the Honorary Dean of the International Olympic Academy Prof. Konstantinos GEORGIADIS	17

OPENING CEREMONY Hill of the Pnyx, 18 June 2017

Address

by the President of the International Olympic Academy Michael FYSENTZIDIS	25

Address on behalf of the President of the International Olympic Committee

by the IOC Honorary Member Lambis V. NIKOLAOU	27

Address

by the President of the Hellenic Olympic Committee Spyros CAPRALOS	29

Address

by the Deputy Minister of Culture and Sports Georgios VASILEIADIS	31

Honorary distinctions awarding by the IOA

to Ser Miang NG (SIN)	
to the National Olympic Academy of the Republic of Korea	
to Gordon TANG	33

Poem recital in the Greek language

by students of the International Master's Degree Programme in Olympic Studies	37

OPENING CEREMONY Ancient Olympia, 20 June 2017

Address

by the President of the International Olympic Academy Michael FYSENTZIDIS	43

Address

by the Assistant to the Regional Governor of Western Greece on issues of Olympism, Volunteering and Sport Dimitrios KOSTARIAS	45

Address

by the Mayor of Ancient Olympia Efthimios KOTZAS	47

PROCEEDINGS

Lectures

<i>Gender equality and democracy in sport</i> Prof. Dr Gertrud PFISTER (GER)	53
<i>Olympic education for “better governance”</i> Prof. Konstantinos GEORGIADIS (GRE) and María Teresa CALLE MOLINA (ESP)	69
<i>Ethics and governance in the Olympic Movement</i> Prof. Dr Stephan WASSONG (GER)	80
<i>The structures of sport and “good governance”</i> Prof. Dr Milena M. PARENT (CAN)	98
<i>Restoring sport integrity: some conceptual engineering</i> Prof. Mike J. McNAMEE (GBR)	108
<i>The role of governance in keeping sport relevant</i> Olivier GERS (FRA)	119
<i>Democratization and reform of sport governance</i> Yves LE LOSTECQUE (FRA)	127

<i>Politics and governance in the Olympic Movement</i>	
Dr Sam RAMSAMY (RSA)	131
<i>The Mass Media and democracy in sport</i>	
David WALLECHINSKY (USA)	136
<i>Improving the governance of International Sport Organizations for sustainable development</i>	
Dr Eleni THEODORAKI (GRE)	142
<i>Russian governmental sport policy</i>	
Prof. Dr Nikolay L. PESHIN (RUS)	154
Olympic Experiences	
Audrey LACROIX (CAN)	163
Hon Pan YAN (HKG)	165
Eva HANNESDOTTIR (ISL)	167
Eran SELA (ISR)	170
Rebecca BROTHERS (NZL)	172
Andrique ALLISOP (SEY)	175
Florence SCHELLING (SUI)	177
Anabelle SMITH (AUS)	180
Luka LESKO (CRO)	183
Maria Virginia ZONTA (ARG)	185
Nicolas CORDOVA (ARG)	188
Sophia PAPAMICHALOPOULOS (CYP)	191
Stavroula SAMARA (GRE)	194

Coordinators' Reports

<i>Report on sport activities</i> by Mohammad Jalal HAMWI (SYR)	199
<i>Report on the Arts Programme</i> by Georgia BOUKLA (GRE), Lily VIDLER (AUS), Yara HANSSEN (ZIM), Sergio VARGAS DAETZ (GUA), Alice IANNACCONE (ITA)	207
<i>Report on the social evenings</i> by Lily VIDLER (AUS) and Yara HANSSEN (ZIM)	214

Conclusions of the Discussion Groups

Cycle A	219
Cycle B	256

**CLOSING CEREMONY
Ancient Olympia, 29 June 2017**

<i>Addresses on behalf of the Session's participants</i> by Mengzhu YANG (CHN)	293
by Severin LIENHARD (SUI)	295
<i>Address on behalf of the Session's coordinators</i> by Lily VIDLER (AUS)	297
<i>Address on behalf of the Session's lecturers</i> by Prof. Dr Nikolay L. PESHIN (RUS)	299
<i>Closing address of the Session proceedings</i> by the President of the International Olympic Academy Michael FYSENTZIDIS	301
International Olympic Academy – 2017 Activities	303
List of participants	307

FOREWORD

The International Olympic Academy has disseminated the Olympic Ideal to young people from all over the world with the same enthusiasm for yet another year within the framework of the International Olympic Committee and the IOC Commission for Olympic Education. From early April to the end of November, high-level events were organized on subjects relating to the Olympic Movement and, in particular, to Olympic education. Over those eight months, twenty formal educational actions were organized along with numerous pedagogical events for, in the main, schools and other educational institutions to better acquaint students with the Olympic Movement, the work of the IOC and the aims of the IOA.

The main actions, organized with great success, were the following:

- 57th International Session for Young Participants (17/6–1/7/2017)
- Master's degree Programme in "Olympic Studies, Olympic Education, Organisation and Management of Olympic Events" (8th period: April–June 2017; 9th period: September–November 2017)
- 14th International Session for Presidents or Directors of National Olympic Academies (6–13/5/2017)
- 24th International Seminar on Olympic Studies for Post-Graduate Students (1–30/9/2017)
- 12th International Session for Educators of Higher Institutes of Physical Education (25/5–1/6/2017)

We would like to express our sincere thanks to the IOC and its President Dr Thomas Bach for the valuable support they have given the continuing efforts of the IOA to effectively promote educational aims through its activities.

The 57th International Session for Young Participants took place in Athens and Ancient Olympia between 17/6/2017 and 1/7/2017. All in all, 143 repre-

sentatives from 88 National Olympic Committees and National Olympic Academies took part in the Session, whose special subject was: *“Ethics, Education and Governance in the Olympic Movement”*.

During the Session’s official Opening Ceremony, which took place on the Hill of the Pnyx as it does every year, the following honorary distinction were awarded by the IOA:

- The honorary distinction “Olympia” was awarded to Mr Ser Miang Ng (Singapore)
- The honorary distinction “Athena” was awarded to the NOA of the Republic of Korea
- The honorary distinction “Athlon Megalis Choregias” was awarded to Mr Gordon Tang.

Participation was extremely enthusiastic and the level of the participants very high, indicating yet again that they had been carefully selected by the NOCs and NOAs and prepared for the Session’s work. This was apparent not only from the conclusions reached by the working groups, but also from the whole educational process covering social and sports activities.

Twenty-two coordinators, former participants and students on the Master’s degree programme in Olympic Studies, used their knowledge to guide the participants towards an understanding of the relationship between sport and good governance through fruitful dialogue.

In an atmosphere of enlightenment created by the Olympic values of respect and friendship, participation in the discussion groups laid the foundations for specialized knowledge as well as further skills development.

During the Session, arts workshops on literature and poetry, dance and the fine arts were in operation. There were also social evenings and screenings of films about the philosophy and history of the Olympic Games, along with a rich programme of sports activities featuring games and mini-championships. The Proceedings of the Session also record the experiences of thirteen Olympic medallists and the persistence, strength of will and ambition that accompanied them on their enthusiastic journeys to the top.

On 23 June, the Session participants took part in the celebrations for Olympic Day, which was held in collaboration with the municipality of Ancient Olympia. A torch relay was also held with all the participants joining in this once-in-a-lifetime experience.

In addition, the new edition of the IOC's Olympic Values Education Programme (OVEP) was presented through interactive games. The IOC is promoting the teaching of values via sport in schools all over the world in collaboration with the United Nations.

The discussions on the particular subject of this year's Session along with various aspects of Olympism proved beneficial for the course of the modern Olympic Movement. The subjects discussed were good governance, the legacy of sport, doping, Olympic values, the Olympic Movement, the sports media, Olympic education, equality in sport, the Olympic Games, and athletes /Olympic medallists.

The spring semester of the Master's degree Programme in "Olympic Studies, Olympic Education, the Organisation and Management of Olympic Events" for the 2016–2017 academic year was attended by 26 students from 22 countries. The students attended lessons in both Ancient Olympia, at the IOA facilities, and in Sparta, at the Faculty of Sports Organisation and Management.

Thirty-two students from 25 countries attended the winter semester for the 2017–2018 academic year, which means that a total of 247 students from 89 different countries have completed the Master's degree Programme in its nine years in operation.

The majority of the Master's degree holders work for NOCs, NOAs and Sports Federations, and in the fields of Physical Education and Sports Management. The contribution of the professors who teach the Programme and come to the Peloponnese from all over the world is invaluable.

The expenses of the Master's degree are covered by student fees and grants, and include the teaching, all food and accommodation for eighteen weeks a year, the students' transport, and two educational excursions. The IOC is supporting the Master's degree Programme with ten scholarships this year through Olympic Solidarity.

The 14th International Session for Presidents or Directors of National Olympic Academies took place in Ancient Olympia on 6-13 May 2017. Ninety-nine delegates (34 women and 65 men) from NOCs and NOAs took part in the work of the Session, along with three university observers.

The Session of the National Olympic Academies, which takes place in Ancient Olympia at the International Olympic Academy, constitutes a multi-purpose tool for members of the global academic and sports community. Participants re-

ceive their training here, in its international environment, before returning to the everyday life of their homelands, where they will be called upon to implement the Olympic education programmes. Given its role in facilitating international dialogue for dealing with social problems through education in Sports and Olympism, the Session is considered particularly important.

This year's special subject, "Olympic Movement: Governance based on Olympic Values", was considered particularly crucial by the participants since it gave everyone the opportunity to explore current issues besetting international sport and Olympic events, and to work towards solutions and clear definitions. The public discussion that ensued between the participants included not only a theoretical discussion of definitions created at various times concerning the notion of good governance, but also the stating of clear positions on how NOCs, NOAs, the IOC and the global sports movement in general can adopt common democratic practices of governance and not spend all their time on public rhetoric without practical effect.

At the 24th International Seminar on Olympic Studies for Post-Graduate students, which took place on 1-30 September at the IOA facilities in Ancient Olympia, 32 students (fourteen men and eighteen women) from 24 countries took part.

The Post-Graduate Seminar on Olympic Studies, which the IOA has staged annually for the past 25 years, constitutes another important education pillar, with a clearly academic structure and identity regarding the academic programme of studies and its wider composition (content, educators, students, etc.).

The International Session for Educators of Higher Institutes of Physical Education took place from 25 May to 1 June 2017 at the IOA facilities at Ancient Olympia. The main subject of the Session was "Governance in Sport and the Olympic Movement", and the special subject was "Olympism and Governance".

The theoretical approach taken by the lecturers to the Session's subject was of the high level expected by the IOA. The presentations were concise, comprehensive and substantial and served to focus participants' attention. This Session had a particular orientation which we all duty-bound to support, since it constitutes a pivot of action and reaction between academia and the Olympic Movement. It gave participants first-hand insights into the IOA's educational mission, allowing them to discuss and exchange views at an academic level on subjects relating to Olympism.

Continuing its excellent collaboration with the Centre for Hellenic Studies at Harvard University (CHS DC and GR), one of the most important academic institutions in the world concerned with Greek culture both ancient and modern, the IOA organized the 6th International Scientific Symposium “Sport, Society and Culture” in Ancient Olympia, 9–13 July 2017. Foreign academics participated in the Symposium along with 71 students (43 women and 28 men) and nine professors from universities in Greece, the USA, Germany, the Netherlands, the United Kingdom and Canada. The speakers concentrated on subjects relating to sport in both its Classical Greek and contemporary forms, using comparisons and data presentations which essentially “reactivated memory”. Thus, the “Olympic past of ancient times” was brought into the present via the “nostalgia” of memory.

The IOA and the Centre of Hellenic Studies—in both Greece and the US—are constantly collaborating to improve the academic and cultural aspects of the Symposium. Their sights are now set on widening its scope with new educational methods aimed at providing an even better educational experience for future Symposia.

The International Olympic Truce Centre and the British Council in Greece, in collaboration with the IOA and the “Save the Dream” organisation, played host to around 40 young people aged 18 to 25 from seventeen countries in the third year of the Imagine Peace Youth Camp.

This Camp aims to create an international network of young people to be ambassadors for the Olympic Truce and the Olympic ideal. The participants learned about the history of the Truce in ancient times and the present day while at the Camp, and gained awareness of the huge significance of peace as the supreme value in the context of Sports and Olympism. The seminars employ an experiential approach to guide participants to an understanding of how important it is for the Olympic Movement to be concerned on a daily basis with achieving the cessation of hostilities throughout the world, so that the day will come when peace prevails.

The participation of Greek Olympic medallists, who related their own experiences, and of the British Council’s accomplished teachers contributed to the success of the Camp and thus to the dissemination of the Olympic values all over the world.

The lessons and lectures were given and coordinated by specialist academics who participated in the Camp: Cliff Parry, the Academic Director of the British

Council in Athens, Katerina Sarantidou, a British Council trainer, Ilias Mastoras, a youth trainer and IBSA blind football referees coordinator, Dr Konstantinos Georgiadis, Professor at the University of Peloponnese, Mr Pedro Velasquez, Director of Social Innovation and Empowerment at the Save the Dream organisation, Dr Constantinos Filis, Director of the International Olympic Truce Centre, and Dora Palli, Deputy Director of the International Olympic Truce Centre.

The participants were introduced to the history of the Olympic Games in ancient times through a guided tour of the archaeological site and the museum of Olympia.

In conclusion, the Camp offered the young people a chance to learn about different cultures and religions, to live with people from different backgrounds, ideologies and convictions, while at the same time learning the significance of diversity through the distinguishing and unique characteristics of each country.

The Ceremony of the Lighting of the Olympic Flame for the Winter Olympic Games in PyeongChang 2018 took place on 24 October 2017. The President of the IOC, Dr Thomas Bach, visited the IOA accompanied by members of the IOC, the President of the Organizing Committee PyeongChang 2018, Mr Lee Hee-beom, and representatives of the Organizing Committees for the future Olympic Games in Tokyo, Beijing, Paris and Los Angeles. The IOA, for yet another year, has contributed to the dissemination of the Olympic values and enriched the cultural legacy of the Olympic Movement by uniting people, cultures and lives in an environment where respect, equality and freedom reign.

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, 18 JUNE 2017



ADDRESS
by the President of the International Olympic Academy
Michael FYSENTZIDIS

On behalf of the Ephoria of the International Olympic Academy, I have the honour and pleasure to welcome you to the Opening Ceremony of the 57th International Session for Young Participants.

We all know that for over half a century the International Olympic Academy has been a major Greek contribution to the international Olympic Movement in the fields of education and culture. Under its aegis, hundreds of young people from all over the world have been educated in, and initiated into, the Olympic ideals.

At the end of this educational session, on your return home, you too – young people from 88 countries – will be in a position to add your own piece of knowledge and experience to the jigsaw puzzle of an Olympic education. As ambassadors and teachers of the Olympic values and ideals in your own societies, you will be educating younger generations and keeping the flame of Olympic education burning.

This year, the International Session of Young Participants will be focusing on a particularly interesting issue which has in recent years attracted the attention of the International Olympic Committee and all the Olympic and sports bodies concerned. The issue is governance in sport and the Olympic Movement – which, as it has been repeatedly underscored, is the cornerstone of the sporting and Olympic fields.

The Olympic Movement included the term in its Olympic Charter in 2004, linking it to the value content of Olympism. Olympic governance incorporates fundamental moral values: transparency, democracy, responsibility and accountability. These four pillars of good governance convey in essence the value system of Olympism and the Olympic values as they have taken shape over time.

The IOC – the leading global sports movement which embraces 206 National Olympic Committees, federations, National Olympic Academies and other Olympic bodies – has thus recognized good governance as one of the key issues of the Olympic Movement and introduced it into its Charter. Transparency, democracy, responsibility and accountability are fundamental concepts that we must respect and help to forge in our educational programmes.

Dear participants, it is obvious that good governance is reflected within the Olympic Movement in its visions, ideas, structures and operations. Let us never forget that good governance concerns us all! For you, the younger generations in particular, good governance must be a life-long concern. You are the future of the Olympic Movement. The Olympic Movement relies on you working to foster it on your return home.

This sacred site where we find ourselves today is the cradle of democracy and respect for human dignity. So let us be inspired by it and contemplate the place and the landscape which, through its silence, teaches us the centuries-old values of democracy, good order and virtue. From the bottom of my heart, I wish you a very pleasant stay in Athens and Olympia. I am certain your participation in this Session will shed light on multiple facets of the enquiry into good governance within the Olympic Movement.



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

Mr President of the International Olympic Academy, Members of the International Olympic Academy, Dear Young Participants, Ladies and Gentlemen.

It is always a great pleasure to be here among you all on the Pnyx for the traditional opening ceremony of the IOA's Annual Session for Young Participants.

Allow me, first of all, to convey the best wishes of the President of the International Olympic Committee, Thomas Bach, who would have been delighted to join us here today.

Let me also express my thanks to the International Olympic Academy, its President, Mr Michael Fysentzidis, the members of the Ephoria, as well as the teachers and lecturers for their excellent educational work in promoting the Olympic ideal year after year.

Dear Participants,

Over the next 10 days in Olympia, you will be discussing an especially interesting and challenging topic: governance in sport and the Olympic Movement.

It is also a timely topic. There is growing scepticism in the world today aimed at institutions of all kinds, including sport organizations. The public demands transparency, accountability and good governance from its institutions, and whether in politics, business or sport, there is greater scrutiny than ever before on the part of a sceptical public. It is our responsibility to provide new answers to new questions.

Through the Olympic Agenda 2020, its strategic roadmap for the future, the Olympic Movement, is addressing these expectations from society.

The reforms included in this document focus on three main pillars: sustainability, credibility and youth. Of these, the latter two are most relevant to us here today.

For any sport organization, credibility starts with living up to the standards we set for others. If we expect ethical behaviour on the field of play, we must demonstrate ethical behaviour in our own activities.

Good governance is not just the right thing to do; it is essential for the long-term viability of the Olympic Movement. That is why good governance is now included in the Fundamental Principles of Olympism.

As IOC President Thomas Bach said:

As values-based organisations, we have the double duty to ensure that we uphold the principles of good governance in all our activities. Just as we expect politics to respect the autonomy of sport to determine the rules governing sports organisations, our stakeholders from politics and society rightly expect that the world of sport is also run according to the standards of good governance. Both are two sides of the same coin. Only in this way can we as sports organisations maintain our credibility in the eyes of the public.

For its part, the IOC has already implemented all the good governance measures called for under Olympic Agenda 2020. They will be fully presented to you by my IOC colleague Mr Sam Ramsamy during your Session in Olympia.

Dear Participants,

As youth is another pillar of Olympic Agenda 2020, we are counting on you, the representatives of the next generation of sports leaders, to tell us what you think. We need your suggestions on how we can ensure and strengthen the integrity and credibility of the sports movement.

And when you return to your home countries, please share your ideas and pass on the Olympic spirit—the bright future of our Olympic Movement depends on it.

But before that, I wish you all an enjoyable opening ceremony. So to all of you, dear young participants, my very best wishes for a fruitful Session and a great stay in Olympia!

ADDRESS
by the President of the Hellenic Olympic Committee
Spyros CAPRALOS

The IOA's International Session for Young Participants, the Session you are about to take part in, is a long-established tradition for the Olympic Movement. It is a universal platform where the Olympic origins and history meet innovation, a platform which shapes the future Ambassadors of Olympism.

I am delighted to see that this year, too, this deeply-rooted tradition will not only be maintained, but most probably taken a step further. Over the next two weeks, you, young people from all five continents, will exchange ideas about the legacy of the Olympic Games, will immerse yourselves in Olympic history, and – perhaps most importantly – be inspired by the Olympic values and principles.

In addition to this educational dimension, however, this Session will also showcase the ongoing contributions of Olympism to contemporary culture and



society. For, in some magical way, Olympism is always in the frontline, always on the leading edge of the modern world.

This year's subject, "Ethics, Education and Governance in the Olympic Movement", brings you before a unique opportunity: it is so comprehensive, so contemporary, and so to the point that it can convey to you the very gist of the Olympic Movement within the course of two weeks. And that is because it touches on the most crucial aspects of Olympism.

Ethics and education have, of course, been at the heart of Olympism for a very long time. Their significance, however, for the contemporary era, together with the importance of good governance, have integrated them in the Agenda 2020 as key areas. President Bach, in his landmark speech at the 127th IOC Session in Monaco on 9 December 2014, invited all sports stakeholders to comply with the principles of good governance and to strengthen ethics. In this context, the International Olympic Committee has introduced specific recommendations which encourage all of us to adopt and further strengthen the principles of good governance and ethics.

Dear friends, it is up to you to reflect on these concepts, to exchange your personal ideas and beliefs, to put forward your own proposals and, ultimately, to implement those recommendations.

Dear participants,

You have an excellent opportunity—right here, now, in Greece at the International Olympic Academy—to begin a universal dialogue about ethics, education and good governance in the Olympic Movement. The eminent professors who will be with you over the next two weeks will provide you with a fully-fledged framework which will help get your discussions underway and kindle your creative thinking.

I believe that all of you who participate in the 57th Session in that magical place called Olympia and the International Olympic Academy will be inspired by the subject of this year's session. Above all, it is up to you to prove that sport and Olympism transcend competition to constitute a philosophy of life, a comprehensive value-based system which offers mankind a better present and future.

Welcome to Greece! From here on the sacred hill of Pnyx – a source of inspiration for democracy, for it was here that human happiness was identified as inextricably linked with freedom – I wish you my very best for your Session.

ADDRESS
by the Deputy Minister of Culture and Sports
Georgios VASILEIADIS

I would like to welcome the participants to the International Olympic Academy's 57th International Session for Young Participants, which is being held from 17 June to 1 July 2017.

The sports movement is continuously gaining momentum, amply proving that sport can be instrumental in helping an individual evolve.

Our aim, on the level both of political leadership and of the edifice that is sports, should be to organize structures in the best possible manner, so that their operation facilitates involvement in sports on the part both of citizens who do sports on an amateur basis and of professional athletes who are involved at a high level.



Improving conditions requires a responsible and consistent sports policy that treats sport as a living being, capitalizes on its human resources at every level, prioritizes the education of its members, and corrects what is wrong.

With their solid scientific backgrounds, our specialized personnel play an instrumental role in eradicating any shortfalls and investing in the future. Operating within a framework of noble rivalry, they mould character, create champions and showcase the specificities of each country through the prism of the Olympic ideals as these were moulded in turn by those who created the movement and those who have fostered it ever since.

In tandem with ideals such as fair play and noble competition, sport can set society an example of building a global community that is free of intolerance, discrimination and exclusion and open to all.

We must all work towards this end, so that the Olympic Movement can convey its values to the whole world – leaving behind any mistakes of the past.

HONORARY DISTINCTIONS
awarded by the International Olympic Academy

Honorary distinction “Olympia” to Ser Miang NG (SIN)

Honorary distinction “Athena” to the National Olympic Academy
of the Republic of Korea

Honorary distinction “Athlon Megalis Choregias” to Gordon TANG

Ser Miang NG

Mr Ser Miang Ng is an Executive Board Member of the International Olympic Committee. He served as Vice-President of the IOC 2009–2013, and is currently the Chair of the Finance Commission.

Mr Ng has also been the President of the Singapore Olympic Academy since its founding in 1994. He has been instrumental in supporting the establishment of National Olympic Academies in a number of Southeast Asian countries.

He was also the President of the Organizing Committee for the 1st Summer Youth Olympic Games, which were held with great success



Mr Ser Miang Ng, IOC Member, receives the IOA honorary distinction “Olympia” from the IOA President, Mr Michael Fysentzidis.

in Singapore in 2010 and laid the foundations for the newly-established institution.

He visited the International Olympic Academy in 1998, the same year he became an IOC member. He has lectured at the academic sessions in Ancient Olympia and supported the development of the International Olympic Academy. He has worked alongside the IOA in helping the Olympic Academy in China develop and achieve financial sustainability.

National Olympic Academy of the Republic of Korea

The Korean Olympic Academy (KOA) was founded in 1977, making it one of the first National Olympic Academies in the world. It was founded on June 23, on the celebration of Olympic Day, by a number of former participants in the IOA Sessions who brought with them the knowledge and experience they had gained at the IOA.

The main role of the KOA between 1977 and 1980 was to prepare the representatives of the Korean Olympic Academy who would be attending IOA Sessions. In 1980, the KOA held its first General Assembly, at which it was decided



*Awarding of the IOA honorary distinction
“Athena” to the National Olympic
Academy of the Republic of Korea
by Mr Michael Fysentzidis.*

to align its legal framework with that of the International Olympic Academy. Dr Ju-Ho Chang, who was appointed chairman of the Korean Olympic Academy, was the first Korean participant in an IOA Session.

Between 1980 and 1993, the KOA organized various activities designed to promote the Olympic Movement and its principles. These included its ordinary sessions, special academic lectures, symposia and the Fair Play campaign as well as exchange programmes with other Academies.

However, the most significant of its activities is the Annual Session,

which has run with 120 participants every year since 1989, the year after the 1988 Seoul Olympic Games.

In 1993, the current Korean Sport and Olympic Committee undertook to supervise the Academy's educational activities, the administration of which became the responsibility first of the Korean Olympic Academy Commission (1993–2009) and subsequently of the Culture, Environment and Education Commission (2009–2017).

Gordon TANG

Mr Gordon Tang was born in Shantou, China. He is the Chairman of American Pacific International Capital (APIC), an international investment holding company, and the main shareholder in the SingHaiyi Group Ltd., a real estate company involved in property development, real estate investment and property management services.

An avid sportsman in his early years, he was a member of the Guangdong Windsurfing team. Despite his business commitments and hectic schedule, he continues to practice various sports, including weightlifting and judo.

Gordon Tang has left his mark on the Olympic Movement, both as a sports leader and as a donor:

He was President of the Singapore Windsurfing Association, 2014–2015, and has served as a consultant to the Association since 2015.

He is the current President of the Cambodia Sailing Federation, an organization which he was driven to found by his passion for sailing and windsurfing, and which is now promoting an unprecedented sailing programme. The Federation is currently in the process of entering the World Sailing body, and Cam-



*Awarding of the IOA honorary distinction
“Athlon Megalis Choregias”
to Mr Gordon Tang
by Mr Michael Fysentzidis.*

bodia will be taking part in the upcoming Southeast Asian Games for the very first time in August 2017.

Mr Gordon Tang is also the Vice-President of Cambodia's National Olympic Committee and one of the major sponsors of the first large-scale National Games held in that nation in October 2016. He has provided financial support to promising Cambodian competitive sailors and gymnasts, allowing them to travel to China for further training.

Gordon Tang has also been a benefactor to the Chaoren Cup, an annual premier keelboat race held in China. He has also made generous donations to the IOC, the Singapore Judo and Sailing Federations and, most recently, the International Olympic Academy, to which he donated the funds required to schedule growth and facility upgrades over the next five years. This donation will help the IOA propagate the Olympic values and promote Olympic education programmes around the world.

Finally, his love for his birthplace, the city of Shantou in China, as well as for sport and the values of the Olympic Movement led him to establish the Shantou Olympic Sports Academy. The goal of this project, in which the IOA will be playing a leading role, is to promote sports in China and to educate young students in Olympism.



POEM RECITAL

in the Greek language on behalf of the students participating
in the International Master's Degree Programme in Olympic Studies
organized by the International Olympic Academy
and the University of Peloponnese

The poem was recited by the postgraduate students:

Ms Maureen Mwende Munguti (Kenya)

Ms Nina Malysheva (Russia)

Ms Daiana de Sena Fonseca (Brazil)

LIGHT OF OLYMPIA by TAKIS DOXAS

*From the riverine lips of Alfeios
from the blue-white bosom of Arethousa
and from the stone eye of Zeus, [...]*

*Here,
in this virgin womb of Olympia
which has not changed, has not been tainted shall never die,
here the Light will be born again. [...]*

*Hermes, [...]
Tell (to the people)
all to start for Olympia.
Thousands thousands thousands of youths,
swars of bodies white black yellow,
to go and cleanse themselves near the Palaistra,
to annoint with oil their souls and minds*

*and then
to enter from the wide, open gate into the Stadium
to contend [...]
for Virtue.
[...]*

*There in the clearing Olympia,
vigilant day and night weaves for each
A wreath of wild olive,
of Greek peace,
of Peace of the while world.*



*Students of the Master's Degree Programme in Olympic Studies
reciting the poem Light of Olympia, by Takis Doxas, in Greek.*



Ms Dora Loizou and Ms Kalliopi Vetta perform the musical parts of the ceremony, accompanied by the Greek Music Workshop of the Municipality of Athens under the direction of Mr Angelos Ilias.



The IOA Honorary Dean and Director of the Master's degree Programme, Prof. Konstantinos Georgiadis, with the students.



Opening Ceremony

ANCIENT OLYMPIA, 20 JUNE 2017



Commemorative photograph.

ADDRESS¹
by the President of the International Olympic Academy
Michael FYSENTZIDIS

Distinguished Young Participants of the 57th Session,

I greet you once again and welcome you with particular pleasure to the International Olympic Academy in Olympia. I hope you will all have a creative and pleasant stay. For the twelve days you will be spending here with us, this will be your new home! You will have the opportunity to live together with people



*Prof. Milena Parent and Mr David Wallechinsky, lecturers at the Session,
lay a wreath at the stele of Pierre de Coubertin.*

-
1. The speech was read to the participants on behalf of the IOA President by Assoc. Prof. Athanassios Strigas.

from all over the world and share your thoughts and opinions on many matters of common interest to the modern individual.

The opportunity on offer from the Academy is indeed a gift, because it brings together people from different countries and teaches a respect for diversity, one of the core values of the modern Olympic Movement. In addition, you will get to interact closely with the top scientists and academics who will be guiding you towards a fuller understanding of the Olympic issues under scrutiny in this session. At the same time, you will have the chance to enrich your daily programme with sporting and cultural activities.

Dear participants, I am certain that you will never forget your stay at the IOA. The Academy and Olympia make for a unique venue where messages from ancient and modern Olympic history combine with the tranquillity and sobriety instilled by the natural beauty of the surrounding countryside.

As the reviver of the Olympic Games, Pierre de Coubertin, wrote during a visit to Olympia:

I have the impression that I am in a fairytale world where time is unknown and my soul is resting as it passes through the history of the place [...] every corner, every inch of Olympia has its own secret story.

I wish you a good stay and successful work during the Session!

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 world city, the city where the Olympic Games, along with the universal Olympic and sports ideals, were born.

In today's globalized world, the philosophy of Olympism contributes more than ever to reconciliation between nations, to international understanding, to combating racism and xenophobia, to tolerance of diversity, and to gender equality.

However, the Olympic ideal is facing a crisis due, among other things, to the spirit of our times. With the political antagonism that is growing between certain nations, the financial inducements promoted by a materialistic culture, and the technological specialization which treats man as a machine (albeit a bionic one), the spirit of noble competition is being undermined by the utilitarian, self-centred spirit of modern technocratic society. As a result, the Olympic idea is at risk of losing its value.

But while the ideal of Olympism may be challenged and not always observed during the Games, it should never be forgotten.

For are not ideals often defeated temporarily in real life? But because there is corruption, should we stop seeking justice? Because there is war, should we not fight for peace? In the same vein, even if it is difficult to prevail in competitions without the use of unlawful means, should we abandon our efforts to better ourselves, to – why not – become the best?

The best way to promote Olympism is not by admiring great athletes or discussing values in general terms. People and ideas can always be a source of inspiration, but true Olympism derives from our active participation in sporting events.

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

And you, Young Participants, may you make productive use of the experiences and knowledge you gain from this Session to pass on the Olympic ideals to others.



Guided tour of the archaeological site of Delphi.

ADDRESS
by the Mayor of Ancient Olympia
Efthimios KOTZAS

I welcome you all to Olympia, the sacred site from which the ancient and modern history of the Olympic Games has drawn its most noble memories.

Ancient Olympia, birthplace of the Olympic Games and guardian of the values and ideals of the Olympic spirit, was also the starting point for the Modern Olympic Games with the torch-lighting ceremony at the site of the ancient sanctuary. It was here that the universal human values of our Olympic culture, such as fair play and the Olympic truce, were forged and shaped.

Beyond its educational purpose, our presence here in the wonderful facilities of the World Cultural Centre for Olympism, the International Olympic Academy, also expresses our debt to the monuments of Olympia, part of the world's cultural heritage. This is because it was here in Olympia that the notion of sport was transformed into a universal human value, making the Olympic Games the most important sporting event of antiquity and modern times. It is therefore the best starting point for the wonderful adventure you have decided to embark upon within the Olympic Movement.

Dear Friends,

The Olympic Games are unique and they must remain so. To achieve its goals within different cultures and social systems, the Olympic Movement must maintain its unity and, above all, its global acceptance. Olympia must remain its reference point and the Olympic Flame its sacred symbol.

Our Olympic values must nurture a culture of peace and peaceful co-existence that accepts diversity, promotes respect for all opinions, and strengthens dialogue and non-discrimination in relation to differences between peoples, groups and individuals.

Olympism is a philosophy of life. By blending sport with culture and education, it exalts and combines into a balanced whole the qualities of the body, the human will and mind. Olympism seeks to create a way of life based on the joy of effort, the educational value of a good example set, and respect for diversity.

Dear Friends,

In the days ahead, highly skilled teachers will provide you with all the knowledge you will need to undertake that most demanding task: promoting the Olympic ideal.

However, if the Olympic values are to inspire and give hope in accordance with the wishes of Coubertin, Vikelas, Ketseas, Carl Diem and so many others, one thing is absolutely essential: a full institutional guarantee of the authenticity of the symbols of Olympism.

I wish you a pleasant stay in our country and complete success during your Session.



Guided visit to the archaeological site of Ancient Olympia.

Proceedings

LECTURES

The opinions of the lecturers do not necessarily reflect those of the International Olympic Academy. Out of respect for multiculturalism and diversity of scientific research, we do not intervene in the way each lecturer chooses to present his/her bibliography and footnotes.



GENDER EQUALITY AND DEMOCRACY IN SPORT¹

Prof. Dr Gertrud PFISTER (GER)

*Professor Emeritus, Department of Nutrition
Exercise and Sports, University of Copenhagen*



Introduction

I thank the IOA very much for this invitation, even though covering the Status of Gender Equality in numerous countries and 73 sports in just half an hour is pretty much “mission impossible”. But I will do what I can and provide a very condensed overview of some relevant issues.

I decided to focus on Europe—a continent where sport is widespread—and cover some major gender-related areas: women’s participation in sport and the situation facing elite athletes, female coaches and female leaders. I believe that together, an exploration of these areas can contribute to an explanation of the status of women in sport as a whole. I will also refer to media coverage and conclude by making some proposals for action.

I will talk about general trends and use flashlights as significant examples. Of course, since you invited a sport sociologist, I will also discuss some underlying reasons and explanations.

Using the Eurobarometer on physical activity and sport, I can identify core countries in Northern and Western Europe with a relatively high level of gender equality in sport. I will take these countries as examples; you can take it on trust that the situation in the remaining countries is worse.

Sport is a gender-segregated world, but while the gender of sportsmen and women is always registered, it is very difficult to find information on, for instance, leaders and coaches.

1. This text is the manuscript of an oral presentation.

It has to be emphasized that gender (in)equality is an issue in many areas of cultures and societies, and that the status of men and women in one area (education, for instance) will influence their situation in other fields.²

Women's (and men's) participation in organized sport

In Western industrialized countries, a high percentage of the population claims to participate in recreational physical activities. However, there are large differences depending on the sport and country, but also with regard to the age and gender of the participants. In all countries, women are—to a greater or lesser degree—under-represented among the populations active in sports.

General trend: Women are a minority in organized sport, but there are again huge differences depending on the country and type of sport. Social class and education as well as ethnicity also have a powerful impact on women's membership of sports clubs.

The Eurobarometer data indicate that on average 16% of male, but only 8% of female, respondents reported themselves members of a sport club. These percentages are much higher in Northern and Western Europe.

Women's disinterest in organized sport influences the recruitment of elite athletes, but also of coaches and leaders.

Flashlight: participation in football: women are still outsiders.

In Europe, football is the most important sport at both the grass roots and elite levels.

There are 53 federations in the EU and 12.6 million registered adult amateur players, of whom less than 10% are women (1 million plus)

The following examples indicate the large differences between different countries.

According to the latest UEFA report, the percentage of all players accounted for by girls and women are: in Norway 22%, Denmark 21%, Germany 15%, the Netherland 8%, England 5%, France 5%, Slovenia 3%, Italy 2%, Greece

2. Vocational choices, personnel decisions and labour market structures are not "simply the expression of an economically rational distribution of people among the various occupations and jobs but [...] in the context of the 'cultural system of gender duality' [...] [must be considered] the result of complex processes of defining work and qualifications and distributing them among the players involved according to gender"

1%—you can check the numbers for your own country. Germany has by far the largest number of female players in the world at more than 1 million, but Germany also has a population of 80 million.

Good news: interest in women's football is growing: Around 20 million Germans watched the final stages of the last women's world championship.

More good news: at the 1912 Olympics, women competed in only two events. Today they compete in every sport.

Gender differences: Elite athletes

General trend: In most sports and in all countries, elite female athletes are under-represented in elite sport.

Exceptions: In some countries, girls and women dominate in equestrian sports, while there are also women-only sports such as rhythmic gymnastics.

The situation of female athletes is very diverse: some are purely amateur, others are fully professional, but most are in-between.

Flashlights:

Fig. 1. Under-representation of women in Olympic delegations—the Beijing 2008 Games

Country	No of athletes	Percentage accounted for by women	Notes
Norway	84	64	women's football/handball teams)
UK	304	46	
Germany	420	44	
Netherlands	237	41	
France	309	39	
Italy	333	39	
Denmark	84	24	

More countries to come.

How did your country do?

The percentage of male athletes involved in all the above sports is higher than the percentage of women. However, two federations are lacking—swimming and equestrianism. Perhaps women play a more significant role in these sports?

Sport	Members		Athletes	
	Male	Female	Male	Female
Archery	86 %	14 %	70 %	24 %
Badminton	66 %	34 %	56 %	44 %
BMX	80 %	20 %	57 %	43 %
Bowling	65 %	35 %	72 %	28 %
Boxing	64 %	37 %	72 %	28 %
Cycling	94 %	6 %	82 %	18 %
Golf	69 %	31 %	75 %	25 %
Gymnastic	28 %	72 %	72 %	28 %
Handball	50 %	50 %	14 teams	14 teams
Kanu	61 %	39 %	62 %	38 %
Orientation	63 %	37 %	70 %	30 %
Rowing			60 %	40 %
Skiing	58 %	42 %	85 %	15 %
Table Tennis	91 %	9 %	76 %	24 %
Taekwondo	7 %	3 %	63 %	38 %
Tennis	64 %	36 %	60 %	40 %
Triathlon	75 %	25 %	74 %	26 %
Water-ski	67 %	33 %	67 %	33 %
Wrestling	84 %	16 %	100 %	0 %

Fig. 2. Female athletes involved in various sports in Denmark

In Germany, 44% of the around 6,000 top athletes are women. Females are a minority in most sports, with the exception of equestrian sports, gymnastics and ice skating.

In many cases, the gender proportions of the athletes resemble the proportions of male and female members in the respective association. That means that girls and women seem to prefer some sports and avoid others on both the sport for all level and the elite level.

Good news: Tastes can change! Take girls' football in Norway as an example. More than one third of Norway's under-18 footballers are now female.

Changes depend not only on the willingness of girls to engage in this sport and the willingness of clubs to let girls play. It also depends on the support female sport receives in terms of the allocation of resources, the establishment of structures, and the creation of a positive image.



Presentation of the Olympic Values Education Programme of the IOC by Dr Paraskevi Lioumpi and practical implementation of its content with the IOA participants.

Gender differences: Leadership in sport-related areas, organizations and institutions

Leaders

The gender hierarchy in key executive positions of sport organizations has been on the agenda of women's sport advocates for decades, without much success.

General trend: the executive boards of sport federations are still male domains; the president's seats still have a sign attached: *men only*.

Flashlights: Gender relations in leadership positions

My research into 62 selected national sports federations in eleven countries and covering six sports revealed the following data:

Only 5% have female presidents

95% of the federations have less than 50% women in executive committees

Good news: The president of the ENGSO (European Non-Governmental Sports Organization) is a woman!

German Gymnastic Federation with 5 million members has elected five women and four men to their president's committee. This federation is dominated by women, but the president is still a man.

Coaches

The situation with coaches varies considerably depending on the age and gender of the athletes/sports participants, the level of competition, and the sport. Coaches/instructors working on a sport-for-all level (e.g. in women's gymnastics programmes) or with children are often volunteers or paid by the hour. Many women are engaged in these types of coaching.

My focus is on coaches in elite sport, because they alone occupy positions of power.

General trend: an overwhelming majority of coaches in elite sport are men. Surveys indicate that women do not train male athletes or men's teams. This reduces their job opportunities decisively, since men train both male and female athletes.

Flashlight: Coaches in the Norwegian delegation to the 2008 Summer Olympic Games.

Eighty-four Norwegian athletes participated, 64% of them women. They were looked after by 33 coaches, of whom only one – the head coach of the women's handball team – was a woman.

Good news: In Denmark, the legendary former handball player Anja Anders-



Lecture by Assoc. Prof. Eleni Theodoraki.

en is now an assistant coach to a men's first division handball team (Viborg HK).

There are many more issues which I cannot cover, including:

- Female athletes with disabilities
- Medical issues such as the female triad (intensive training, nutrition, low body fat, amenorrhea, decrease in bone density), gender verification, pregnant athletes
- Social issues such as female athletes with children
- Dress codes: Muslim athletes, “sexy” clothes imposed by federations (e.g. attempt to force female boxers to wear short skirts)
- Sexual harassment

The gender gap: causes and explanations

The gender gap is universal (<http://reports.weforum.org/global-gender-gap-report-2016/>)

If we want to change the current gender arrangements and provide women with opportunities to “play with the boys”, we have to understand why women are under-represented in the various fields of sport.

Of course, there is not just one reason and there are no simple explanations.



Lecture by Mr Sam Ramsamy, IOC Member.

At first sight, women's roles in sport seem to be the result of their individual choices, but a closer look reveals that gender hierarchies are embedded in intersecting traditions, cultures, structures and institutions and interwoven into social arrangements and individual lives. Unpacking gender in the various areas of sport and manifold cultures of Europe will result in a bricolage: a puzzle which needs a good deal of work to disentangle.

When I refer to men and women, their opportunities, behaviour and decisions, I am talking about tendencies and averages. But we have to be aware that there are also major individual differences between women with regard to their interests, prospects, resources and so on. The same is true of men.

I define "gender as a process of social construction, a system of social stratification and an institution that structures every aspect of our lives because of its embeddedness in the family, the workplace and the state, as well as in sexuality, language and culture" and – most importantly – in sport (Lorber 1994, 5). Gender is integrated in identities, staged and negotiated in interactions. The current gender order provides "scripts" for everybody to "do gender" because gender is not something we have or are, but something that we permanently do. From this perspective, women and their roles – like sport and its organization – are not "self-evident": they are the outcomes of negotiation and both can be changed!

Women and men follow these gendered scripts and in all cultures acquire specific abilities, habits and tastes through life-long socialization processes. I will use two intertwined approaches to explain gender inequality in sports and societies: the distribution of work and the culture of organizations.

Modern societies organize work in a specific way. Starting in the 19th century, with the emergence of industrialization and factories, places of employment became increasingly distinct from homes and families, resulting in a gendered segregation of work. Men went out to work in offices or factories while women stayed at home and took care of the children. Housework was (and still is) unpaid and not considered to be “real” work.

These gender arrangements are integrated into discourses and practices legitimized by sexism – or, better, biologism. Biologistic thinking refers to the belief that bodily characteristics (the female body or a black skin) are indicators of cognitive and social abilities. Thus, the biology or “nature” of women and men both legitimizes their positions in families, organizations and institutions and explains the unequal distribution of power in society as a whole.

Seemingly normal and natural gender arrangements can be unmasked by history: since the 19th century, we have witnessed the continuous “intrusion” of women into male domains from space flight to boxing without any damaging effects to either the participants or the sport. However, men seem unwilling to “conquer” female domains such as housework or synchronized swimming.

Even today, women continue to be more engaged in child care than men, and family responsibilities make it much more difficult for women to combine life, work and leisure. These responsibilities also impact on women’s opportunities to become involved in sport – as participants, athletes, coaches or leaders.

Leaders and coaches

Overview

Studies reveal that the gender hierarchy in executive positions is, at least partly, caused by various marginalization processes. Women who aspire to key executive positions are often labelled unreliable leaders/coaches and excluded because the men in charge assume that women will prioritize their families and/or cannot invest the time, flexibility and energy that seem necessary in important positions. Other factors which may also play a role are stereotypes, defence

mechanisms (for example, attempts to preserve football as a male space), discrimination processes, and the reluctance of men to give up their posts.

However, there are also studies which indicate that many women are not interested in getting involved in sports organizations. The question is, of course, why not? Are the incentives (power, for instance) not as attractive to women as they are to men? Is the workload too heavy?

Does the perception of the “glass ceiling” preventing women from reaching the top impact on women’s willingness to pursue a career in sports organizations? Are they discouraged by prejudices, stereotypes, discrimination and an “organizational culture” orientated to the needs of men?

Theory and interpretations

Leadership

Studies on leadership highlight the importance of the cultures of organizations such as companies, administrations or sports federations. The culture of an organization determines not only the way people interact with each other, but also, in general, the distribution of work and the expectations which members and leaders have of each other. Organizational culture is created, enacted and also



Lecture by Prof. Michael McNamee.

“gendered” via discourses, symbols, rituals and practices in everyday situations and relates to aims, corporate identities and modes of operation. Modern organizations emphasize equal opportunities, but they reproduce gender hierarchies via the notion of the “ideal leader” whose characteristics and behavioural patterns are derived from men’s capabilities and life circumstances. The gendered nature of organizations is thus masked by the assumption of a “disembodied and universal leader, who is actually a man, exposing hegemonic masculinity”. Women are marginalized since their aspirations and personal circumstances are not taken into consideration.

As research indicates, the “ideal leader” of a sports organization is a person with a long and continuing commitment to sport, with extensive networks, the knowledge and attitude of an insider, and a “demonstrative” investment of energy and time. Time and flexibility are considered useful benchmarks for measuring the quality of a person’s work as well as his or her commitment. Many women do not have long careers and large networks in sports organizations; they may also have difficulty attending long meetings at odd hours, and their abilities may not be suited to tasks which are “sextyped” – described in a way that addresses one sex, in this case men. In short, many women do not have the characteristics of an “ideal leader”.

Executive positions in sport are often filled by means of co-option, i.e. appointing a person by general agreement. Adopting the principle of “homosocial reproduction”, organizations prefer candidates that reflect the members of the group and improve its image and power. In a men’s world, women are different; they may even be regarded as “troublemakers”, especially if they promote women’s rights.

However, it must also be considered that in some sports (football, for example), only a small group of women are qualified and available for higher positions and that, as mentioned above, many women are not interested in taking on leadership positions.

Professional coaches

With regard to coaches, several questions emerge with “What are the reasons for the lack of female top coaches?” first and foremost. This question is relatively easy to answer: in most countries and in most sports very few women have the necessary licences. In addition, women who intend to work as top-level

coaches encounter similar problems to women aiming at leadership positions: recruitment issues, stereotypical views of their abilities and so on. Another issue is the small number of women aspiring to coach at a high level. This is underlain by various factors, including remote career prospects. As surveys have shown, an overwhelming majority of female coaches do not want to coach male athletes—but that is where the money is! In addition, the thought of the working conditions—and, in particular, working in the evenings and at weekends plus the travelling—does not encourage many women to consider a coaching career.

In addition, women face considerable barriers during the qualification processes in place in most sports, given that training for coaches is adapted to the (sporting) biographies, competencies and (sporting) performances of men, as well as to male norms and values. Courses are mostly co-educational but the teachers are men, and many women feel marginalized in this male-dominated environment. Women-only courses—which have been run with considerable success in, for example, Germany—are perceived as being not good or “tough” enough.

There can be no doubt that, in addition to individual choices, discrimination rooted in the institutions and cultures of the various sports impede women’s access to, and advancement in, this field.

Sports participation, choice of sport, elite sport

Sports participation at the grass roots or elite levels as well as the choice of sporting activities depend on complex, interacting processes and conditions.³ On the one hand, there are the individuals—females and males—with abilities and experiences, emotions and motives, all of which are influenced by political, social, cultural and economic factors. Then there are the sporting opportunities/provisions, which may or may not meet the demands of the various groups within the population. People will take part in sporting activities (for example, football) when the activity is suited to their aptitudes, tastes, expectations and aspirations, and when it promises rewards. Sporting habits and competencies are acquired during life-long socialization processes influenced by the intersections of gender, social class and ethnicity. Here, both the environments (i.e. schools, clubs, peer

3. According to the German sociologist Klaus Heinemann.

groups and informal sporting spaces) and the policies of sports institutions are of major importance, given that they can provide options – though they may also impede access to sport-for-all and elite sport alike.

Sport is a gendered institution, and doing sport is always doing gender, embedded in gendered identities and presented as gendered images. Girls and boys develop specific sporting “tastes” and abilities which fit into the current gender cultures of their country. In recent decades, riding stables have become female spaces, while skateboard arenas have become male domains. Football, too, is in many countries a male space where women and girls – as “latecomers” and outsiders – are often not welcome.⁴ As long as football is labelled “male”, boys and men (at least those who are good at the game) gain self-affirmation, while female players have to defend their choice of taking up a men’s or even a “lesbian” game. But women’s growing interest in the game reveals the social constructions behind football’s seemingly natural “gender”. In many countries, women playing football (i.e. a men’s game) encounter institutional discrimination in the form of inadequate funding, infrastructure, administration and organization.

The conception of football and other sports as male spheres may influence women’s opportunities and decisions to coach, run for office, or compete at an elite level.

The selection, training and support of elite athletes vary considerably depending on the sport and the country. However, there are certain general trends and factors which contribute to the uneven gender balance in the world of elite sport.

Embarking on a career as an athlete and subsequently continuing that career or dropping out depend not only on a person’s talent, but also on decisions made by girls and women. Needless to say, their choices are influenced by institutional conditions, as well as by sports organizations and their cultures. A career in sport starts in childhood, and whether it is persevered with or not depends, among other things, on the support female athletes receive in the “elite sport systems” which seek to generate victories and medals. But do all medals and championships have the same value? And are women supported in the same way as men?

As already shown, using Denmark as a case study, the proportion of female elite athletes correlates with the proportion of female members in the respective

4. A reaction emphasized by sexist and chauvinist fan cultures.

sports federations. This means that there are sports which are not to the “taste” of many girls and women, which may explain the low percentage of women in elite sport.

In many (or all?) European countries, top-level sport is supported by public funds in accordance with criteria developed by sports organizations and the relevant state institutions. These criteria focus on the potential success of a sport and its athletes at the international level.⁵ In some countries, specific institutions such as Team Danmark administer the funds and work to advance elite sport. In other countries, the sports federations are responsible. Male and female athletes meeting the criteria are supported equally, at least in principle. Still, there may be cases of “traditional” (i.e. men’s) sports being prioritized.

Although the same criteria may exist for female and male athletes, the question is whether this “sameness” also incorporates criteria which are “just” or “fair” with regard to the specific needs of women?

A small-scale study in Denmark revealed that girls had a higher drop-out rate from competitive sport than boys, mostly because they decided to focus on their education. Although Danish sports policy aims at providing elite athletes with schooling, balancing training, competitions and learning or working beyond the sports arena is difficult and exhausting.

Athletes are also supported by sponsors (e.g. via advertising contracts), but there is no exact information available on whether – and, if so, how – gender influences sponsorships. Sponsors are willing to support athletes who demonstrate flair and successes, and good-looking women can make more money than most men. Here, media attention has a huge impact.

Professional sport

In many ways, elite sport is “big business”, and this is particular true of professional sports: football, motor racing, cycling and tennis. With the exception of tennis, professional sports are a male affair. In many countries, huge sums of money are invested in football arenas or racecourses, for example, which are built with public money but reserved for men. In addition, security for football matches uses up considerable resources in order to prevent fan violence. Why should the public

5. Sports federations may, in addition, invest in athletes in line with their own priorities.

sector pay for such measures in areas in which the athletes or players involved are men who earn millions? Why are these resources not invested in women's sport?

Influence of the mass media

Studies in numerous countries indicate that female athletes get less coverage than their male counterparts and that women and men are presented in different ways. Globally, newspapers grant women's sport less than 10% of their space. This low media exposure makes it difficult for female athletes in many sports to find sponsors, given that the latter expect to gain public attention via sports coverage.⁶

As the qualitative content analysis of the coverage of the women's soccer world championship has shown, the presentation of women was mostly positive. And though there were articles that focused on the players' appearance, the women's game was often compared with men's football. One question often posed by journalists was this: are they playing "real" football? This type of coverage clearly devalues women's achievements. One needs to bear in mind, too, that women are a rather small minority among sport journalists.

The media shape the public's perspective of women's sport, and positive coverage of female athletes may thus influence girls' aspirations to become athletes or athletes' decisions to continue their careers.

Measures: how to overcome discrimination

There is only space here to mention some of the potentially numerous measures. Unfortunately, I have no totally new ideas or miracle cures to offer.

We must be aware that gender neutrality sustains women's underrepresentation, meaning that if we do not focus on women, nothing will change.

We must focus on individuals, but a change in structures has to be given priority.

6. Portrayals of players and narratives in the media do not provide glamorous images, although some female players were "gendered", sexualized and commodified during the last Football World Championship. This event had a large audience, at least in Germany, which may indicate the increasing importance of women's football. It remains to be seen whether this event will impact on the development of women's football, at least in the participating nations.

Public institutions such as schools should be used much more than they are currently to further girls' sporting activities.

Raising awareness is necessary because too many people are still not convinced there is a problem.

Gender mainstreaming must start with gender-segregated statistics, since there are many areas in which no data are available.

"Intelligent quotas" could be a good strategy, meaning: quotas applying to the lower levels of organizations (the club level, for instance). Gender equality strategies would make sense here.

Incentives for individuals, groups and institutions to achieve gender equality may have a better chance of being accepted than sanctions.

Schemes such as mentoring and networking have been shown to be effective.

The exchange of best practices between organizations and countries has already begun, and should be continued.

OLYMPIC EDUCATION FOR “BETTER GOVERNANCE”

Prof. Konstantinos GEORGIADIS (GRE)

University of Peloponnese

IOA Honorary Dean

María Teresa CALLE MOLINA (ESP)

Ph.D. Candidate



The main question addressed by this essay is whether Olympic education can contribute to the creation of “better” governance. In order to respond to this question, we must first clarify concepts such as Olympism, Olympic education and “better” governance.

What does the term Olympism mean? Let us first consider the educational significance in the meaning of Olympism. Olympism is a philosophy of life (Olympic Charter 2016). It is a way of approaching principles and values which are possible for someone to experience. It is not an idealistic theory on how to approach sport, but actual competitive sport in practice.

Olympism is the philosophy of noble competition, and competition with others (*agon*) is its essence.

Competition (*agon*) as the idea of the pursuit of excellence is supported by common spiritual roots, common struggles and traditions. *Agon* as expressed through the unique event of the Olympic Games is a global vision of life for the establishment of a humanistic education whose pivot is Olympic Values. Important principles of the philosophy of Olympism—participation, volunteering, persistence, respect for ourselves, the joy of effort, self-discipline, peaceful co-existence and, principally, equality, fair play, equality of opportunity, fairness and mutual respect—are distilled in the idea of competition (Teetzel, 2014, pp.112–122).

In this form, it is a struggle for co-existence, a unifying factor which focuses people on testing their powers under common rules.

It is certainly not a struggle for domination over another. Rather, through the

shared struggle, fellow competitors exceed their limits, cultivate and mould their virtues, and reveal themselves as first among equals.

This applies to sport, but also to intellectual and spiritual activities.

This effort to exceed one's limits is included in the framework of Coubertin's pedagogic thinking about the social, ethical and cultural development of the individual.

When someone exceeds their limits, that person becomes an object of admiration. In reality, behind every minor or major feat, behind the static image of the victor, lie the abilities skills and virtues of the Sports-Hero, and the manner in which she or he chose to achieve the desired result.

Coubertin integrated the hero role-model into his own educational philosophy as a symbol of development and modernization (Müller, 2000, p. 155).

In this educational process of uplifting and "purification", Coubertin assigns the role of priest to the sportsman. According to Coubertin, the idea of "religio athletae" (Müller, p. 155) goes beyond the athlete's initial educational orientation and embraces transcendental, mystic elements.

The notion of the "Hero" who performs feats great and small as a symbol of change and progress is an ageless narrative in human society. Coubertin regarded the man of sport as a true Olympic hero, and his Olympic education was based mainly "on the cults of effort and eurhythmy, and consequently on the love of transcendence combined with the love of moderation" (see Müller, 2000, p. 44).

In Coubertin's thinking, the athlete-models constituted a good example in the process of learning, in the personal inspiration of young people, and in the development of social progress and – above all – peace in society.

The questions that arise out of the educational Heroism-Virtue approach for the modern sports person in the framework of the Olympic philosophy are: a) whether sports people should be admired as Heroes (role-models) today; and b) how we can highlight the relationship between sport and virtue (see Reid, 2010, pp. 125–135). Such questions are not easy to answer in the framework of this paper.

There is no doubt that, for Coubertin, sports had both to remain a social activity and to preserve their nobility.

Coubertin believed that a person becomes better and better endowed through sport through the social educational aspirations of Olympism, which include honesty, "disinterest", a chivalrous spirit of fair play, respect for others, friendship,

understanding, equality and equal opportunities (see Georgiadis, 2015, pp. 59–63 and Segrave, 2015, pp. 196 and 197).

As a philosophy, Olympism is a deeper concept as well as the implementation of universal principles in practice. The Olympic values are common inspirations of human nature (Nissiotis, 1985, p. 58) which create common principles and unite individuals, races and nations.

When we associate sport with the fostering of ethics among young people, we are essentially referring to the formation of their values (McNamee, 2006, p. 167).

“Not all who participate in sporting activities are virtuous” (Coubertin, 68).

The main reason we attach a “value” to winning is its relation to virtues. The formation of virtues presupposes the cultivation of principles and values (Reid, 2002, pp. 3–5).

Young people are exposed to the principles of sport in order to nurture their self-realization, self-knowledge and self-elevation (Reid, 2002, pp. 3–5). Via this educational process, young people become aware of the values of community and life.

The dialogue surrounding the question of to what extent sport constitutes a vehicle for ethical and social education through Olympic education contains within it the idea of hospitality and truce as an educational process—an inter-cultural training and an ethical life stance, an awareness of rules, and an acceptance of values founded in co-existence within the community.

Another parameter of Olympism, as defined by the Olympic Charter (2016), is the connection between culture, sport and education. The archaeological finds in Ancient Olympia indicate in a particularly expressive way the relationship of aesthetics stemming from the arts with education and sport. Indeed, the surviving sculptures (e.g. Zanes or the cornices of the temple of Zeus) retain the power to convey an ethical, symbolic message to visitors to the place of “worship”.

In 1906, Pierre de Coubertin set off in search of ways to integrate the arts into the heart of Olympism: the “Pedagogy”. At the Advisory Conference, he went on to propose the “Pentathlon of the Muses” as an addition to the programme of the Olympic Games, with competitions in architecture, music, sculpture, literature and painting. His ideas have been implemented through the organization of Arts Competitions (1912–1948), Art Exhibitions and Festivals (1952–1972), National Culture Festivals (1976–1992), and the Cultural Olympiads (1992 to date).

The ideal of the holistic, harmonious development of the individual is expressed

through the notion of “eurhythm” (Coubertin, pp. 581, 612). In architecture, eurhythm means beautiful and harmonic order; in sculpture, it entails symmetry, harmony and perfection; in music, rhythm, harmony and melody; in painting, moderation and context; in sport, the conceiving of ideas, the cultivation of the imagination, and the development of balance, concentration and coordination.

Coubertin imagines a harmonious balance of the spirit, body and mind in combination with the intellectual power required for ethical, aesthetic, cognitive and physical creativity. Through the process of eurhythm, a person can understand universal ethical values.

Can these educational expectations of Olympism be realized using Olympic education as a tool?

First of all, what do we mean by the term “Olympic education”? Coubertin used the term “Olympic pedagogy”, and it formed the nucleus of his conception of the revival of the Olympic Games as the sublimation of his classical education, his liberal thinking, and humanistic orientation.

Pierre de Coubertin’s Olympic pedagogy, as conveyed through the term “Neo-Olympism”, includes sports education, training in peaceful co-existence, a nurturing of the arts, social training, harmonious character formation, chivalry, knowledge of history and philosophy, physical education, training in sports psychology, and hygiene (see Georgiadis, 2015, pp. 190–196).

Olympic education is a dynamic training process aimed at the harmonious development of body and spirit through the teaching of the Olympic values.

Sport is the nucleus of this training and seeks to help young people become balanced, cooperative, tolerant and peaceful citizens who apply the rules of fair play in their everyday life.

Olympic education shares aims with the Olympic Movement: specifically, the creation of a better and more peaceful world through sport and culture¹.

The vision of the Olympic Education Commission of the IOC is to promote Olympism through training, physical education and sport, formulating the characters of young people so that they become responsible citizens of our global community.

The fundamental principles of the Olympic Charter include:

Article 2: “The goal of Olympism is to place sport at the service of the harmo-

1.Cf. the Olympic Charter.

nious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity".

Article 6: "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".

The IOC must continue its productive collaboration with the United Nations, the National Olympic Committees, the IOA and National Olympic Academies, which should develop educational programmes for the future. These programmes (OVEP is an example) should seek to promote dialogue between young people of different cultural backgrounds, to develop their skills at resolving differences, and to train them to mentor on issues relating to respect for diversity and the Olympic truce.

Innovative educational ideas and means of implementing the Olympic truce should also be pursued in collaboration with other educational organizations, since sport can constitute a path to social harmony and integration, to reform, and to greater social cohesion.

Bearing in mind that the majority of children on our planet have other primary concerns, such as survival, these programmes must inspire trust, create relationships, and serve as axes for community development.

The IOA is supporting the IOC in these efforts via training programmes directed at thousands of young people from all over the world. The training model we champion fosters the cultivation of human virtues for the creation of a better society.

OLYMPISM SPORT EDUCATION AND CULTURE		Skills	Base	Actions	Orientations	Ideas	Virtues	Virtues	Behaviour
		Motor skills	Volunteer effort	Performance Demonstration Effort to do one's best	Overcoming oneself Well-being Fair play	Competition (Agon)	Bravery (Andreia) Justice (Dikaiosyni) Wisdom (Sofia) Sense (Sofrosyni) Prudence (Fronesis)	KALOKAGATHIA ATTITUDE TOWARDS LIFE	
		Social skills	Harmonious development Self-perfection Personal uplifting Self-realization Self-knowledge	Good example (role-models)	Respect Equality Solidarity Brotherhood	Athlos Social progress Social conduct Social peace			
		Moral values	Approach Knowledge Understand Perceive	Experience Accept values Observe rules	Friendship Hospitality	Values as a base for communal co-existence			
		Aesthetic skills	Artistic creation	Artistic competitions	Eurhythmia				
		Humanistic consciousness	Understanding ideals	Internationalism Respect for the environment Co-existence Democracy	Human rights, equal participation, regardless of race, religion, sex, culture, etc. Comparing values to reality and understanding differences	Truce (Ekecheiria) Olympic Games (the festival of the youth of humanity—a civilization of cultures) Peace			

We should, however, stress that, despite the numerous educational efforts that have been made to date, our knowledge concerning the effective implementation of these ideas in education is limited.

Let us now examine the notion of governance and its relationship to Olympic education. It refers essentially to the relationship between the state and its citizens (Christo De Coning, 2017).

On the part of the state, there is reference to how it is constructed, if it offers values, and how the various bodies and organizations communicate within the existing institutional framework.

Governance from the citizens' perspective refers to its role, how it is enacted and organized, and its relationship to the state (Christo De Coning).

With regard to the Olympic Movement and to sports bodies, governance refers to the institutional framework within which they operate, to how they are constructed, and to the values they promote. In addition, it means that all these organisations are governed by sports principles. Behind every Movement are its ideas and behind the Olympic Movement are the ideas of lasting peace, democracy, freedom, equality, respect for diversity and fair play.

When we refer to sport governance from the citizen's perspective, we mean the role played by the sports community of citizens through its associations and federations, how the various sports organizations communicate, and how they relate to sports bodies.

The relationships between the bodies (e.g. IOC) and the sports community is a challenging and thought-provoking subject. We must seek to create mechanisms and platforms that make for a horizontal, rather than a vertical, relationship. We must also investigate how it is possible through this relationship to cultivate the universal principles referred to above.

As a soft power, the IOC has to be aligned with and coordinate the sports bodies and the sports community, since the Olympic philosophy inspires and does not impose its values.

Sound governance requires the power of ideas, a system of values, honourable relationships between civil society and sports organizations and, above all, young people's awareness of value-related issues; because better governance needs good people.

Young people are thrilled by the Olympic Games. We must consider how we can reach out to them with teaching programmes focused on the Olympic

values, and how we, as the Olympic Movement, can spread our Olympic values with respect to diversity.

Good governance is listed in the Olympic Charter as the basic pillar of the Olympic Movement for the promotion of fundamental values of Olympism and it significantly influences the sustainable development of sports bodies. On the other side, ineffective governance shakes trust in sports generally.²

The International Olympic Committee has laid down the basic principles of good governance of the Olympic and Sports Movement in the 2020 Agenda, which states the IOC's obligations and rights (Recommendations 27, 28, 29).

Olympic education is essentially a tool within the structure of the Olympic Movement, and a connecting factor in the relationship between institutions and civil society. It promotes good governance through the process of moulding virtuous citizens who aspire to the ideal of benevolence and with integrity which determines a person's attitude to life.

Seeking to stress the importance of Olympic education in the context of the Olympic Movement, the IOC's Olympic Education Commission set three targets in 2015 by way of a strategic vision:

- Ensuring the prerequisites for a coherent and common education policy containing the Olympic values.
- Identifying, promoting and supporting Olympic education ambassadors and their related values.
- Disseminating and promoting life-long learning to the public via Olympic education using the voice of the Olympic Movement.

To achieve the above targets, the Olympic Movement must mobilize the greatest number of people possible through education. This requires a robust structure capable of combining the various Olympic bodies (International Olympic Committee, National Olympic Committees, IOA, National Olympic Academies, Na-

2. The seminar entitled "Basic Universal Principles of Good Governance of the Olympic and Sport Movement" identifies the following groups of principles: vision, mission and strategy; structures, rules and democratic processes; a higher level of ability, integrity and ethics; accountability, transparency and control; solidarity and development.

Participation of sports people, harmonious relationships with the government while preserving autonomy (IOC, Recommendation 41, in "Basic Universal Principles of Good Governance of the Olympic and Sport Movement" Seminar on the Autonomy of Olympic and Sport Movement, 11-12 February, 2008)

tional and International Centres of Olympic Studies) with national sports bodies, educational institutions and other organizations using Olympic education as a medium for good governance. This strategy must also aim to strengthen partnerships and cooperation as well as linking institutional bodies with civil society.

Agenda 2020 proposes that the Olympic Movement and the Olympic family begin a dialogue with society and social bodies about promoting Olympic education programmes (Recommendations 39, 22). This could endow the National Olympic Academies with a new mission: seeking out social bodies with which they can collaborate in promoting their educational work.

In the future, Olympic education must tackle subjects of relevance to contemporary societies.

Coubertin was convinced that sport can create democratic awareness, a subject of great relevance to contemporary societies. This is a unique opportunity for the bodies charged with Olympic education to realize the vision of Pierre de Coubertin by seeking educational processes aimed at fostering democratic and humanistic awareness—a subject this is acquiring ever-increasing importance in the dialogue about education in society. We must give special emphasis to Olympic education, given that:

- The young take part in the programme as active citizens directly engaged in a dialogue concerning the values of the Olympic Movement.
- The programmes contain activities focusing on intercultural education, transcending racial discrimination and excluding social racism.
- The programmes encourage collaboration between specialists on subjects relating to education and sport organizations (National Olympic Committees, National Olympic Academies, Sports Associations of the Ministry of Education – Directorates of School Education).
- The programmes contribute to the quality of education by recognizing the educational value of sport with participation in – or organization of – sports events and cultural and artistic activities.

The Olympic Family could collaborate with social or supra-national political bodies such as UNESCO in the training of teachers and professors, who would be prepared to deliver targeted teaching and to implement the Olympic values programmes on the active citizen, democracy and good governance. Through specifically targeted lessons, young people and their teachers would come to

understand the elements that constitute good governance.

In conclusion, there are numerous examples in many countries of good practices in the teaching of principles and values. Some National Olympic Academies have convinced the education ministries in their countries to integrate Olympic education into their national curricula. These ministries made their decision in the light of Olympic education's unique ability to help young people gain knowledge about principles and values which will make them responsible, better and more creative citizens.

"All who have meditated on the art of governing of mankind have been convinced that the fate of empires depends on the education of youth" (Aristotle).

Bibliography

- Coubertin, de P., "Sports and Ethics", in Müller, N. (ed.), *Pierre de Coubertin 1863–1937, Olympism. Selected Writings*, Lausanne, IOC, pp. 167–169.
- Coubertin, de P., "The philosophic foundation of Modern Olympism", in Müller, N. (ed.), *Pierre de Coubertin 1863–1937, Olympism. Selected Writings*, Lausanne, IOC, pp. 580–583.
- Coubertin, de P., "Speech at the Opening of Advisory conference on the Arts, Literature, and Sport (May 23, 1906)", in Müller, N. (ed.), *Pierre de Coubertin 1863–1937, Olympism. Selected Writings*, Lausanne, IOC, pp. 611–612.
- Craven P., "New Steps on Olympic Education. Commission Roadmap for Future Developments, May 2016", in the *Proceedings of the IOC Commission for Olympic Education*, Lausanne 10 November 2016.
- De Coning, C., "The need for normative power to influence good governance by international sport organisations", 12th International Session for Educators of Higher Institutes of Physical Education, Ancient Olympia 25/5–1/6/2017 (under publication).
- Georgiadis, K., "The educational value of Olympism", in *Olympic values: Respect for diversity, 54th International Session for Young Participants*, Athens, IOA/IOC, 2015, pp. 190–196.
- IOC (ed.), Olympic Agenda 2020, 20+20 Recommendations, https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Olympic-Agenda-2020/Olympic-Agenda-2020-20-20-Recommendations.pdf#_ga=2.112578688.50749804.1497521064-966616397.1497521064.
- IOC (ed.), Olympic Charter, in force as of 2 August 2016, <https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/General/EN-Olympic-Charter.pdf>
- Lettres Olympiques, V, in: Gazette de Lausanne, 28 November 1918, no. 325, pp. 1–2,

- in Müller, N. (ed.), *Pierre de Coubertin 1863–1937, Olympism. Selected Writings*, Lausanne, IOC, p. 44.
- McNamee, M., "Olympism, Eurocentricity and Transcultural Virtues", *Journal of the Philosophy of Sport*, Volume XXXIII, Issue 2, 2006, pp. 174–187.
- Müller, N. (ed.), *Pierre de Coubertin 1863–1937, Olympism. Selected Writings*, Lausanne, IOC, 2000, pp. 33–48.
- Nissiotis, N., "Olympism and today's reality", 24th Session (Ancient Olympia, 4–19 July 1984), Lausanne, IOA, [1985], pp. 57–74.
- Reid, H., *The Philosophical Athlete*, Carolina Academic Press, Durham, North Carolina, 2002.
- Reid, H., "Athletic Heroes", in *Sport Ethics and Philosophy*, vol. 4, no 2, August 2010, pp. 125–135.
- Segrave, O. J., "Toward a definition of Olympism", in Girginov, V., (ed.) *Olympic Studies, Origins and Revival of the Modern Olympic Games*, Vol. I, 2015, pp.191–202.
- Teetzel, S., "Optimizing the understanding and teaching of the philosophy of Olympism", in *12th International Session for Directors of National Olympic Academies (Ancient Olympia, 12–19 May 2013), Proceedings*, Athens, IOA/IOC, 2014, pp. 112–122.

ETHICS AND GOVERNANCE IN THE OLYMPIC MOVEMENT

Prof. Dr Stephan WASSONG (GER)

Head of the Institute for Sport History

*Academic and Managing Director of the Olympic
Studies Centre, German Sport University Cologne*

Member, IOC Commission for Olympic Education



1. Introduction

The topic of this lecture is both huge and challenging. But, it has to be addressed if one wants to discuss the most recent developments in sport in an objective and hence unprejudiced way. Allowing for the lecture's allotted timeframe, one can introduce and focus on examples, which through analysis can lead to fruitful discussions.

The term "governance" has its etymological roots in, respectively, the Greek and Latin word(s) *kyberno* and *gubernare*, meaning "to handle and/or to be responsible for the main rudder of a ship". Chappelet explains that "governance" is a "seventeenth-century French word designating the territory controlled by a governor".¹ Today, the term has become popular in almost all areas of life, of which sport is the aspect of interest for us here at the International Olympic Academy (IOA).

In accordance with the aspirations of its founders, Ioannis Ketseas (1887–1965) and Carl Diem (1882–1962), the IOA continues to be a space for authentic learning about Olympism, for which discussions on the ethical values of sport are crucial. Without doubt, defending the Olympic Movement's belief in its own ethical mission has been challenging; this holds true even all the way back to the first edition of the Modern Olympic Games held in Athens in 1896. Significant issues have

1. J. L. Chappelet: Autonomy and governance. Necessary bedfellows in the fight against corruption in sport. In: G. Sweeney & K. McCarthy (eds.): Transparency International: Global Corruption Report: Sport. Abingdon 2016, 16.

surfaced in the areas of, among others, discussions on the amateur status of Olympic athletes, which continually challenged the IOC up to the 1980s, corruption, and doping. The latter is addressed within this article by giving consideration to the analysis of both historical and contemporary IOC policies in relation to anti-doping and, thus, safeguarding the ethical dimension of Olympism. All of these policies can be summarized under the label of “governance”, even though the term was not officially included within the Olympic Charter before the turn of the century.

2. Governance policies and protecting the mission of the Olympic Movement

In 1998, the term “governance” appeared for the first time explicitly in the area of international sport. This debut was a response to the Salt Lake City scandal. Briefly recounting the events that unfolded, it was at the International Olympic Committee’s (IOC) Session in 1995 at which the 19th Olympic Winter Games were awarded to the city of Utah. On 24 November 1998, a Salt Lake City TV channel reported that IOC members had been bribed to vote for Salt Lake City. Around 30 IOC members were accused of having accepted from the Salt Lake City 2002 Winter Olympics Bid Committee *inter alia* money, valuable gifts, payments for medical treatments and luxury holidays.²

It was Marc Hodler (1918–2006), IOC member in Switzerland, IOC Vice-President 1993–1997, long-serving president of the International Ski Federation (FIS), and above all supervisor of the bidding process for the 2002 Winter Olympic Games, who publically criticized faults in the bidding process for the Olympic Games. According to him, the problem of bidding cities bribing IOC members had been on the increase since the 1984 Los Angeles Olympic Games. He attributed this to the Los Angeles Olympic Organizing Committee’s development of a new commercial formula to finance the Games from private sponsorship, the result of which had been the generation of a surplus of approximately \$ 250 million in 1984. Explicitly, at an IOC press conference on 8 December 1998, Hodler said:

*To my knowledge, there has always, always, been a certain part of the vote given to corruption [...] It had gone on too long and it had to stop.*³

2. Chappelet 2016, 21.

3. B. Kidd & H. Dichter: Introduction. In: H. Dichter & B. Kidd (eds.): *Olympic Reform Ten Years Later*. Abingdon 2012, 1.



In the amphitheatre.

The IOC reacted swiftly and within a few days had established an internal commission, which was chaired by Richard Pound. By the beginning of 1999, the commission was able to present its findings, leading to the expulsion/forced resignation of 10 IOC members and disciplinary action against several others.⁴ In order to avoid a repeat of the regrettable incidents and the further undermining of the integrity of the Olympic Movement, the IOC appointed the 2000 Commission, which became known as the Reform Commission. The Commission's overriding task was to examine all the component parts of the Olympic Movement. This led to the formulation of 50 recommendations, all of which were approved at the IOC Session held on 11–12 December 1999. These recommendations were focused on the following areas: the structure and composition of the IOC, the IOC and the Olympic Movement, administrative reforms, the selection process for Olympic Games, and culture and education.⁵

Despite the momentum behind reform, it took another four years for the term “governance” to find its way into the Olympic Charter (Olympic Charter 2004). Published within Article 19.3.2, the reference was made in relation to internal policies: “The IOC Executive Board approves all internal governance regulations relating to its organization”.⁶ However, a more comprehensive usage of “governance” in terms of its meaning and interpretation did not surface until 2011, when it was included in the Olympic Charter's definition of the Fundamental Principles of Olympism:

*5. Recognising that sport occurs within the framework of society, sports organisations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organisations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.*⁷

In the *Fundamental Principles of Olympism*, the mission and objectives of the Olympic Movement are explained in a manner which stresses its uniqueness.

4. St. Wenn, R. Barney & S. Martyn: *Tarnished Rings. The International Olympic Committee and the Salt Lake City City Scandal*. Syracuse, New York 2011.

5. J. J. MacAloon: *Scandal and governance: inside and outside the IOC 2000 Commission*. In: Dichter & Kidd 2012, 4-20.

6. IOC: *Olympic Charter 2004*, 45.

7. IOC: *Olympic Charter 2011*, 10.

One area the *Fundamentals* focus on is the impact the Olympic Movement has on society through its profiling of top-level and leisure sport as an important part of culture and an educational tool for the development of moral and social character traits. The existence of governance policies which aim to apply transparency, integrity, equality, and responsibility to the IOC, its stakeholders, and within processes of exchange between them is a necessity for the realization of these objectives.

The importance of stressing the representation of this objective in the most transparent way possible to the public was mentioned by Thomas Bach in the “Unity in Diversity” speech he delivered at the XIIIth Olympic Congress in Copenhagen in 2009.⁸ Showcasing advancements, Bach referred to the *Basic Universal Principles of Good Governance of the Olympic Movement and Sports Movement*, a document produced by an IOC working group in 2008⁹ which lists the following principles:

1. It is necessary to define the vision and mission of the organization and to develop a strategy to achieve its goals.
2. Clear, democratic and efficient structures must be created, as well as clear and transparent rules for decision-making. This includes rules dealing with members’ conflicts of interest.
3. It is vital to establish a clear definition of internal competences, including a system of checks and balances, and to promote democratic decision-making through good internal communication.
4. Internal responsibilities should be defined by means of rules and standards, and accounting and auditing processes should comply with general standards. Moreover, financial processes should be transparent.
5. Clear and transparent rules should be created for the distribution of financial revenues.

8. T. Bach: Unity in Diversity – Respect, Responsibility, Reliability. XIIIth Olympic Congress, Copenhagen 2009, 108–111. https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/IOC/Congresses/XIII-Olympic-Congress-Copenhagen-2009/Overview/EN-XIII-Olympic-Congress-Proceedings.pdf#_ga=1.84802331.389678917.1394015585 (accessed 7 February 2017), 110.

9. IOC: Preliminary Document. Basic Universal Principles of Good Governance of the Olympic and Sports Movement 2008. https://stillmed.olympic.org/AssetsDocs/importednews/documents/en_report_1292.pdf (accessed 1 February 2017). 2.

6. Sports organizations should involve active athletes in decision-making and protect and promote their rights at all levels.
7. Sports organizations should work in partnership with governments.

The first principle mentioned in the document and analyzed in Bach's speech at the Olympic Congress in Copenhagen forms the basis for the following six,¹⁰ and will thus constitute a main focus of this article. The principle stresses the importance of developing and sticking to governance policies which protect the mission of the Olympic Movement and safeguard the positive image of Olympic sport in society. Without doubt, this responsibility is not a new challenge but one which has persisted ever since the first edition of the Olympic Games was celebrated in Athens in 1896. In an attempt to explain this, the remainder of the paper sets out to analyze governance policies which the IOC have implemented in the past and are currently targeting in the present in regard to the issue of doping and safeguarding the mission of the Olympic Movement as well as its positive societal reception.

3. Basic IOC Governance Policies in Anti-Doping before the Turn of the Century

Perhaps surprisingly, the first instance of doping surfacing in the IOC agenda did not occur with the beginning of the growth of commercialization within the Olympic Movement, which began during the 1980s. Rather, the earliest primary source uncovered to date on the IOC's involvement in the fight against doping refers to the 35th Session of the IOC, which took place on March 13–18 1935 in Cairo. The official minutes for the session mention the following policy measure stressing the importance of condemning doping and dealing with performance-enhancing drugs:

*The use of drugs or artificial stimulants of any kind must be condemned most strongly, and everyone who accepts or offers dope, no matter in what form, should not be allowed to participate in amateur meetings or in the Olympic Games.*¹¹

10. The main arguments in this speech on the importance of governance policies for strengthening the mission of the Olympic Movement were used in Bach's successful presidential campaign and were thus considered in the development of Olympic Agenda 2002, with 40 recommendations approved at the IOC Session in Monaco in December 2014.

11. IOC: Minutes of the 35th IOC Session, Cairo 13–18 March 1938, 30.

Nevertheless, the introduction of these initial anti-doping policies did not lead to a binding entry in the Olympic Charter itself. While the problem had been raised in the IOC, awareness of the issue was probably not yet fully developed. Indeed, one can interpret the quotation as attributing doping to the area of professionalism, the existence of which in Olympic sport had long been denied overwhelmingly by the IOC.

Further impetus for the IOC to devote itself to the topic of doping was provided by the death of the Danish cyclist, Knud Jensen, at the 1960 Olympic Games in Rome. Jensen collapsed during the 100km team time competition and later died in hospital. The autopsy found that Jensen had consumed Ronicol, a substance which expands the blood vessels.¹²

Based on the discussions that followed this incident, the IOC Executive Board approached the doping problem at its meeting in Athens in 1961 where, on the initiative of the French IOC member, Comte Jean de Beaumont, the setting up of a working group was proposed. This group was established in March 1962 by the IOC in the form of a Medical Sub-Commission chaired by the IOC member Sir Arthur Porritt (New Zealand).¹³

After initial difficulties in the consultations and workings of the Medical Sub-Commission, Porritt was able to present a draft four-point plan at the IOC session in Tokyo in 1964. This included, among other items, a statement condemning the use of drugs (doping), sanction proposals against National Olympic Committees and persons directly and indirectly supporting doping, and suggestions pertaining to the convocation of a medical team to carry out doping tests. However, the implementation of these proposals and the acceptance of the list of prohibited substances submitted by the Medical Sub-Commission were hesitant. Accordingly, the responsibility largely fell to the IOC Medical Commission, founded in 1967, to which the Medical Sub-Commission was transferred. The chairman of the Medical Commission was IOC member Prince Alexandre De

12. S. Wassong: 'Clean Sport': A Twofold Challenge in the Contemporary History of the Modern Olympic Movement. In: R. Barney, M. Heine, K. Wamsley & G. MacDonald (eds.): *Pathways: Critiques and Discourses in Olympic Research*. Ninth International Symposium for Olympic Research. London, Ontario 2008, 88.

13. J. Krieger & S. Wassong: Die institutionelle Formierungsphase und das frühe Wirken der Medizinischen Kommission des Internationalen Olympischen Komitees. In: E. Meinberg & S. Körner: *Doping kulturwissenschaftlich betrachtet*. Sankt Augustin 2013, 105.

Merode (Belgium), and it was on his initiative that doping was defined in the Olympic Charter (1967):¹⁴

*The use of drugs or artificial stimulants of any kind is condemned and any person offering or accepting dope, in any form whatsoever, cannot participate in the Olympic Games. Conviction of a competitor for the use of dope shall result in the disqualification of the entire team in that sport.*¹⁵

The Medical Commission introduced doping controls for the first time during the Olympic Winter Games in 1968, but athletes were only tested for the prohibited use of alcohol, amphetamines, ephedrine and cannabis. Pilot tests for the detection of anabolic steroids were then carried out at the Olympic Games in Munich in 1972; these tests have been officially administered since Montreal 1976.¹⁶ A further significant milestone in doping prevention occurred in the inclusion of the Medical Code in the Olympic Charter in 1975:

A—Doping is forbidden. The IOC will prepare a list of prohibited drugs.

B—All Olympic competitors are liable to medical control and examination, in conformity with the rules of the Medical Commission.

C—Any Olympic competitor refusing to take a doping test or who is found guilty of doping shall be eliminated. [...].

D—Competitors in sport restricted to women must comply with the prescribed test for femininity.

E—A medal may be withdrawn by order of the Executive Board or a proposal from the Medical Commission.

F—A Medical Commission may be set up to implement these rules. Members of this commission may not act as Team Doctors.

*G—The above regulations shall in no way affect further sanctions by the International Federations.*¹⁷

14. Krieger & Wassong 2013, 106–107.

15. IOC: Olympic Charter 1967. <https://www.olympic.org/olympic-studies-centre/collections/official-publications/olympic-charters> (accessed 8 February 2017), 46.

16. B. Houlihan: Doping in Sport. More Problems than Solutions. In: B. Houlihan (ed.): Sport & Society. London 2003, 225.

17. IOC: Olympic Charter 1975. <https://www.olympic.org/olympic-studies-centre/collections/official-publications/olympic-charters> (accessed 8 February 2017 Zugriff), 17–18.

However, the IOC focused its anti-doping campaigns explicitly and restrictively on the Olympic Games, despite regarding itself and being perceived as the world's governing body in sport. Through its Medical Commission, the IOC established the list of prohibited substances, accredited anti-doping laboratories, conducted the tests at the Olympic Games, and imposed sanctions for doping offences.¹⁸ These internal policies do not seem to have been entirely successful, however. From the introduction of doping controls at the 1968 Olympic Winter Games in Grenoble to the 1996 Olympic Summer Games in Atlanta, only 53 athletes tested positive, although the following factors also need to be taken into account: there were no positive doping tests at the 1980 Olympics in Moscow; nine positive doping tests disappeared at the 1984 Los Angeles Olympics; and a lack of documentation on numerous positive samples was deplored at the 1996 Olympic Games in Atlanta.¹⁹

By the end of the 1990s, the IOC seemed to be satisfied with its response to doping. The lack of positive doping samples meant that the integrity of Olympic sport could be demonstrated, while the positive testing of a few individual athletes, including top stars like Ben Johnson, allowed the IOC to emphasize that the applied policies were effective.

There was little interest within the IOC in building an effective anti-doping campaign that extended beyond Olympic sport. Even towards the International Sports Federations (IFs), which are represented in the Olympic programme, a laissez-faire attitude prevailed. That the IFs were only obligated to sign the Medical Code, whose scope was limited solely to the Olympic Games would indicate that the IOC did not see itself as responsible for the issue of doping in competitions outside the Olympics, considering this a matter for the IFs. This attitude is exemplified by the reaction of Francois Carrad, the former Director General of the IOC, to the doping scandal at the 1994 Asian Games in Hiroshima. During the competition, seven swimmers tested positive, and even before the Games, the Chinese swimmer and world 400m freestyle champion, Yang Aihua, was found to have doped. Although Aihua's testosterone parameter was three times

18. J. Krieger: *Dope Hunters. The Influence of Scientists on the Global Fight against Doping in Sport, 1967-1992*. Champaign 2016, 49.

19. J. Krieger: *Intended. Underrated. Disputed. The IOC Medical Commission's Subcommission on Doping and Biochemistry in Sport between 1980 and 1988*. In: *Performance Enhancement & Health* 4(2016), 92.

higher than the allowed threshold,²⁰ Carrad's only intervention in the debacle was to state that "The IOC sees no reason to comment on a procedure for which FINA is responsible"!²¹

The turning point in the IOC's anti-doping policy was brought about by the Festina scandal that hit the 1998 Tour de France. The fatality in question demonstrated just how out of hand doping had got and forced the world to take notice of the inefficiency of the control system then in place. The main thrust of the public and political criticism was directed at the IOC, in the light of its self-conception as the world governor of sport. At the World Conference on Doping in Lausanne which the IOC convened in 1999, the invited sports ministers accused the IOC of complacency and accused them of placing economic interests above the credibility of sport.²²

The resulting negative public opinion encouraged the IOC to adopt new anti-doping control guidelines and to support the founding of the World Anti-Doping Agency (WADA) as an institution independent of the IOC.²³ Since 2000, the IOC has transferred central areas of responsibility to WADA, namely the updating of the list of prohibited substances and the accreditation of international anti-doping labs. Doping controls at the Olympic Games, however, continue to be carried out under the authority of the IOC in cooperation with the host country's organizing committee and the National Anti-Doping Agency responsible for the nation in question.

In 2004, the World Anti-Doping Code (WADC) was adopted. The WADC now provides the overriding guidelines for all sports actors involved in anti-doping, both Olympic and non-Olympic. That the IOC has replaced the Medical Code with the WADC in the Olympic Charter²⁴ demonstrates its assumption of responsibility for the anti-doping battle in its full international character. The clearest example of this assumption of responsibility is the IOC's insistence that

20. J. Todd & T. Todd: Significant Events in the History of Drug Testing and the Olympic Movement: 1960–1999. In: W. Wayne & E. Derse (eds.): *Doping in Elite Sport. The Politics of Drugs in the Olympic Movement*. Champaign 2001, 102.

21. Carrad quoted in J. Hoberman: *How Drug Testing Fails: The Politics of Doping Control*. In: Wilson & Derse 2001, 248.

22. Wassong 2008, 89–90.

23. Houlihan 2003, 230.

24. IOC: *Olympic Charter 2004*. <https://www.olympic.org/olympic-studies-centre/collections/official-publications/olympic-charters> (accessed 8 February 2017), 82.

the IFs sign the WADC of the WADA as a condition for their inclusion in the Olympic sports programme.²⁵

By supporting the reorientation of the international anti-doping campaign, the IOC was able to re-establish the credibility of the Olympic Movement and its basic principles and to regain the public's lost faith. While these measures did not totally convince the public, the criticism the IOC received was limited in so far as its responsibility as the world governor of sport was no longer called into question. Undoubtedly, the statistics documenting the increase in IOC activity in relation to the conducting of doping controls at the Olympic Games, establishing WADA and adopting the WADC were significant aspects of this endeavour:

Olympic Games	Urine Samples	Blood Samples	Positive Results
Atlanta 1996	1947	0	2
November 1999: Foundation of WADA			
Sydney 2000	2769	625	11
January 2004: Implementation of WADC			
Athens 2004	2926	691	23
Peking 2008	3801	969	9 + 5 (post)
London 2012	4005	1057	7 + 2 (post)

*Test results at the Olympic Summer Games: 1996–2012*²⁶

4. New challenges for IOC governance policies in anti-doping

In the years following the founding of WADA and the adoption of the WADC, the IOC expanded its political, financial and educational initiatives to support the international anti-doping struggle. In regard to the latter, it is interesting to note that Porritt, who we introduced above as chair of the Medical Sub-Commission, already wanted to link the anti-doping campaign with education in 1964, calling for “a long-term education policy stressing the physical and moral aspects of the drug problem”²⁷. Without doubt, the IOC has since developed educational initiatives in terms of anti-doping, especially in the period after

25. Wassong 2008, 91.

26. P. Hemmersbach: History of mass spectrometry at the Olympic Games. In: *Journal of Mass Spectrometry* (2008) 34. 839–853.

27. Wassong 2008, 88.

2000. One could refer *inter alia* to the strengthening of their athlete dual career programmes, or to the implementation of the IOC's Entourage Commission as specific examples.²⁸ Of course, these and other anti-doping policies have made their way into Olympic Agenda 2020, which was adopted in December 2014.²⁹ In terms of justifying the necessity of these activities, one need only consider the recent doping scandals made public by the Russian whistle-blowers, Yulia Stepanova and Vitaly Stepanova. Since ARD (the public German TV channel) aired the Stepanovas' story in December 2014, the athlete couple have increasingly questioned the integrity of Olympic sport.

In accordance with Recommendation 15 of Olympic Agenda 2020, the IOC commissioned re-tests of the doping samples from the London 2012 and Beijing 2008 Olympic Games in the lead-up to the Rio de Janeiro Summer Games. As a direct consequence 41 athletes were not given permission to participate due to positive test results. The total number of positive doping samples increased further as the IOC went on with the re-testing even after the 2016 Summer Olympic Games. As of 5 April 2017, 1, 545 samples have been selected for re-analysis of which 109 have tested positive. In all, 41 athletes were excluded from the Rio 2016 Games on the basis of these tests. The positive findings are displayed by sport in the following table:

Sport	Beijing 2008	London 2012	Total
Athletics	29	17	46
Boxing		1	1
Cycling	2	1	3
Modern Pentathlon	1		1
Swimming		1	1
Weightlifting	25	24	49
Wrestling	7	1	8
Total	64	45	109

*Positive samples in the re-testing of samples from Beijing 2008 and London 2012.*³⁰

28. C. Bertling & S. Wassong: Striving for Athletic Excellence: A Core Value and Challenge for the Profile of the Ancient and Modern Olympic Games. In: The International Journal of the History of Sport 33(2016)4, 445.

29. Please refer to Recommendations 14–18 of Olympic Agenda 2020.

30. IOC: IOC reanalysis programme Beijing 2008 and London 2012. <https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/IOC/Who-We-Are/Commissions/Discipli->

One can argue that the IOC's decision to start re-testing samples forced them to reveal their position on doping. The rationale for this can be made on the grounds that the multitude of positive samples left them with little choice but to recognize the fundamental inter-institutional weaknesses of the extant anti-doping initiatives. Of course, this has had a negative impact on the safeguarding of the mission and vision of the Olympic Movement, which clearly depends on sporting integrity. In order to deal with this problem, decisions and action guidelines have subsequently been developed. These have mainly been exchanged between the IOC and WADA and have proved controversial. Three examples from this discussion are as follows:

1. On 24 July 2016, the IOC decided against a complete ban of the Russian Olympic Committee (ROC) from the Olympic Games in Rio de Janeiro and thus disregarded the recommendation made by WADA.³¹ An important consideration in the IOC's decision was the lack of the then still pending final evaluation of the McLaren report on the state-orchestrated doping strategies used in Russia at the London 2012 Olympic Games, the 2013 World Athletics Championships in Moscow, and the Sochi 2014 Winter Olympic Games. The IOC made the IFs responsible for deciding which Russian athletes should be banned from the 2016 Olympic Games for their respective sports. However, some guidelines on which the decisions could be based were provided to the IFs by the IOC. The IOC's decision was negatively perceived by the public, as the International Paralympic Committee (IPC) decided on 7 August 2016 to completely exclude the Russian Paralympic Committee (RPC) from the Rio de Janeiro Paralympics.³²
2. In its Independent Observer Report on the 2016 Rio de Janeiro Olympic Games, WADA heavily criticized the IOC for the poor organization of doping

nary-Commission/IOC-reanalysis-programme-5-April-2017-eng.pdf (accessed 6 April 2017).

31. IOC: Decision of the IOC Executive Board concerning the participation of Russian athletes in the Olympic Games Rio 2016 from 24 July 2016. <https://www.olympic.org/news/statement-of-the-IOC-executive-board-concerning-the-participation-of-russian-athletes-in-the-olympic-games-rio-2016> (accessed 27 December 2016).
32. IPC: The IPC decision on the membership status of the Russian Paralympic Committee from 7 August 2016. <https://www.paralympic.org/news/ipc-suspends-russian-paralympic-committee-immediate-effect> (accessed 28 December 2016).



Posing questions and expressing views in the amphitheatre.



Posing questions and expressing views in the amphitheatre.

tests and serious failings in relation to doping during the Games.³³ The IOC defended its role in the anti-doping measures carried out during the time spent in Rio, arguing that WADA was responsible for any shortcomings because it had accredited the Brazilian Anti-Doping Agency (ABCD) which, according to the IOC, had provided challenging working and laboratory conditions.

3. In the problem area of sanctioning authorities, competing proposals have been suggested, discussed, and examined. One consideration proposed by the IOC was to pass the decision-making authority on to WADA or the Court of Arbitration for Sport (CAS).³⁴ In addition, after the 5th Olympic Summit, the IOC put forward the notion of reintroducing the Osaka Rule.³⁵ This was included in the Olympic Charter in 2007 and stipulated that athletes who had been charged with a doping penalty of more than six months were automatically excluded from the next Olympic Games. The rule had been declared invalid by the CAS in 2011.

These controversial discussions on common inter-institutional lines of action have fed the public perception that no clear decisions and policies have been put into place to fight doping.³⁶ This has almost invariably led as a result to the hollowing out of the Vision, Mission and Strategy principle included in the Basic Universal Principles of Good Governance of the Olympic Movement and the Sport Movement. As already mentioned, this principle is essentially concerned with the formation of the Olympic Movement's profile in society.

33. N. Butler: WADA Independent Observers report blasts role of Rio 2016 in Games-time anti-doping programme. <http://www.insidethegames.biz/articles/1043096> (accessed 3rd November, 2017).

34. IOC: Pressemitteilung vom 8. Oktober 2016. <https://www.olympic.org/news/declaration-of-the-5th-olympic-summit> (Zugriff 18.11.2016).

35. L. Morgan: IOC propose reintroducing controversial Osaka Rule to keep drug cheats out of Olympics. <http://www.insidethegames.biz/articles/1043920/ioc> (accessed 22th November 2016).

36. On the discussions refer, amongst others, to: M. Pavitt: "Troubling omissions" overshadow Olympic Summit, iNADO claim. <http://www.insidethegames.biz/articles/1042474/> (Accessed 18 October 2016). M. Pavitt: Exclusive: Olympic Summit "short on specifics" claims Pound. <http://www.insidethegames.biz/articles/1042515/> (Accessed 19 October 2016).

N. Butler: Exclusive: Tygart warns IOC that they must restore confidence in anti-doping system <http://www.insidethegames.biz/articles/1042350/> (Accessed 7 October 2016).

N. Butler: IOC vice-president prepared for "tough battle" with WADA to reform anti-doping system. <http://www.insidethegames.biz/articles/1042237/> (Accessed 17 November 2016).

Upholding its presumed role as the world governing body of sport, the IOC was quick to respond to the public criticism. Based on the discussions at the 5th Olympic Summit held in Lausanne on 8 October 2016, the IOC Executive Board agreed on a declaration that would recommend strengthening its dialogue and collaboration both with WADA and the National Anti-Doping Organizations (NADOs). A meeting of the Executive Committee was held on 16 March 2017 with the final declaration stressing *inter alia* that:³⁷

1. WADA had to be independent of sport organizations and national interests. Consequently, it was recommended that both the President and Vice-President of WADA should neither be from the government or any sports organization. However, since both fields contain founding stakeholders, it has been argued that both governments and sports organizations must be represented on the WADA Foundation Board and Executive Committee. It was also recommended that both boards include independent members. Guaranteeing the independence of athletes on the Board was seen as vital, and it was proposed that they should therefore be elected rather than appointed.
2. It was recommended that an Independent Testing Authority (ITA) should be established, whose Board should be composed of representatives from public authorities, the Olympic Movement, WADA, and elected athletes. The responsibilities of this new institution were foreseen as the development of an International Test Distribution Plan (ITDP) for each sport and sporting discipline. It was argued that this should be done in collaboration with the respective IF, and it was agreed that the ITDP should specify a minimum number of tests each athlete has to pass in order to remain eligible for World Championships and Olympic Games. The NADOs were made responsible for the execution of these tests on the request of the ITA.
3. With regard to sanctioning authorities, the Executive Board stressed the importance of referring this to the CAS. Arguing in favour of the democratic principle of a “separation of powers”, IOC President Bach stated that the “prosecutor (WADA) should not be the judge”. Discussions on the

37. IOC: Declaration of the IOC Executive Board. 12 principles for a more robust and independent global Anti-Doping System to protect clean athletes. PyeongChang 16 March 2017. <https://www.olympic.org/news/declaration-of-the-ioc-executive-board-1>. (Accessed 18 March, 2017).

re-implementation of the Osaka Rule did not resurface and were obviously not on the agenda of the Executive Board Meeting.

The IOC Executive Board's recommendations on strengthening the global fight against doping clearly stresses the IOC's interest in, and intent on, tailoring existing governance policies while welcoming the prospect of forming new ones. Its stance seeks to safeguard the mission and vision of the Olympic Movement, whose cornerstone is ethically justifiable sport. Achieving this would not only be beneficial for the IOC itself, but also for all the actors involved in the Olympic Movement on the economic, political, cultural, educational or social level. If sport's integrity is not to be further undermined, multilateral synergies have to be strengthened between the IOC, WADA, NADOs, governments, IFs, NOCs, sponsors, athletes and coaches. The outcome of such an initiative would help suppress the growing suspicion of sport on the part of the public. However, the complexity involved in accomplishing this must not be underestimated, especially considering that it has become increasingly difficult to re-establish public trust in the inter-institutional policies of sport's central governing bodies. While previous initiatives such as the IOC Executive Board's recommendations of 16 March 2017 have been welcomed as signals of a constructive new approach, the optimism diminishes with the revelation of new problem areas. The most recent example of this was the decision taken by the IOC and WADA not to follow up on the sanctioning of samples from the 2008 Beijing Olympic Games which tested positive for Clenbuterol.³⁸ One can discuss this decision and find some justification for it, but its announcement just a few weeks after the promising meeting of the IOC Executive Board in PyeongChang indubitably planted new doubts in the public's perceptions. Hence, the public's perception of the integrity of Olympic sport and the policies which govern it can only be stabilized if transparency is given top priority in all decision-making processes.

38. L. Morgan: IOC claim Jamaican sprinters not investigated at Beijing 2008 because traces of Clenbuterol too small. <http://www.insidethegames.biz/articles/1048835/> (Accessed 7 April 2017).

THE STRUCTURES OF SPORT AND “GOOD GOVERNANCE”

Prof. Dr Milena M. PARENT (CAN)

*School of Human Kinetics, University of Ottawa
Norwegian School of Sport Sciences*



Overview of governance

As a starting point, governance is about leading, or more specifically directing, and managing. Directing refers to setting the mission, the vision and values and creating the strategic plan for the overall organization. Managing is more about defining the roles and responsibilities, the authority structure of the Board and senior management, and overseeing the financial controls, outcomes and results (Gassewitz, Crawford & O'Donnell, 2017).

So, examining governance means distinguishing between the Board, which governs, and the staff, who operationalize. Operationalization is about implementing the strategic plan, roles and responsibilities set by the Board, as well as defining and implementing the roles and responsibilities for lower-level members. In smaller organizations, however, these aspects may end up merging.

Next, governance can be viewed through a political or an administrative lens. Political aspects include granting powers and figuring out who makes the decisions and who benefits. Administrative aspects focus on, for example, setting the rules and procedures for decision-making, facilitating effective management, figuring out how to be more efficient, ensuring compliance, meeting ethical standards, and assessing risks. In this lecture, I will focus on the administrative aspects, and especially on structural aspects.

As this is the International Olympic Academy, I will use the IOC as an example to talk about governance and good governance from an administrative perspective. But, because governance is a rather broad concept, I will then narrow

it down to the concept of democratic governance, and I will do this within the context of sports events to provide you with an example of how the components of democratic governance interact and are used. I will end with a more concrete example of Canada's approach to governing the Olympic Games.

So let us look at the IOC's governance structures. Pirez (2003) suggested there were five levels of governance when looking at an enterprise or firm. Kübler and Chappelet (2007) adapted these levels to the IOC, so we can see them in action.

At the base is Level One, where you have the daily management of the IOC.

Above this, Level Two refers to how management is controlled. In the IOC's case, this would include the Olympic Session, the Executive Board, and the various commissions.

Level Three, the management of governance, refers to the regulatory mechanisms and so to who controls the controllers. In the case of the IOC, this would be the Ethics and Nominations commissions.

Level Four is about the governance of governance, meaning where you can appeal against decisions, where regulations are harmonized. For the IOC, this would be the national courts along with the World Anti-Doping Agency and the Court of Arbitration for Sport (CAS).

The final level, Level Five, is your meta-governance, which is made up of constitutional and societal frameworks. In the IOC's case, this would be Swiss law and various international frameworks such as international treaties.

Although these five levels provide us with an overview of the governance structure of the IOC, they do not explain the quality of the governance, nor do they tell us how you actually "govern".

There are three narratives that can be used to describe governance and start figuring out how you govern: steering, networks, and good governance. Governance as steering is about creating strategies to improve performance and accountability. It is predicated on compliance measures and adherence to various parameters from central organizations, such as governments. It is therefore more of a top-down narrative with contracts that are usually legally-binding; think of compliance measures to follow when you get government funding. Governance as networks, in contrast, is not so much about legally-binding contracts as it is about socially binding, horizontal, formal or informal arrangements that create resource dependencies or interdependencies between the stakeholders in the network.

Governance as steering and governance as networks can happen within the same system. In the Olympic Movement, we can argue that there is a steering narrative from the IOC down to the Organizing Committees of Olympic Games (OCOGs) or NOCs. But, OCOGs also have a network of stakeholders on which they depend to obtain resources, to plan and to host their edition of the Olympic Games.

The third narrative, good governance, should be visible throughout these organizations.

Good Governance

But what is good governance? Good governance is about how organizations operate, how they “*should* be governed” or how they “*could* be governed” (King, 2017, p. 39, emphasis in original). When you ask people about good governance, they note a number of different elements, most of which I assume you have heard of, like accountability, transparency, effectiveness, efficiency, needing to follow the rule of law, and participation.

The IOC actually set out seven basic, universal principles of good governance for the Olympic Movement (2008). As you can see in this figure, these include aspects such as the vision, mission and strategy of the organization, as well as the structures, regulations and democratic processes, accountability, transparency and control. These basic principles also include a consideration of the athletes’ involvement and the balance between harmonious government relations and the autonomy of sport organizations.

The assumption underlying everything I have mentioned so far is that if you do “good governance”, you should be more effective, which should in turn lead to stakeholder satisfaction.

But is this actually true? A study by Shahin in 2016 showed that implementing good governance indicators in an organization actually does lead to higher job satisfaction in employees. And I would argue that stakeholder satisfaction helps you be more effective, and figures among good governance practices.

So let us look at good governance in major international sports events. In my research on the governance of sports events (Parent, 2016a), one national sport federation representative noted that good governance means “building relationships and establishing external accountability, through clear roles, respon-

sibilities, accountability, and expectations for all. This impacts on performance”. A media representative concurred and added that good governance should be about “sharing information, being open, or externally transparent [which] would be better for performance and make people happier”.

Now, the highlighted words you see here actually point to key aspects of good governance, which you saw above with the IOC’s basic principles, and which can be put under the umbrella of democratic governance.

Democratic governance

Democratic governance, as a concept, goes further than simply having elected positions. It is about performance, accountability, transparency, and participation.

First, performance refers to the standard issues of effectiveness, efficiency and economy.

Second, accountability comes in multiple forms, such as administrative or bureaucratic, legal, financial, network, professional, personal, and political accountability (see Parent, 2016a). Accountability can also be formal or informal (see Callahan, 2007; Parent, 2016a).

Third, transparency is often discussed in conjunction with accountability, despite it being a distinct concept. The Organization for Economic Cooperation and Development (OECD) defines transparency as the “timely and accurate disclosure [of] all material matters regarding the corporation, including the financial situation, performance, ownership, and governance of the company” (OECD, 1999, p. 21). Transparency is also seen to be the foundation for trust and confidence in an organization’s operations (Callahan, 2007).

Finally, participation can refer to: 1) citizen participation or the role of the public in administrative procedures; 2) political participation or the actual act of voting; 3) civic engagement or involvement in community activities; or 4) public participation, which is participation in the broadest sense (Callahan, 2007). As with accountability, you can have direct or indirect participation.

If you look at what participation would mean in the Olympic Movement, there are a lot of stakeholders to consider, from OCOGs to NOCs, from IFs to governments, sponsors to the media, fans, athletes, their entourages and parents.

Major international sports events, in turn, have to deal with a variety of stakeholders including the municipal, regional and national host governments, the

As daunting as this stakeholder map may seem for an organizing committee, it is actually misleading, since it makes it look as though all the stakeholders communicate exclusively through the organizing committee's Board of Directors and not directly with each other. The map also fails to make sense if we think of governance versus operationalization, since the Board of Directors is not responsible for the day-to-day preparations of the event.

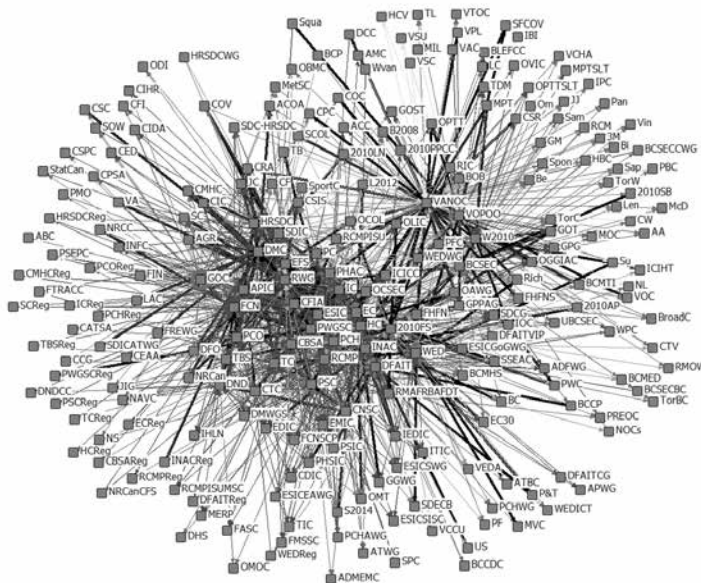


Fig. 1. Network of stakeholder communication for a sport event.

This is an image of the relationships of the host government stakeholder group for the 2010 Olympic Winter Games in Vancouver, Canada. Since it does not even include all the event's stakeholders, just those associated with the government stakeholder group, you can imagine what the full network would look like!

Because of this large, complex network, sport event governance is a complex endeavour. Some of the issues I found in my research on the governance of

major sports events (see Parent et al., in press) include the challenges associated with coordinating and controlling the various stakeholders, and the blurring of lines of accountability within the sport event network. We also see these issues in the governance of international sport today.

So, in the context of major sports events, what does accountability—as well as performance, transparency and participation—look like, given the network governance issues? How do you do “good governance” in this context?

Performance in the context of major sports events includes traditional strategic planning aspects and the three pillars of efficiency, effectiveness and economy.

Accountability, however, is a little more complex. In a major sport event context, accountability, as we would expect, includes the principles of fairness, equity, ethics and transparency. It also focuses on accountability for performance. But accountability is different depending on whether we look at it internally or externally. On the one hand, internally, accountability includes bureaucratic or hierarchical accountability, meaning you are accountable to your superiors within the organizing committee. On the other hand, externally, it also includes accountability to the stakeholder network outside the organizing committee.

In addition, as I just mentioned, transparency also seems to be an element of accountability. Event stakeholders see transparency as being about openness, communication, clarity, and a clear, traceable line of decision-making. The degree of transparency differs, however, depending on whether we look inside the organizing committee or outside it to the stakeholders. Stakeholders believe you will be more transparent internally than externally. Still, in both cases, transparency is about obtaining the right information at the right time, which in turn affects the organizing committee’s performance.

However, based on my research (Parent, 2016a), if the key to governing a major sport event is stakeholder relationships, then stakeholder participation becomes the central concept. Again, we have differences in internal versus external participation. Internally, participation means responsibility, so there is a link to accountability there. Externally, it is about relationships with stakeholders. In both cases, organizing committees should foster physical, mental *and* emotional participation in the event. It has to be a lived experience, which in turn will result in active engagement and participation in the event.

So, putting all this information together, we come up with this figure 2, which illustrates the relationships between the four concepts associated with demo-

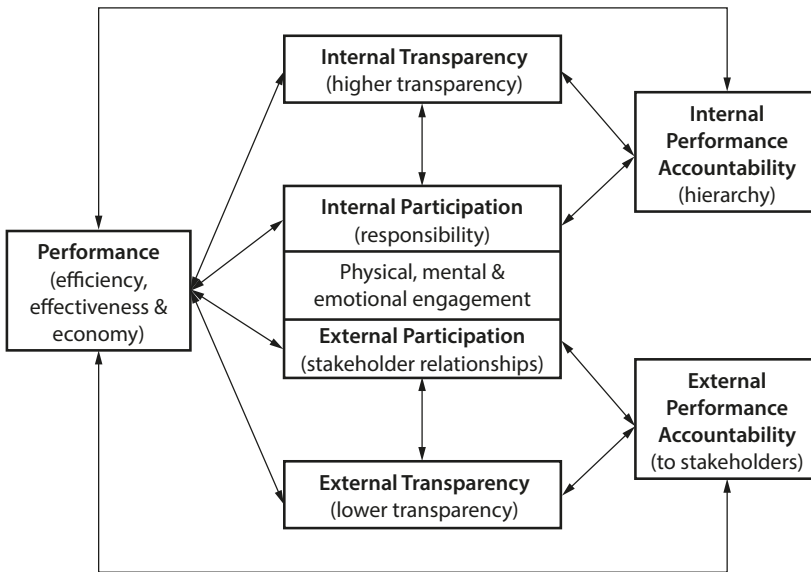


Fig. 2. Relationships between the 4 concepts associated with democratic governance in the context of sport events (Parent, 2016a)

cratic governance in the context of sports events. In it, performance is linked to accountability, transparency and participation, which is the crux of the matter, while the differences between internal and external aspects is made clear.

To enact the four principles of democratic governance in sports events, stakeholders will use a variety of ties or relationships from the basic communication relationship to pure transactions or more legal forms of partnerships. They will also use coordinating bridges, which is about putting people on various committees so they can coordinate between groups. Stakeholders will prefer different approaches based on their specific goals for the event; some stakeholders will mainly use collaborations, whereas others may primarily use coordinating bridges (Parent et al., in press).

Canada's Approach to Governing the Olympic Games

This last part of this lecture will provide a more concrete example of good governance structures within sports events. It is based on an analysis I made of the governance of the 1988 Calgary and 2010 Vancouver Olympic Winter Games in Canada (Parent, 2016b).

There seem to be five elements in Canada's approach to governing an Olympic Games.

First, Canadian OCOGs develop and implement a nationwide planned and coordinated stakeholder engagement strategy (Parent, 2016a). This is the active engagement or participation aspect in action. This element includes a strong partnership focus, a democratic governance approach, the co-location of key partners, and the introduction of new actors to fulfil specific goals, roles and responsibilities. One such actor was "Own the Podium", which was created to boost Canada's chances of winning an Olympic gold medal on home soil.

This is a good point at which to talk about the co-location aspect. Based on experiences from Sydney 2000 and Athens 2004, as well as some of the challenges organizers faced in 1988, the 2010 Games partners promoted their own co-location (London 2012 would do the same). This means that representatives from the municipal, provincial and federal host governments, the Canadian Olympic Committee, the Canadian Paralympic Committee, and the Four Host First Nations, all had offices in the headquarters of the OCOG (in this case, the VANOC) with a view to developing and promoting relationships and cooperation. Many problems were avoided by people simply walking down the hall or going one floor down to speak to a counterpart about an issue. This face-to-face aspect was critical despite our being in a technological era.

The second element in Canada's approach to governing an Olympic Games was leadership. Appropriate leadership means finding one or a group of individuals with the right set of leadership skills and networks in business, politics, sport and events. It also means maintaining consistent leadership from the bid through to the wrap-up period (Parent, 2016a).

As we know, the only constant in events is change. This means that the third element is the OCOG's structure, which should be flexible so it can adapt to ongoing changes. Part of this structural flexibility includes having a venue team (Vteam) management system. The OCOG structure also means including volunteers throughout the planning and hosting, though especially during the Games period itself, with an understanding that they are equally, if not more, important than paid staff (Parent, 2016a).

The fourth element is knowledge. Canadian OCOGs were striving to develop a knowledge management system to gather and disseminate information, lessons learned and experiences even prior to the founding of the OGKM.

Finally, Canadian OCOGs and Games stakeholders must be willing to innovate, not only for Games-time processes, such as using new technologies, but more importantly for behind-the-scenes management processes based on lessons learned from previous events (Parent, 2016a). Examples here include signing a multi-party agreement during the bid phase, establishing clear roles and responsibilities for all Games partners, and developing workplace safety, legacy and sustainability standards.

Summary

In summary, governance is both political and administrative. You can look at governance as steering, as networks, and as good governance. Good governance requires appropriate structures and processes.

In a sport event context, performance, accountability, transparency and participation are important, but stakeholder participation and satisfaction are key. In addition, accountability, transparency and participation processes look different when viewed internally and externally.

However, I want to point out the caveat that some of the specific examples of structures and processes I mentioned in the Canadian context may be just that: specific to Canada. While there is a belief in universal principles of good governance, we do need, to a certain degree, to consider the context when seeking to implement good governance principles. There are also threats to the good governance of sports posed by issues such as corruption, doping and compliance. Proper leadership, accountability and stakeholder relationships will be critical in addressing these issues.

References

- Bevir, M. (2011). Introduction. In Bevir, M. (Ed.). *The SAGE Handbook of Governance* (pp. 1–16). London: SAGE Publications Ltd.
- Callahan, K. (2007). *Elements of Effective Governance: Measurement, Accountability and Participation* (Vol. 126). New York: CRC Press.
- Chappelet, J.-L. (2012). *Mega Sports Event Legacy: The Case of Innsbruck*. Paper presented at the 4th International Sport Business Symposium, Innsbruck, Austria. <http://www.uibk.ac.at/isw/unterlagen/pdf-management-symposium/hall-1-keynotes/1->

- iv_keynote_mega-sports-event-legacy-%5Bkompatibilitaetsmodus%5D%29.pdf
- Chappelet, J.-L., & Kübler-Mabbott, B. (2008). *The International Olympic Committee and the Olympic system: The governance of world sport*. Oxon, England: Routledge.
- Gassewitz, D., Crawford, M., & O'Donnell, J. (2016). *Governance: Building your best Board*. Ottawa Sport Council video podcast. Retrieved April 6, 2017 from <http://sportottawa.ca/educational-resources-dropdown/video-podcasts/governance-building-your-best-board/>
- International Olympic Committee. (11–12 February 2008). *Basic Universal Principles of Good Governance of the Olympic and Sports Movement*. Retrieved March 21, 2017 from https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/IOC/Who-We-Are/Commissions/Ethics/Good-Governance/EN-Basic-Universal-Principles-of-Good-Governance-2011.pdf#_ga=1.215998615.1264564570.1463506977
- King, N. (2017). *Sport governance: An introduction*. London: Routledge
- Kristiansen, E., & Parent, M. M. (2014). Athletes, their families and team officials: Sources of support and stressors. In D. V. Hanstad, M. M. Parent & B. Houlihan (Eds.), *The Youth Olympic Games* (pp. 106–121). London: Routledge.
- Kübler, B. & Chappelet, J.-L. (2007). The governance of the International Olympic Committee. In Parent, M. M. & Slack, T. (Eds.). *International perspectives on the management of sport* (pp. 207–227). Burlington, MA: Butterworth-Heinemann.
- Organization for Economic Cooperation and Development. (1999). *OECD Principles of Corporate Governance*. Paris: OECD Publications.
- Parent, M. M. (2016a). The governance of the Olympic Games in Canada. *Sport in Society*, 19(6), 796–816. doi: 10.1080/17430437.2015.1108652
- Parent, M. M. (2016b). Stakeholder perceptions on the democratic governance of major sports events. *Sport Management Review*, 19(4), 402–416. doi: <http://dx.doi.org/10.1016/j.smr.2015.11.003>
- Parent, M. M., Rouillard, C., & Naraine, M. L. (in press). Network governance of a multi-level, multi-sectoral sport event: Differences in coordinating ties and actors. *Sport Management Review*. doi: <http://dx.doi.org/10.1016/j.smr.2017.02.001>
- Parent, M. M., & Smith-Swan, S. (2013). *Managing Major Sports Events: Theory and Practice*. London: Routledge.
- Pérez, R. (2003). *La gouvernance de l'entreprise*. Paris: La Découverte. Collection Repères.
- Shahin, M. (2016). The effect of good governance mixture in governmental organizations on promotion of employees' job satisfaction (case study: Employees and faculty members of Lorestan University). *Asian Social Science*, 12(5), 108–117.

RESTORING SPORT INTEGRITY: SOME CONCEPTUAL ENGINEERING

Prof. Mike J. McNAMEE (GBR)

*Director, Research Institute for Ethics and Law,
Swansea University, UK*

*Programme Chair: Erasmus Mundus Joint Master Degree
in Sport Ethics and Integrity, www.maisi-project.eu*



Introduction

Although the public outcry around match fixing is recent (Hill, 2011), the phenomenon of sport integrity long predates it. Perhaps unsurprisingly for the zealously competitive ancient Greeks, it appears that the first documented case of match fixing dates back to 388 BC. The boxer Eupolos paid three of his opponents to let him win the tournament (Maening, 2005). Moreover, match fixing did not limit itself to athletes: it was committed by emperors too. The Roman Emperor Nero paid his fellow competitors not to turn up at the qualifying chariot races for the Olympic Games in 67 AC, as well as bribing the organizers to allow him to compete (Maening, 2005). Yet there is a problem, which I shall call conceptual reductionism, with considering sport integrity and match fixing as synonyms (Cleret et al 2015). Match fixing, or event manipulation as it is properly described (McNamee, 2016; UNODC 2016), is just one species of the genus sport integrity. In this short essay, therefore, I shall focus on some important philosophical questions about the nature of sport integrity. I shall make several important conceptual distinctions that will allow us to be in a position as administrators, coaches, officials and teachers of sports to better understand the concept in order to develop strategies that will preserve and promote the integrity of sport. The Cambridge philosopher Prof. Simon Blackburn has invoked a beautiful description for this which avoids the term “philosophy” because of the connotations that often – though wrongly –

attach to philosophical work. He calls it instead “conceptual engineering”:

I would prefer to introduce myself as doing conceptual engineering. For just as the engineer studies the structure of material things, so the philosopher studies the structure of thought. Understanding the structure involves seeing how the parts function and how they interconnect. It means knowing what would happen for better or worse if changes were made. This is what we aim at when we investigate the structures that shape our view of the world. Our concepts or ideas form the mental housing in which we live. We may end up proud of the structures that we have built. Or we may believe that they may need dismantling and start afresh. But first we have to know what they are. (1999: 1–2)

So what I will undertake in this short paper is an example of conceptual engineering in relation to the concept of “sport integrity”.

What is this thing called sport integrity?

Despite gaining common currency in sports journalism in recent years, the term *sport integrity* is still in its infancy. It is no surprise then that it seems to mean all things to all people. Moreover, the very notion of *restoring* sport integrity presupposes that there was a time when sport had integrity. There is only one serious review of the literature on integrity in sport, but it is besieged by conceptual problems. Treagus, Cover and Beasley (2011) catalogue a range of values that they see as constitutive of the concept. However, their list includes actions and issues as diverse as doping and recreational drug use, fraud, illegal gambling, match fixing, racism, sexism, violence and unethical practices surrounding coaching, management and procurement. This kind of conceptual inflation is not helpful to administrators attempting to gain a clear focus on specific objects of concern, though it does give an indication of the variety of ethical problems facing sports. What is problematic here is a conceptual issue: the many senses of integrity, from personal integrity to moral integrity and beyond, are conflated.

One of the difficulties for scholars, administrators and policy makers is the sheer variety of ways in which the concept of integrity has been employed. At one level, it is taken to represent the most general kind of ethical approval, such as when one says of a person: “She was a politician of unusual integrity”. At

another level, it seems applicable to any whole or ideal that may be fractured in some way: “The integrity of my computer hard drive has been corrupted”. It is often the case that integrity is preceded by a modifier, usually a noun. This is the way I shall approach my discussion of “*sport integrity*”. Ascertaining the senses of integrity as applied to sports is not a straightforward matter.

In the only published conceptual analysis in the literature of the philosophy of sport, Archer (2016) analyzes sport integrity into three varieties of virtue: personal virtue, institutional virtue and political integrity. For present purposes I shall loosely follow that scheme, but will focus more on the institutional context of sport integrity since it is the institutions of sport, such as the IOC, that are responsible for promoting and preserving the integrity of sport and restoring it where it has been corrupted.

Sports Practices, Sports Institutions, and Sport Integrity

The work of the Scottish philosopher Alasdair MacIntyre has become widely used in discussions of sports and their ethical nature. MacIntyre (1984) set out a distinction between practices and institutions that is cited extensively in the philosophy of sport and sports ethics literature (Arnold 1997; Brown 1990; McNamee 1995; Steenbergen and Tamboer 1998; Schneider and Butcher 1998). The distinction between the two is roughly that between the social practice itself (e.g. athletics, football, rugby, tennis) and the organizational and bureaucratic institutions that structure them. In a sense, MacIntyre is asking his readers to suspend their ordinary understanding of the terms.

The marking of the distinction opened up a space for philosophical debate that sociologists found it difficult to agree with: how can one talk about a social practice in abstraction from the contexts in which it emerged without talking about the concrete entities themselves? Well, in sociological terms, MacIntyre’s idea was close to that of an ideal type: an abstraction of the thing in itself. Imagine the following thought experiment: consider tennis itself, irrespective of the pronouncements of the ITF or the ATP, the WTP and so on. What are you left with but the sport itself: the activity. And this is constituted by its rules and objectives, techniques and skills, tactics and strategies and so on. Then, of course, there is the conception, the narratives, the ideals of what tennis stands for: baseline versus serve and volley; aggression versus prudent passive stroke play; tak-

ing risks or extending the rally; and so forth. For reasons that will become clear, the notion of sports as practices is crucially important, since it is the integrity of these practices that sports institutions must promote, protect and — yes — restore.

Personal Integrity of Sports Leaders

Much journalistic discussion of sports integrity has focused on the aspect that concerns the behaviours of sports leaders: personal integrity. Every day, it seems that the media reveals a new story concerning the misconduct of the global institutions of sport. Take football, for instance, and the machinations of the Federation of International Football Associations (FIFA) between 2008 and 2015, during which period its President, Sepp Blatter, was regarded as one of the world's leading sports administrators and as someone who had made very significant contributions to the globalization of the game. His reputation has been badly tarnished, however, despite the FIFA's evident commercial success, by a series of scandals which include the "selling" of commercial rights for the World Cup for minuscule amounts. During his seven year reign, he instituted a number of governance reforms that were intended to protect the commercial value of FIFA's product: the game of football. And it is noteworthy that the 2015 independent report on the global governance of sport by the group "Play the game" listed FIFA as the second best international sports federation in terms of good governance in sport. It is a matter of no small irony, then, that Blatter had himself approved a suggestion from the German Football Federation to establish integrity checks on potential candidates for senior football posts. Quite what those "integrity checks" might look like was not explicitly articulated; Blatter himself only referred to more detailed investigations by the FIFA Ethics Committee (BBC 2015b).

One reasonably uncontentious aspect of personal integrity is the idea that what one says and what one does are unified, or at least integrated. Journalistically, we often hear the phrase "If you talk the talk, you have to walk the walk". This is part of what is meant when we say someone is genuinely or sincerely committed to a given purpose or ideal. And there is a requirement that leaders of organizations will exhibit positive behaviours (what moral philosophers would call "virtues") consistent with the stated aims and values of their organizations, as set out in mission statements, codes of conduct and other governance tools.

Given what was discovered, it is reasonable to assume that Blatter's public

persona and role in a not-for-profit company had become a vehicle for the aggrandizement of himself and an intimate circle of insiders, who were often the heads of national sports federations. In addition to a relatively unified personal identity (by which I mean something like the integration of his commitments and values), questions arise about the conduct of officials like Blatter in private not merely in their public words and deeds. Politicians are often criticized for a lack of consistency in their public and private behaviour, and often seem to use the holding of public office for private gains. It is certainly not accidental that this is how Transparency International defines “corruption”.

The idea that sports leaders have failed to live up to certain ideals seems often to be part of integrity talk. In statistics, scientists often talk about “outliers” for data points that do not converge around a set of results that are expected. They are often unexplained exceptions to the rule. But it is clear that Mr Blatter is no outlier among senior sports administrators in his lack of integrity. The events preceding the 2016 Olympic Games and the chicanery of the International Association of Athletics Federations (IAAF) serve as chastening reminders of the poor governance record in sports (BBC 2015a; King 2016). And even in the wake of Rio, there are ongoing investigations into illicit payments made to IAAF officials and their business associates, not least to the son of the former President of the IAAF (Fonseca, 2017).

A commitment to coherence and consistency in what we do and say is not enough, of course. One can say one is committed to using one’s office to amass as much wealth as possible (and plenty of sports administrators have surely said this in private). Yet that is not what is meant by personal integrity; it is not merely about these things. Both individuals and institutions must thus be committed to ethically admirable, or at least ethically defensible, sporting goals. Second, the Latin *integritas* suggests wholeness, as noted by Robert Audi and Patrick Murphy (2006): integrity is something that must be revealed in action, and most clearly when one’s ideals (whether personal or institutional) are at stake. What more can be said of sport integrity beyond the leadership of sport?

Integrity and sports institutions

We might say that for an institution to have integrity, its ends and procedures should be shared by everyone from an office worker to the office of the chief

executive or the chair of the governing Board. As such, integrity is an essential ideal for models of good governance (King 2016). Of course, sharedness is a matter of degree. On the one hand, it might mean, minimally, observing the rules and policies of one's institutions, while in other cases it might mean aspiring to best practices in such matters as dealing with conflicts of interest. And this might require a strong and organization-wide commitment to transparency. Moreover, the integrity of an institution requires that its ends are not usurped, or at least not undermined, by an overriding commitment to, for example, the accumulation of wealth by individuals or the institution as a whole, and that the institution does not become inured to corruption (economic or ethical).

MacIntyre (1984) remarked that, at a general level, social practices are always vulnerable to the acquisitive power of sports institutions. But the influence of such organizations is not always malignant. Indeed, the institutions of sport simultaneously corrupt and support sports practices (Brown 1990; McNamee 1995; Morgan 2006). They codify rules, organize competitions, and educate and licence players and officials. No complex social practice can survive long without such institutions. Yet with new crises emerging almost weekly, one may wonder whether many sports organizations have the structures and cultures they need to develop good governance and maintain their integrity. This is a critical task, since any sports institution that fails to stand up to, say, organized doping or illegal gambling syndicates may properly be said to have lost its integrity. The leading officers in particular of sports institutions must have executive virtues (the kind of admirable character traits that get things done), and courage is likely to be principle among them. Institutional failure is often discussed in the philosophy of sport literature in relation to the tension between the internal and external goods of sport—that is, loosely, those goods definitive of the activity (skilful movement, nuanced coordination, agility, tactical awareness and so on) and those that are extrinsic to it and which may be achieved through an indefinite number of activities (status and wealth being the usual candidates).

Sports practices and competition integrity

We have discussed some of the features of sports integrity in relation to sports institutions and compared and contrasted them with personal virtues. But what sense, if any, can be made of the integrity of sports as practices. For the sake of

clarity, we will invent a new term: *competition integrity*.

A good sports competition must embody a number of features. First, it should have a clearly delineated test that is shared (Kretchmar 1975). That test is a challenge concerning the range of physical and psychological abilities and skills. Every sports institution develops over time a rules-based structure that articulates the defining goals and the permissible means of achieving them. The sporting contest that the institution arranges must allow individuals or teams to be measured, evaluated and ranked against an agreed-upon goal, using only means that are allowed by the rules of the activity (Loland, 2002).

When sports institutions develop these regulatory structures, they create a formal framework for drawing distinctions between contestants in a variety of ways. It allows distinctions between and within athletic forms. Running is essential in football, but is distinguished from it by the range of additional motor skills that football requires and which are enshrined in the rules. But within athletics we can contrast race walking with marathon running, even though they may be said to be members of the same sporting family: athletics. Thus one may meaningfully compare and contrast association football (soccer) with rugby football or American football. In order to preserve the integrity of sports, we must preserve and promote the integrity of the constituent parts of the test and contest. In doing so, one will find much that is shared: territory invasion, notions of ball possession, rules determining which body parts may or may not come into contact with an opponent or when manipulating the ball, and so on. One may also find key differences: the direction of permissible passing, whether hands can be used to catch the ball, the number of players that are allowed to form a scrimmage or scrum, etc. Good sports competitions are the product of historical – but often dimly articulated – excellences that are shared to a given degree across sports (Devine 2011). And maintaining or restoring sport integrity as competition integrity will involve considerable skill, insight and experience both in the activity and in the construction of good rules.

This broad set of philosophical remarks draws attention to the logic of sporting activities: competition integrity requires that the test demands of players and athletes what it is supposed to and that the formats chosen have sufficient consistency for meaningful comparison to be made with activities that go by the same name in various places around the world and over an extended period of time. So that javelin throwers did not kill or maim runners on the athletics track,

for example, the physical structure of javelins was biomechanically altered so they would fall to earth more steeply and within the limits of the inner portion of the athletics track. Although the equipment and therefore the rules changed, the same capacities were tested. As with personal integrity, notions of coherence and consistency are a large part of what is meant by competition integrity. What this meant, though, is that differences between historical epochs of javelin throwing compromised this integrity. We can say then that the integrity of the sport of javelin throwing was challenged, albeit for good reasons: to preserve the physical integrity of athletes.

A more general point can be made here. When competition formats are revised, whether for the purpose of maximizing the number of paying spectators or for the sake of televised performances, what may be at stake is the integrity of the competition. International cricket matches were traditionally held over five days. More recent innovations, such as One Day Internationals between competing nations, are thought by traditionalists to diminish the quality of the sporting contest. Not only are they less a test of endurance because they are of shorter duration, the compression also occludes some traditional skills (defence) and privileges new ones (new run-scoring techniques).

Whether or not the integrity of the game is compromised by promoting or downplaying different skills and virtues is thus a moot point. How does one answer the question of who was the better bowler (pitcher) or batter when competition formats are altered and the game takes different forms at different times? Presuming the coherence of the tests involved, are the competitions of sufficient constancy to be said to have maintained competition integrity? Questions like these have proved to be a major headache for sports administrators and sports media entrepreneurs. It is therefore surprising, given the explicitly conceptual nature of these problems, that philosophers are rarely invited to help understand them.

Conclusion

I have tried in this short essay to give an indication of the need for philosophers of sport to engage in practical activities that shape and define the activities we love. I have shown how the task of restoring sports integrity is first and foremost a philosophical one, whether we like it or not, since one cannot proceed very far in this exercise without properly understanding what sports and integrity

actually mean. And when we look closely at the concept of integrity, we can see that there is more than one conception of it. Analysing sport integrity requires us to articulate this double vision or double character of sport (Steenbergen and Tamboer, 1998) as both practice and institution, and to distinguish the personal integrity of sports leaders from the integrity of sports competitions. This is a first step, but only a first step, towards understanding what it is that we should be promoting, preserving and restoring in terms of sport integrity, both as players and administrators, but above all as lovers of sport.¹

References

- Archer, Alfred. "On Sporting Integrity". *Sport, Ethics, and Philosophy* 10, no. 2 (2016): 117–131.
- Arnold, Peter J. *Sport, Ethics, and Education*. London: Cassell, 1997.
- Audi, Robert, and Patrick E. Murphy. "The Many Faces of Integrity". *Business Ethics Quarterly* 16, no. 1 (2006): 3–21.
- BBC. "Athletics Corruption on a 'Different Scale,' Says Report". 7 November 2015a. <http://www.bbc.co.uk/sport/athletics/34752212>.
- BBC. "Sepp Blatter: Fifa President Backs Integrity Checks". 19 June 2015b. <http://www.bbc.co.uk/sport/football/33208819>.
- Blackburn, Simon. *Think: A compelling introduction to philosophy*. Oxford University Press, 1999.
- Brown, W. Miller. "Practices and Prudence". *Journal of the Philosophy of Sport* 17, no. 1 (1990): 71–84.
- Butcher, Robert, and Angela Schneider. "Fair Play as Respect for the Game". *Journal of the Philosophy of Sport* 25, no. 1 (1998): 1–22.
- Carpenter, Kevin. "Match Fixing – Scandals, Lessons, & Policy Developments 2012/13 – Part 1". *LawInSport*. 2013. <http://www.lawinsport.com/>.
- Cleret, Lea, Mike McNamee, and Stuart Page. "Sports Integrity' Needs Sports Ethics (and Sports Philosophers and Sports Ethicists Too)". *Sport, Ethics, and Philosophy* 9, no. 1 (2015): 1–5.
- Cleret, Lea, Mike McNamee, and Stuart Page. "Match Fixing and Sport Integrity". *Philosophy: Sport*, edited by R. S. Kretchmar, Macmillan Reference USA, (2017): 149–166.

1. This essay is a revised and greatly shortened version of an earlier paper: Cleret, Page and McNamee, 2017.

- Council of Europe Convention on the Manipulation of Sports Competitions. 2014. <https://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/215>.
- Cox, Damian, Marguerite La Caze, and Michael Levine. "Integrity". In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta. Fall 2013.
- Devine, John William. "Doping Is a Threat to Sporting Excellence". *British Journal of Sports Medicine* 45, no. 8 (2011): 637–639.
- Fonseca, P. (2017) IOC ethics committee looks into Rio payment claims <http://uk.reuters.com/article/uk-olympics-rio-corruption-idUKKBN16A1PM> accessed 31.5.17
- Fraleigh, Warren P. *Right Actions in Sport: Ethics for Contestants*. Champaign, IL: Human Kinetics, 1984.
- Geeraert, A. (2015) Sports Governance Observer http://playthegame.org/media/5786679/sgo_report_final_3.pdf accessed 31.5.17.
- Hill, Declan *The fix: soccer and organized crime*. London: McLelland and Stewart Ltd, 2010.
- King, Neil. *Sport Governance: An Introduction*. Abingdon, UK: Routledge, 2016.
- Krüger, Michael, Christian Becker, and Stefan Nielsen. *German Sports, Doping, and Politics: A History of Performance Enhancement*. Lanham, MD: Rowman and Littlefield, 2015.
- Loland, Sigmund. *Fair Play in Sport: A Moral Norm System*. London: Routledge, 2002.
- MacIntyre, Alasdair C. *After Virtue: A Study in Moral Theory*. 2nd ed. London: Duckworth, 1984.
- McNamee, M. J. Sporting practices, institutions and virtues: a restatement and a critique", *Journal of the Philosophy of Sport* 32, 61–82.
- Maennig, Wolfgang. "Corruption in International Sports and Sport Management: Forms, Tendencies, Extent, and Countermeasures". *European Sport Management Quarterly* 5, no. 2 (2005): 187–225.
- Morgan, William J. *Why Sports Morally Matter*. London: Routledge, 2006.
- Solomon, Robert C. *Ethics and Excellence: Cooperation and Integrity in Business*. New York: Oxford University Press, 1992.
- Steenbergen, Johan, and Jan Tamboer. "Ethics and the Double Character of Sport: An Attempt to Systematize Discussion of the Ethics of Sport". *Ethics and Sport*, edited by Mike McNamee and Jim Parry, 35–53. London: Routledge, 1998.
- Suits, Bernard. *The Grasshopper: Games, Life, and Utopia*. Toronto, ON: University of Toronto Press, 1978.
- Treagus, Mandy, Rob Cover, and Christine Beasley. *Integrity in Sport Literature Review*. August 2011. Funded by the Australian Sports Commission; conducted through Adelaide Research and Innovation Pty Ltd at the University of Adelaide, South Australia. http://www.ausport.gov.au/__data/assets/pdf_file/0011/516782/In-

tegrity_in_Sport_Literature_Review-.pdf.

United Nations Office on Drugs and Crime (UNODC). *Resource Guide on Good Practices in the Investigation of Match Fixing*. Vienna: United Nations, 2016. http://www.unodc.org/documents/corruption/Publications/2016/V1602591-RESOURCE_GUIDE_ON_GOOD_PRACTICES_IN_THE_INVESTIGATION_OF_MATCH-FIXING.pdf

THE ROLE OF GOVERNANCE IN KEEPING SPORT RELEVANT

Olivier GERS (FRA)

*Chief Executive Officer, International Association
of Athletics Federations (IAAF)*



Introduction: Olympic Day is a good day to focus on the fundamentals of sport

I am delighted to be here on Olympic Day to talk to you about the role of governance in modern day sport and how international sports federations need to have strong foundations to be able to meet the changing needs of sport and, more importantly the changing needs of sports fans.

Olympic Day began in 1948 as a way to promote sport participation across the globe. Today it has become as much about extolling the values of sport as it is about participating in sport. And this reflects the changing role sport plays in society today. Sport is becoming a central pillar in society: tackling health, bringing people together and teaching important values, it is needed more than ever today.

If it is to continue playing this role, sport must also be beyond reproach, remain relevant, and be trusted.

There is a quote that particularly resonates with me. It was part of Sebastian Coe's speech at the Opening Ceremony of the 2012 Olympic Games in London. He said: "There is a truth to sport. A purity, a drama, an intensity—a spirit that makes it irresistible to take part in, and irresistible to watch" (Sebastian Coe 2012).

FILM: Our fans and future stars

So let me start with this short film: *All that is good in sport*. This is my sport—athletics—but it could be most sports today. It is the inspiration that drives young

people, future fans and future stars.

You will notice that there is no television in this film. The way young people enjoy, experience and engage with sport has changed. Technology, time (or lack of it), and the transient nature of trends is driving this change.

Staying relevant in this changing landscape is critical, but can only be achieved if there is a strong and solid platform of trust.

So let me talk to you about building this platform of trust.

Message 1: Where you start is important

When you are on a journey of reform or change, it is easy to start from where you have got to or start where you want your journey to end.

But if you do this, you fail to explain the most important part of any reform or change programme: why it is necessary. So I would like to start with WHY? Only then can we understand the journey the IAAF is on, and the journey many other sports are beginning or need to begin.

So, starting from the beginning...

Message 2: Why reform?

The IAAF has had to deal with a number of high-profile issues: doping cover-ups and alleged corruption at the highest level of the organisation being the top two. These are two different things which often get lumped together under a doping scandal or doping corruption scandal. I am not here to re-label anything, but rather to explain why the reforms were necessary. The IAAF has a strong anti-doping ethos and a good team that has been undermined by a small group of people who should have led them, not let them down. Corruption is an ongoing investigation.

What these two things have in common, other than allegedly involving the same people and, of course, relating to the same organisation and the same sport, is that the leadership was able to influence the system completely unchecked. When staff and council members asked questions about progress or asked for updates on activities, they were powerless to check the information they were being given. The culture was to believe and not to question.

There is a saying that you should never let a good crisis go to waste. Well,

Athletics was a sport in crisis – perhaps it still is, though significant progress has been made – so it needed to change. The list of the IAAF’s shortcomings has been aired around the world by the media, fans, athletes, even all our friends.

But to remind you, the critical shortcomings highlighted were:

- No checks on the President’s powers
- Risk of political inference in operations
- Lack of clarity in governance roles & responsibilities
- No voice for athletes at the top level
- Lack of accountability and transparency

As we discussed many times during the nine-month reform process, the walls were too high and the power was in the hands of too few people. That is why the IAAF had to change.

Message 3: When to reform

Reforming your organisation in the eye of the storm is far from ideal timing: you need time to discuss and debate change. You must know and understand what your membership, your stars and your fans believe in, and where change may be hardest. That does not mean you do not change the hard things; it just means you have to review your approach.

The good thing about changing in the eye of the storm is that there is a sense of urgency that keeps everyone focused. But it also means you are reforming in the most public way and under enormous scrutiny from commentators and observers who may not have the long-term interests of your sport at heart.

It is on these occasions that you have to go back to the “why?”. And be sure your ongoing debates and processes capture the real reasons for reform, not knee-jerk reactions to the situation you find yourself in.

In the case of the IAAF, we had a six-step plan, real advocates, and a team that worked round the clock to seek out best practices, write and rewrite our constitution, communicate, lobby and debate, as well as a membership that fundamentally embraced reform.

Our six steps were:

- We developed a process to debate and discuss
- We set a 9-month timeline (tight but necessarily so)
- We set the initial scope and guiding principles (representatives from all are-

as came together to discuss and debate the scope, core pillars and guiding principles of our reform in Amsterdam)

- We went to all six areas and spent time explaining, discussing and, in some cases, changing and amending the reforms. We talked with sport insiders and outsiders at these sessions, as it is as important that the media, the public and the fans understand what we are debating
- We held a special congress to take the decision. This was not business as usual, and it was important that everyone inside and outside our sport understood the importance and relevance of these reforms
- We maintained ongoing consultation, feedback and input. We held our convention and our congress in early August, ahead of the World Championships in London. We needed the membership to continue to discuss change and reform.

Message 4: Create a solid foundation

The brief which Sebastian Coe gave the organisation was this: we needed an organisation that would function effectively with all the checks, balances and devolved decision-making required to ensure that these issues would never have to be dealt with again on our – or anybody else’s – watch.

We therefore started with four key areas of reform and change:

- The organization
- Financial and operational systems
- The Integrity Unit
- Ethical compliance

I see this as the house with four connecting walls, all of which support each other. Underpinning these walls – the foundations if you like – is the governance reforms that led to the constitutional changes approved at the IAAF congress last December.

Without strong foundations, the house the IAAF is building would face a range of issues ranging from rising damp to subsiding walls (OK enough with housing analogies – I hope you all understand).

No matter how urgent and desirable it is to have an integrity unit or strong ethical compliance – both of which are critical end points – this cannot be achieved without solid air- and water-tight foundations. It simply cannot be

done. So the reforms needed to start with the constitution, not the Integrity Unit.

The reform objectives we set were:

- Wider participation in the decision-making process, including athletes and broadening the geographical and gender representation¹
- Governance being separate from management
- The right people with the right skills at all levels of the sport
- Efficient and effective decision-making
- Independent controls & monitoring – the right checks and balances
- Ethical behaviour and integrity
- Transparency and accountability

This was our starting point: the elements of the Governance reform. This should be everyone's starting point, as governance is the bedrock of any reforms.

Message 5: Chart and celebrate successes

You will be pleased to note that I am not going to go through every detailed change. However, I do want to connect some of the big reforms that were approved in December.

Clear roles, responsibilities, structures and processes with clear reporting lines for all layers of decision-making whether they are led by volunteers or paid staff. On the field of play, at head office, in regional and area associations.

Mixing elected and appointed officials (within or outside the sport) so you have the right people around the table, with the right skills, asking the right questions, and being accountable.

So many sports are influenced by Commissions that are outdated, or without a real purpose or ambit, or seen as rites of passage or grace and favour groups. The nature, number and scope of Commissions should be reviewed so they are aligned with an organisation's strategy and are actually accountable for something. We are doing just that.

Self-improvement and equality reflecting not only the countries the sport represents but parity within the sport at the elite and grassroots level. This is not just desirable but essential. It is vital that you keep looking at your structures to

1. And let me be clear about gender representation: though we have a strong and equal gender representation on the field of play, this is not mirrored in the administration of sport and its corridors of power. This needs to and will change.

make sure they mirror the world we all live in.

Integrity and eligibility checks must be undertaken across the board by strong and independent Vetting Panels. This feeds into Integrity Codes of Conduct and Codes of Ethics which make it clear how we expect our people to behave and how we deal with them when they do not.

Only then can we—and should you—look at establishing independent Integrity Units to manage doping and integrity matters. For the IAAF, the institution of the Athletics Integrity Unit means assuming responsibility for anti-doping testing and investigations for all international-level athletes and their support personnel. It also includes a new independent tribunal to determine breaches of the Integrity Code of Conduct by international-level athletes and their support personnel, with a right of appeal to the Court of Arbitration for Sport.

In addition, a new and independent Disciplinary Tribunal will be established to hear and rule on all breaches under the Integrity Code of Conduct, so there is “One Code—One Tribunal”. There ensures the clarity and transparency of the process.

Message 6: Create a constantly challenging culture. Never stop evolving

To be the best we can be, we all need to challenge convention constantly. To challenge convention, we need to be clear on what it is, so we need transparency, audits, a roadmap and, of course, independent verification of how we are doing.

The IAAF now has a re-written constitution which was voted in with overwhelming support; a constitution in which the fundamentals of the sport, its structures, processes, roles and responsibilities are embedded. We don’t expect it to sit on the book shelf indefinitely; rather, we expect it to evolve and change, and we will find ways to encourage that to happen.

The IAAF has also put a vetting panel in place.

And we are taking steps with regard to gender equality and representation, too.

We launched the Athletics Integrity Unit in April with the Chairman and Board. Earlier this month, Brett Clothier was named head of the AIU. This appointment was essentially the final brick in the robust wall of ethical defences we have built around our sport. These defences are now up and running, and a tremendous amount of work is already being dedicated to educating athletes, the front and centre of the AIU’s communication effort.

We continue to lead the way in anti-doping and will work tirelessly to bring cheats to justice and drive education. There is still a long way to go. No one is kidding themselves that they have done anything other than take the first steps on a journey of reform. But the journey has started, and our sport has a driven leadership that is passionate about seeing reform take root, establish itself and grow. If the Governance reform work is the framework required for strong foundations, to set out expectations and put in place the powers of compliance, the AIU is the framework that will set the values, ethics and morals we expect everyone in the sport—athletes, administrators and advocates alike—to compete, live and work by.

We will continue to debate and discuss these reforms ahead of the World Championships. Not just the decisions we have made, but the decisions we need to keep making to ensure our sport has the firm foundations needed to support the innovations and changes we need to make to stay relevant.

Conclusion: Go back to the beginning: reform is about relevance, trust and leadership

All sport, not just the IAAF, needs to ensure that everything that is important to them and their sport is properly enshrined in their constitution. This will ensure that those who follow are clear about how the sport should be run, and inherit a clear set of guidelines they can develop and evolve in line with the world they live in.

Only then can they turn to the future.

Relevance is not just about looking at ourselves and what we do. Of course, this is important, but we need to look at the world around us. We talk semi-knowledgeably about Millennials and the younger generation, but do we really know what they mean for our businesses and our sport?

It is not just about the selection on offer and the choices young people make. It is more than that. It is about behaviour. The world of young athletes and young fans is a vastly different place from the world I grew up in.

The speed at which good and bad can be shared is mind-boggling, which means the difference between promoting a sponsor's product and blowing a sponsorship deal is getting to be as close as first and second place in the 100m final. How does that affect young people's behaviour? Does it make them more

or less cautious? More or less trusting? More or less confident?

It is behaviour we need to focus on if we want to continue to attract and engage young people in sport.

And of course we need to rebuild trust. We are doing that, but it is a long journey back.

We have made 200 changes to our constitution and set in motion a chain of reforms that should never allow our sport to return to the “bad old days” (which in some cases we are still working our way through).

Underlying everything I have talked about today is integrity. It is about making promises and keeping them. It is about how we want people in the sport to behave and act. Raising the standard of conduct across the sport and being clear about what that standard is. We all need to talk about our failings in this area, and we need to talk about what we are doing to fix it. We need ongoing debates, discussions and transparency so all athletes and fans and anyone else can look in and satisfy themselves that everything is going according to plan.

As I said at the beginning, the journey is as important as the destination. As current and future leaders of sport, this is something we all need to take on board. We need to lead by example, not by rhetoric. We will be held to our promises, and we will have less time to implement and less authority to do it “our way” rather than the “shared way”. It is time for sport to lead again, but first we need to get our houses in order so we are all strong enough for the journey ahead.

DEMOCRATIZATION AND REFORM OF SPORT GOVERNANCE

Yves LE LOSTECQUE (FRA)

*Head of the Sport Unit, Directorate-General
for Education, Youth, Sport and Cultures,
European Commission*



I have been invited to address the issue of the “Democratization and Reform of Sport Governance” and to give you the European Commission’s perspective. The mere fact that the Commission has been asked to express its position on such an issue shows how times have changed. Some years ago, before the Lisbon Treaty, this was not really a subject for the EU.

Allow me then to first answer a basic question: Why is the EU interested in good governance now? There are three main reasons.

Firstly, because we want to promote a positive image of sport. In recent years, sport has too often been associated with scandals, misbehaviour, doping, corruption, match fixing, violence and so on. We must not hide the reality, and the Commission must contribute to the fight against these threats. However, we must also underline the fact that the real nature of sport is something else: the promotion of values, a contribution to jobs and the economy, a positive force for health and well-being, etc. This is precisely what we want to promote – we want to focus our efforts on the positive values of sport.

Secondly, because scandals and problems concerning integrity (doping, match fixing, violence, corruption, etc.) can have a negative long-term effect on the credibility of sport, with major consequences for levels of public interest and, subsequently, a huge potential impact on the media, sponsors, and the financial resources available for sport in general.

Thirdly, because we have a mandate to intervene. I am not referring to the Lisbon Treaty alone. This is also reflected in the EU Work Plans for Sport, which

were adopted in 2011. Moreover, we have now the financial tools to promote our policy through the Erasmus+ programme.

The Lisbon Treaty made the European Commission an actor in the field of sport, with clear policy objectives and the legitimacy needed to take the initiative.

However we must be realistic. At the EU level, sport policy is governed by the subsidiarity principle. In the field of good governance, the Commission must act within the limits of its competence: we can influence, promote and encourage cooperation, but we have no competence to rule.

In this legal context, the European Commission, and the EU more broadly, can play a role by:

- Identifying principles and standards of good governance and agreeing on them with Member States and sport organisations
- Helping sport bodies implement these principles and standards

Today, in 2017, we already have sound foundations to build on. Our work on good governance is undertaken in conjunction with experts from Member States and the world of sport. In fact, this work started some years ago, and a set of EU principles on good governance in sport was actually drawn up in 2013. We must now ensure that they are implemented.

The report published by the EU Expert Group on Good Governance (2014–2017) in July 2016 recognizes some challenges and the need to keep up the momentum and focus on implementing the existing principles.¹ There is no need to reinvent the wheel!

A starting point is to clearly identify the values and principles in, for instance, a set of Guiding Principles or a Code of Ethics. This is something the Commission will explore, too: whether there would be any added value to an EU initiative of this sort.

We must be aware that the EU is about 28 Member States, and that good governance is a worldwide issue. It is therefore important that we try to work together, especially with international organizations.

We already work closely with the Council of Europe, as well as other major international organizations which deal with sport issues including UNESCO and

1. <http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=25002&no=1>

UNODC. We also cooperate with international sport organisations such as the IOC, FIFA and the major federations.

We believe that all initiatives, whether they stem from the public or private sector, can serve to keep up the pressure. There is no one actor with the right to act as a unique guardian of good governance. And all actors need to sign up to the same core principles of good governance: integrity, transparency, accountability, inclusiveness and the rest.

By improving their governance, sport organisations will also be able to deliver much more efficiently in a number of areas of common interest to sport and society, such as equity, social inclusion and public health through physical activity.

How could we describe the role of the EU in ensuring good governance in sport bodies?

At the EU level, we would like to:

Create an atmosphere that encourages ethical behaviour

Support good governance principles politically and through financing

Accompany the sport organizations in their internal efforts – we do not want to impose our agenda if they already have their own; we are here to help

Our aim is to favour reform in close cooperation with Member States and the sport family. We encourage stronger links between organisations and actors in and outside sport, including public authorities at all levels, national and international sport organisations, sport-related organisations, and educational bodies.

Another important added value of our action is that we enhance the exchange of know-how and good practices in different areas relating to sport and physical activity. This means more opportunities for cooperation and the identifying of solutions that may not have been evident at the national level.

What does that mean in practice? We want to ensure that sport organisations set up democratic structures and processes, and that they take decisions in a transparent and accountable way. We also help ensure that the federations' accounts are effectively audited and published.

It is not a short-term project. The implementation of good governance is an active and ongoing process which requires a systematic, step-by-step approach.

At a flagship conference held on 15 September 2016 during the European Week of Sport, Commissioner Navracsics invited European and national sport organisations (and also European National Olympic Committees) to sign a

Pledge Board.² We asked sport organizations and federations to promote or implement basic principles of good governance in sport: Integrity, Transparency, Accountability, Democracy, Inclusivity, and so on. And to commit to ensuring that good governance is being actively incorporated into their sport organization. To date, 43 organisations have signed the pledge, which is a major success.

Erasmus+ plays an important role here, too, as we can finance good governance and integrity projects in the field. In 2017, we intend to integrate an even clearer priority by earmarking about five million Euros for projects relating to good governance, anti-doping and match fixing.

We must remain aware, however, that the sport field is specific and that we must respect the autonomy of sport organisations.

Politicians or officials should not run sport organisations: sport must not be “instrumentalized”. Rather, politicians and officials must work to promote and help sport.

In its 2011 Communication on the *European dimension of Sport*, the Commission noted that good governance in sport is a precondition for autonomous and self-regulating sport organisations.

We respect the right of sport federations to run themselves. But the right to autonomy, in the sense of making and administering sport rules, must be earned through responsible conduct.

Good governance is now also universally viewed as a prerequisite for the autonomy of sport. Indeed, in some Member States, public funding is directly associated with good governance, with the former being a condition for the latter.

Member States, and the EU where applicable, need to provide a suitable legal framework for tackling doping, match fixing, corruption and so on.

In conclusion, I am pleased to note that the priority given to the promotion of Good Governance is shared by our EU Member States. This priority has been confirmed in the recently adopted EU Work Plan for Sport 2017–2020. An expert group should now be put in place in line with the Council Resolution adopted in May 2017. Together with Member States and sport organisations, we will continue to strive for better sport.

2. http://ec.europa.eu/sport/policy/organisation-of-sport/pledge_en

POLITICS AND GOVERNANCE IN THE OLYMPIC MOVEMENT

Dr Sam RAMSAMY (RSA)

IOC Member in South Africa

Chairman, IOC Commission Sport and Archive Society

Vice-President, International Swimming Federation

(FINA)



It is always a great pleasure to be in Ancient Olympia, a site that holds so much symbolic meaning for the whole of civilisation and for the Olympic Movement. As we all know, the Ancient Greeks were most famous for their ideas and philosophies on politics and government. The ancient Greek civilisation also celebrated the first Olympic Games.

This brings me to the subject which I will be discussing here today: the politics and governance of the Olympic Movement. It is an interesting and challenging topic, but also a timely one in light of the reforms which are currently underway and which will shape the direction of the International Olympic Committee and the Olympic Movement for years to come.

But first, let me give you a brief overview of the IOC, its vision and its mission, even though I am sure many of you are familiar with it already.

The IOC, a non-governmental organisation, heads up the Olympic Movement. Placing sport at the service of humanity, using the Olympic values to promote better understanding between people, fostering the development of humanity and championing peace lie at the heart of the Olympic Movement's mission.

These are fundamental principles laid down by our Olympic Charter, as is the principle which states that by blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of a good example, social responsibility, and respect for universal fundamental ethical principles.

For more than a century, with its partners in the Olympic Movement, the IOC has been using sport to improve lives and promote positive social change.

We have promoted access to sport and physical activity for all. We have worked to promote gender equality, to enable youth education and empowerment, to encourage healthy and active lifestyles, and to support community development as well as reconciliation and peace-building.

We have fought to protect the integrity of sport, to improve transparency and good governance, and to implement sustainability and environmental measures in the sports sector.

All these areas are covered by the three pillars of Olympic Agenda 2020: sustainability, youth and credibility. Together, these pillars offer us a strategic roadmap for shaping the future of the Olympic Movement, for protecting the uniqueness of the Olympic Games, for safeguarding the relevance of the Olympic values in society, and—above all—for ensuring and strengthening the role and place of sport in society.

In terms of credibility—which is the pillar that ties in most with the topic of my presentation—this means living up to the values we promote by matching our actions with our words.

Because, as a values-based organisation, the IOC has a particular obligation to set a standard of good governance for the entire Olympic Movement.

Our Movement and sport in general have a special place in the global political and legal environment. The rules of sport were established and are enforced by an autonomous sporting structure that acts independently of any government or legal entity.

That governments respect the autonomy of sport is a must. But this does not mean that sport is beyond the law. The IOC and the other sports organisation are not supra-national parliaments and have no remit to intervene in the governance or legislation of sovereign nations; they have neither the mandate nor the capability to change the laws or the political system of a sovereign country.

It also means that sport—i.e. each sporting organisation—must show that it is worthy of respect by demonstrating responsible behaviour and good governance.

Good governance is not just the right thing to do; it is essential for the long-term viability of the Olympic Movement.

The IOC's responsibility in this area starts within the IOC itself and extends to every organisation within the Olympic Movement. We must also ensure that

ethical principles and good governance are respected by sports managers, agents and other actors in the athletes' entourage.

As Thomas Bach said at the Olympic Congress in Copenhagen in 2009, when he was IOC Vice-President:

We should go a step further in order to ensure that the ethical principles enshrined in the Olympic Charter are respected by sports organisations at all levels and that they are all committed to the principles of good governance.

The Congress therefore called on all members of the Olympic Movement to adopt the Basic Universal Principles of Good Governance of the Olympic and Sports Movement. The rationale for Recommendation 41 proposed by the Congress is worth repeating here:

The legitimacy and autonomy of the Olympic Movement depends on upholding the highest standards of ethical behaviour and good governance [...] All members of the Olympic Movement must always demonstrate integrity, accountability and transparency, as well as the highest level of management skills and they must ensure that at all times their legal status is both fully consistent with their activities and responsibility and wholly compliant with the laws of the land.

Good governance is now included in the Fundamental Principles of Olympism.

With its Olympic Agenda 2020, the IOC has continued to recognize that ethical behaviour starts with a clear commitment to high ethical standards and a culture of transparency.

In application of Recommendation 27 of Olympic Agenda 2020, the IOC proposes a list of principles and elements to be mutually recognized and respected by NOCs and the competent government authorities. The consolidated minimum requirements for the implementation of the Basic Principles of Good Governance are also available to the NOCs and include a self-evaluation tool.

As I stand here before you today, the IOC has already implemented all the good governance measures called for under Olympic Agenda 2020.

Let me give you some examples.

All our accounts are audited according to International Financial Reporting Standards (IFRS), which are much more demanding than the standards we are

legally required to implement.

The IOC now also produces an annual activity and financial report, which included the allowance policy for IOC members.

We have separated the Audit Committee from the Finance Commission.

We have appointed a Chief Ethics and Compliance Officer and we have an independent internal auditor.

The IOC follows the internationally recognized “Three Lines of Defence” model for risk management and assurance systems.

We have changed the system with regard to the IOC Ethics Commission, which is now elected by the full membership of the IOC Session and is no longer appointed.

Finally, we launched an Integrity and Compliance Hotline last year, which whistle-blowers can use to share information.

These are just some examples, and we expect other sports organisations like International Federations and National Olympic Committees to follow our lead. Many have already done so.

Indeed, the Governance Task Force of the Association of Summer Olympic International Federations (ASOIF) has developed five governance principles and 50 measurable indicators tailored to the nature and needs of sports organisations.

The ASOIF also incorporated principles and indicators into a self-assessment questionnaire which member IFs could use between November 2016 and March 2017 to measure the current state of governance within their organisations. All 28 Summer IFs responded and completed the questionnaire. The next steps will be to compile best-practice examples and to meet the IFs to review their governance assessments individually.

Turning to the NOCs, an online tool on good governance developed by the NOC Relations Department to enhance their understanding of the minimum requirements in the application of the PGG, it allows the NOCs to run self-evaluations which will allow them to assess their level of compliance with the minimum requirements and to draw up a list of actions designed to fill the gaps between the actual situation and the expected level of good governance.

In short, good governance is vital if we are to maintain our autonomy and provide no possible justification for outside interference.

As I said earlier, if we expect the world of politics (i.e. governments and

national authorities) to respect the autonomy of sport, it is only natural for our stakeholders from politics and society to expect the world of sport to be run according to standards of good governance.

Only in this way can we, as sports organisations, maintain our credibility in the eyes of the public; particularly as we are living in a world where people have high hopes and even higher expectations of sports organisations—and rightly so.

The role of sport in society is more relevant today than ever before. Consequently, sports organisations everywhere need to justify the trust that people have placed in sport.

THE MASS MEDIA AND DEMOCRACY IN SPORT

David WALLECHINSKY (USA)

*President, International Society
of Olympic Historians (ISOH)*



What is the definition of democracy?

Ancient Greek democracy.

Cleisthenes introduced *demokratia* (rule by the people) in 507 BCE. It was not what we think of as democracy today, because only a small percentage of the population was allowed to take part: male citizens older than 18. Women were not allowed, nor were slaves, who made up the majority of the population. It is estimated that out of a population of about 250,000, only an average of about 40,000 (16%) were permitted to take part in Athenian democracy. Of these 40,000, usually fewer than 6,000 men actually attended the *ekklēsia* (assembly) because the rest were too busy serving in the military or making a living. Still, those who did attend were free to speak and vote, and decisions were made by majority vote. The *ekklēsia* was run by nine presidents, who were chosen by lot.

Day-to-day decisions were made by the *boulē* (Counsel of Five Hundred), who were also chosen by lot, as were the members of the *dikasteria*, the court system. These jurors had to be at least 30 years old.

Among the many gifts that ancient Greek democracy has given the modern world are freedom of speech, term limits, a system of checks and balances, and, when deciding certain issues, a secret ballot.

Pericles, in his famous funeral oration of 431 BCE, stressed that:

When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but

the actual ability which the man possesses. No one, so long as he has it in him to be of service to the state, is kept in political obscurity because of poverty.

Of course, this only applied to the small percentage of the population who were allowed to take part. And majority rule could be flawed, because many voters were ill-informed or easily influenced by powerful individuals. For example, it was a majority vote that condemned Socrates to death in 399 BCE, although this was during a brief interlude when the jurors were appointed rather than chosen by lot.

Modern democracy

Many of the basic principles of ancient Greek democracy have been retained by modern democracies, while some have been improved upon and others, such as having leaders chosen by lot, have been almost forgotten.

Most legitimate democracies today recognize the necessity of the separation of powers, with an executive branch, a legislative branch and a judicial branch.

The definition of basic human rights has been expanded to include freedom of speech, freedom of religion, freedom of movement, freedom of the press, the right to a free public trial, gender equality, and protection of the rights of ethnic and sexual minorities. Modern democratic values also emphasize good governance—the elimination of corruption.

The ancient Greek use of direct democracy, with all attendees of the *ekklēsia* having an equal vote, has been replaced by representative democracy. And with representative democracy has come increased citizen alienation from the democratic process. In some democracies, such as that of the United States (my country), it is possible to finish in second place in a presidential election and still become president. Indeed, that is exactly what has happened in two of the last five US presidential elections.

In addition, modern democratic governments often restrict basic freedoms by invoking concerns about national security.

When does democracy occur in sport?

Democracy in sport institutions

The use of majority rule in the elections held by sports institutions is almost unheard of, except at extremely local levels. For example, football players and

their supporters do not vote to decide who will lead FIFA, swimmers do not vote to decide who will lead FINA; and skiers do not vote to decide who will lead FIS. Athletes and fans do not take part in decisions regarding rule changes or contracts, either.

This lack of democracy was clearly displayed on 3 April 2017, when the administration of the National Hockey League (NHL) announced that NHL players would not be taking part in the 2018 PyeongChang Winter Olympics, despite the majority of NHL players appearing to be in favour of participation. This happened because the decision was made not by the players – or the fans – but by the team owners.

The International Olympic Committee (IOC) is even less democratic than most sport institutions, because new members are voted in by the existing members. Although the composition of the IOC may not reflect the ideals of modern democracy, when IOC members do vote to decide which city will host upcoming Summer and Winter Games, they do so by secret ballot and a winner is not announced until a majority are in agreement.

However, when IOC President Thomas Bach presented his Olympic Agenda 2020, and each of its 40 recommendations were voted on separately by the full membership of the IOC on 8 December 2014, every one of the 40 recommendations was approved by a unanimous vote. There was not a single vote against any of the recommendations, nor a single abstention. This sort of unanimity is common in dictatorships but unusual in democracies.

When FIFA voted to award the 2022 World Cup to Qatar, it did so thanks to the votes of just fourteen people – members of FIFA's 22-person executive committee. Accusations of corruption were so widespread that the leadership of FIFA was forced to authorize the investigative branch of its Ethics Committee to look into the suspicions of bribery surrounding the vote. Yet when the investigation was complete and the Garcia Report, as it was known, turned in, the FIFA leadership refused to release the report to the public, leading its head investigator, Michael Garcia, to resign.

Respect for democratic values in the Olympic Movement

The 206 nations that are members of the Olympic Movement are a mixture of democracies, partial democracies and dictatorships. In fact, some of them are not even nations; they are colonies, although other terms are used to describe

their legal status. These include American Samoa, Aruba, Bermuda, the Cayman Islands, the Federated States of Micronesia, Guam, Hong Kong, the Marshall Islands, Palau, Puerto Rico, the British Virgin Islands and the US Virgin Islands. Like the United Nations, the Olympic Movement attempts to include all the peoples of the world. However, to do so, it must turn a blind eye to the human rights abuses and anti-democratic policies of the rulers of some of these nations.

The IOC has taken a stand at times, for example when it expressed its opposition to the Apartheid system of racial discrimination by banning South Africa from the Olympic Games between 1964 and 1988. The IOC also banned Yugoslavia from taking part in the 1992 Summer Games, but allowed individual athletes from Yugoslavia to take part as “Independent Olympic Participants”.

The IOC has pushed for gender equality, not only by adding more events for women, but also by pressuring reactionary Muslim dictatorships to include female athletes in their Olympic teams.

In general, however, the IOC has tolerated government behaviour that would have made Pericles wince. The most famous example was allowing Adolf Hitler to host the 1936 Olympics, despite the Nazis’ repugnant and far from secret racial policies.

In 1968, when US athletes Tommie Smith and John Carlos made a silent, non-violent protest at the medal ceremony for the 200 metres event, the leaders of the IOC pressured the United States to send the two athletes home, which they did.

More recently, the IOC allowed China to ignore international human rights norms when it hosted the 2008 Beijing Summer Games. China is a large and powerful nation with rich cultural and historical traditions. However, the Chinese Communist Party controls all media and does not allow freedom of speech or freedom of assembly. When the IOC demanded that the Chinese government provide free-speech zones during the Games, the Chinese government seemed to comply. However, while 77 applications were made to demonstrate, none were approved, and some Chinese citizens who applied were arrested and sent to “re-education through labour” camps. Far from punishing the Chinese government for violating its promises, the IOC voted just seven years later to allow China to host the Olympics again, this time the 2022 Winter Games.

How does the mass media cover democracy and good governance in sport?

All of us here today know very well that at the heart of the Olympic Movement lies a set of values which promote a better world. When the athletes of 206 countries (and colonies) gather at the opening ceremony of the Summer Games and then back at the Athletes' Village, it is the only time and place where people of all races, religions and economic levels come together (at the United Nations, each nation is represented by well-educated elites). Pierre de Coubertin's famous quote still holds: "The important thing in life is not the triumph, but the battle. The essential thing is not to have won, but to have fought well".

Yet we rarely hear these positive aspects of the Olympic Games expressed in the mass media. The primary reason for this is that negative stories attract more attention than positive stories, and that more attention means higher ratings and higher ratings mean more revenue for television channels and other media companies.

Please allow me to illustrate this problem from my own experience. I have attended seventeen Olympics, both Summer and Winter, and have worked as a print journalist, a radio commentator and a television commentator. I have also been interviewed by the media of more than a dozen countries.

In the run-up to the 2016 Rio de Janeiro Summer Games, I was repeatedly asked if the Games would be a catastrophe and, specifically, if people should avoid going because of the dual threats of terrorism and the Zika virus. When I told them that a terrorist attack in Brazil was unlikely and that the Games were taking place during the wrong season for the spread of Zika, many of the interviewers were clearly disappointed. They seemed relieved when, instead, I showed concern about corruption and poor organization. When I pointed out that the stories of the 11,000 athletes who would be competing were what we should be looking forward to, most interviewers wanted to return to the question of what could go wrong.

But even the desire to report bad news can be overshadowed by media executives' desire to increase revenue. Prior to and during the 2008 Beijing Summer Games, most of the media did not want to offend the Chinese government, the future source of a large market. I visited Beijing one year before the opening ceremony. Among the people I interviewed was Wang Hui, the executive deputy director for the Beijing Organizing Committee's Media and Communications

Department and a long-time member of the Chinese Communist Party. When I asked her about various human rights issues, such as internet censorship and executions for non-violent crimes, she seemed startled, as if, despite the dozens and even hundreds of interviews she had given around the world, she was not used to being asked such questions. When I asked her how she could justify the use of forced abortions, she replied that it was part of China's policy to improve the environment. Wang is now the spokesperson for the Beijing 2022 Winter Games.

A year later, I was working as a commentator for US radio, credentialed through the American television network NBC. Once upon a time, NBC was an independent media company, but since 1986 it had been owned by General Electric which, as a heavy investor in China, was a sponsor of the 2008 Beijing Olympics and had contracts to provide power generation, energy distribution, lighting, water treatment and security for the Games. NBC on-air announcers told me that they had been instructed not to say anything negative about China, which included avoiding the subject of human rights abuses. If they learned anything negative, they were told to report it to the executive office rather than to the public.

I am a member of the International Olympic Committee's Culture and Olympic Heritage Commission. In 2015, our annual meeting happened to take place four days after the World Anti-Doping Agency released its first report about Russia's government-sponsored doping programme. IOC President Thomas Bach spoke to our commission about his shock and anger. But he also conveyed to us his frustration, because whenever he or anyone else in the Olympic Movement tries to tell a positive story about what the Olympics achieves, the mass media simply is not interested. Unfortunately, I knew from personal experience exactly what he was talking about.

President Bach urged us all to not give up and to continue to tell the media that the Olympics is about more than scandals and corruption. Without ignoring such issues, I have tried to do just that. Now that you have spent a few days here in Olympia, I hope that you will do the same.

IMPROVING THE GOVERNANCE OF INTERNATIONAL SPORT ORGANIZATIONS FOR SUSTAINABLE DEVELOPMENT

Dr Eleni THEODORAKI (GRE)

*Associate Professor, The Business School,
Edinburgh Napier University, Great Britain*



We are all blessed, fortunate and privileged to be in this historic place of learning. And it is an honour bestowed on me by the Academy to explore good governance with you. Today, I will be providing you with analytical frameworks and practical tools which will help you understand what good governance is and how you can apply it.

Introduction

I will start by considering what international sport organizations (ISO) are and what they do. Then I will explore governance and sport governance, along with the latest thinking on good sport governance. Finally I will explore the link between good sport governance, sustainable development, and Aristotle's virtue of *phronesis*.

International Sport Organizations

International sport organizations are found in many countries around the world, although there are higher than average concentrations in Switzerland and Western Europe. They vary in terms of legal status (they can be charities, companies or associations) and whether they represent member organizations (like FIFA) or are made up of individual physical members (like the International Olympic Committee).

They are also affected by the legal framework of the country in which they are based and by any other laws that may apply, such as European Union law.

Geeraert et al (2014) offer a typology of international sport organizations which is illustrated in Fig. 1. In it we find the governing bodies of team versus solo sports, sport event governing bodies like the International Paralympic Committee, and specialist bodies such as the World Anti-Doping Agency.

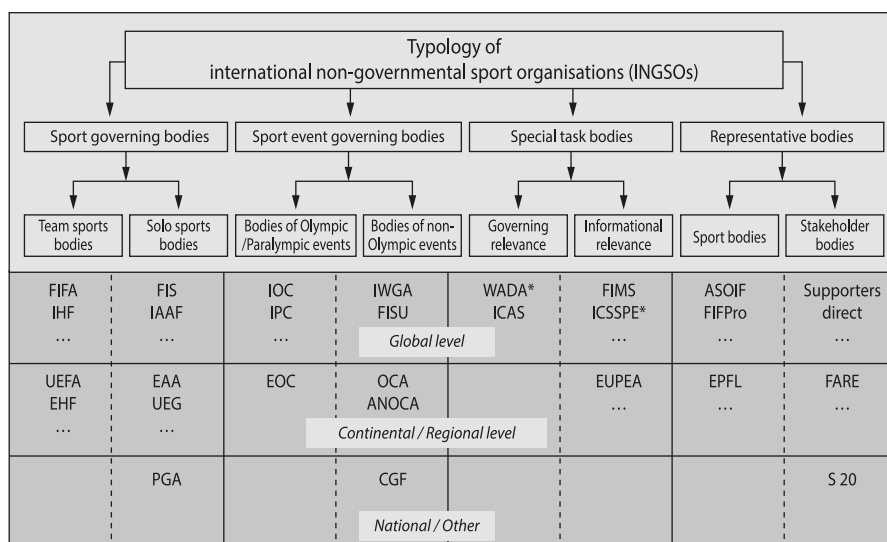


Fig 1. Typology of international non-governmental sports organizations.

Source: Geeraert et al, 2014

Key: *= Hybrid Organization; IHF = Int. Handball Federation; EAA = European Athletics Association; UEG = European Union of Gymnastics; IWGA = Int. World Games Association; FISU = Int. University Sports Federation; OCA = Olympic Council of Asia; ANOCA = Association of National Olympic Committees of Africa; CGF = Commonwealth Games Federation; ICAS = International Council of Arbitration for Sport; FIMS = Int. Federation of Sports Medicine; ICSSPE = Int. Council of Sports Science and Physical Education; EUPEA = European Physical Education Association; ASOIF = Association of Summer Olympic Associations; S 20 = Sponsors Voice Germany.

I am sure you recognize at least some of these organizations and may already have an opinion on whether they are governed well by their leaders and senior managers. International sport organizations generally conduct themselves in accordance with the legal requirements applicable to them and the statutes that declare their remit and purpose.

It has been said that social criticism stems from social idealism, and it is from this standpoint of the social idealist that I list some of the governance-related challenges facing international sport organizations below:

- Conflicts of interest among the power holders and decision makers.
- Clientelistic relations in which compliant behaviour is rewarded with a favour returned.
- Favouring relatives or friends, especially in the filling of posts.
- Political interference in which party politics affects decisions and allegiances.
- Turning a blind eye to or tolerating substance abuse, such as doping.
- Allowing other abuse, such as bullying, sexual harassment and racism.
- Wasting resources (physical, human, financial, intangible).
- Obstructing diversity, marginalizing minorities.
- Resisting transparency and accountability, even when using public resources.

The above challenges to governance can cause real harm to people, the economy and the environment. They are also illegal in most contexts. Because of these challenges and others that you may know of, I invite you to be a social idealist like me and try to demand improvements in the governance of international sport organizations.

Good sport governance

It is important to define “governance” before we talk about “good governance”.

Governance, according to Chappelet (2015), involves the direction and control of an organization. In the context of sport it also includes:

The development and maintenance of practical and ethical self-regulation to achieve diverse objectives such as enforcing the rules of the game, implementing anti-doping policies and disciplining athletes.

According to Stoker (1998, p. 18):

1. Governance refers to a set of institutions and actors that are drawn from but also beyond government.
2. Governance identifies the blurring of boundaries and responsibilities for tackling social and economic issues.
3. Governance identifies the power dependence involved in the relation-

ships between institutions involved in collective action.

4. Governance is about autonomous self-governing networks of actors.
5. Governance recognizes the capacity to get things done which does not rest on the power of government to command or use its authority. It sees government as able to use new tools and techniques to steer and guide.

In the context of international sport organizations, this analysis of governance allows us to understand the processes and dynamics of governing within a network of stakeholders (Chappelet, 2015 p. 17).

It would be wrong of us to think that all international sport organizations are governed in the same way, or that they should be governed in the same way. Sport cultures differ, which is one of the things that makes sport so attractive. Why should international sport organizations be homogeneous? The sporting landscape is also complex because of its historical development, the legal status organizations chose at the time of their creation and the regulatory framework in force in their home country. Governance processes and dynamics have evolved over time to reflect the economic importance of sport and the professionalization of sport management that was previously run by volunteers. The Board, its executives and stakeholders are increasingly handing power to chief executives officers who claim to run the organization with greater efficiency than their volunteer predecessors. International sport organizations often face conflicting objectives: should they develop elite or mass sport, for men or for women. The hierarchy of sport that connects international federations (IFs) and their national counterparts is another particularity: the fact that IFs are rule makers for how sport is played is unique to sport, if we consider how companies usually operate. The autonomy ISOs demand from the governments in which members operate brings its own challenges. The fact that international sport event organizations like FIFA and the IOC allow the creation of temporary franchises via local games/world cup organizing committees means that ISO operations are international, national and local in various lifecycles (pre-during-post event periods).

Healey (2012) also speaks of the complexity of the sporting landscape in terms of the economic chasm between top and lower-level performers and professionals and non-professionals:

Sporting organizations are very diverse. While no two organizations are ever exactly the same, the issue of governance is complicated by this diversity and

because a number of “standard” corporate assumptions do not generally apply to sporting organizations. Governance paradigms for sport should take account of its unique features to ensure that governance models are applied in a realistic fashion which improves outcomes rather than merely compelling sports to behave in a uniform manner.

Chappelet and Mrkonjic (undated) present an overview of published governance principles in sport and give highlights of what each source presents as good sport governance. Henry and Lee (2004) list transparency, accountability, democracy, responsibility, equity, effectiveness and efficiency as examples of good governance. Geeraert (2016) offers us the Sports Governance Observer, a tool that focuses on four key areas of governance: Transparency & public communication, Democratic Processes, Checks and Balances, and Solidarity. Through a scoring system, the Sports Governance Observer provides a tool for self-assessment and external benchmarking using 36 individual indicators. Some examples are listed below:

Transparency: e.g. The organization publishes its statutes/constitution, byelaws, sport rules, organizational chart and strategic objectives on its website. The organization publishes the agenda and minutes of its General Assembly on its website.

Democracy: e.g. There are elections of the president and the governing bodies and, where appropriate, the standing committees. Elections are on the basis of secret ballots and clear procedures detailed in the organization’s governing document/s.

Checks and balances: e.g. The organization has an internal audit committee. The organization is externally audited according to internationally recognized standards.

Solidarity: e.g. The organization allocates specific resources for the global development of grass-roots activities. The organization has a well-defined Social Responsibility (SR) strategy and/or programme.

Given the warning over heterogeneity in ISOs and the risk of following recipes that are ill-suited to the ISOs’ purposes, it is useful to consider the utility of the concept of governance configurations (Ahonen et al, 2006). These are the coming-together of elements using classification constructs and they can help

us think of ideal types in the same way that Weber spoke of bureaucracy as an ideal type of organizational structure. The question then arises: should we think about a range of ideal types of governance and not just one. Configuration theory's arguments for doing so are compelling and allow us to move away from prescriptions and recipes for doing things in just one way.

Sustainable development, effectiveness and phronesis

Sustainability is a key concept in the discussion of governance. Sustainable development is defined as:

[...] development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of “needs”, in particular the essential needs of the world’s poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment’s ability to meet present and future needs. (UN, 1987).

On 25 September 2015, countries adopted a set of goals (see Diagram 2 below) to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years.



Fig. 2. United Nations Sustainable Development Goals.
Source: (UN, 2016).

I argue that good governance in ISOs, and any other organization really, has to serve mankind in line with the fifteen sustainable development goals; otherwise, it cannot be called good governance.

In the case of the IOC as an ISO, Chappelet (2015) makes an eloquent call for sustainability. He suggests that

[...] on the network governance of a complex system [...] the main objective must be to incarnate a movement based on a strong ideology of respecting human rights and, since the end of the twentieth century, the environment. This can only be achieved by implementing a sustainable system of management. (p. 750).

Traditionally, authors have introduced sustainability as involving three pillars: the environment, the economy and society. The IOC has launched an elaborate sustainability strategy (see Diagram 3 below) that takes into account the network's levels of influence and five focus areas: infrastructure and resource management, mobility, workforce and climate. Note how the impact on the vertical axis increases in the extremities of the movement's reach. The real challenge lies in convincing all the members of the Olympic Movement system to respect sustainable development. Of course, the IOC's level of influence diminishes as the range widens, and it is up to you and me and other social idealists to try to monitor and influence governance practices.

Linked to sustainability is the priority of effectiveness (achievement of goals, processing of resources, serving multiple constituents); efficiency (achievement of goals in the most economical way); and equifinality (achieving the

The IOC Sustainability Strategy is framed around three spheres of responsibility and five focus areas

This framework is illustrated below

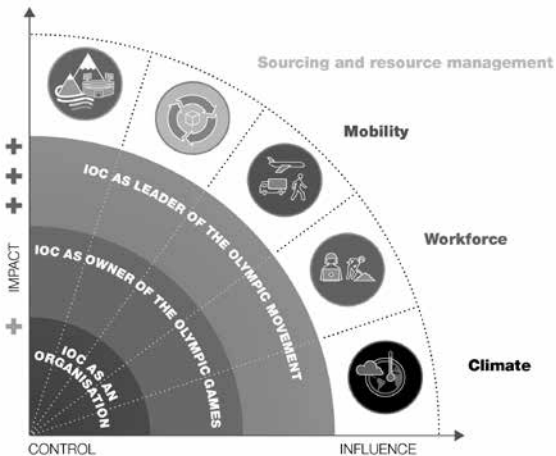


Fig. 3. IOC Sustainability Strategy
Source: (IOC, 2016).

same goals/ends via different means). All these are linked to good governance.

The priority of sustainability links to that of effectiveness and the idea that multiple stakeholders' viewpoints need to be considered when the company is not strictly for profit only, and when effects on the physical environment and social fibre are also at stake. In this way, sustainability presents a conceptual lens that is systems-based in regard to effectiveness.

The final concept I want to introduce is *phronesis*. In Aristotelian thought, wisdom can take three forms: theoretical, technical, and practical.

Theoretical wisdom, also known as *episteme*, is wisdom about the eternal laws of the universe and is concerned with the search for necessary and universal knowledge. Technical wisdom, or *techne*, is wisdom about how best to produce things. It is the knowledge that a craftsperson utilizes. [...] *Phronesis* combines knowledge, judgement, understanding, and intuition in appropriate ways in order to act "aptly" in a particular circumstance. In addition, *phronesis* does not involve pure technique or pure intellect, but a capacity to sense or to intuit and an ability to draw on emotions (Kinsella, 2012 p. 92).

At the limits of knowledge and action, leaders will always have a need to make value judgements requiring some take on practical wisdom. (op. cit. p. 121).

Roos (2017) argues that:

If we accept the governance case and the need for practical wisdom, it is clear the key to a new model of business education must start from a holistic perspective to teach the next generation of leaders about the creation of value, redefining it as shared societal value, i.e., the common good (p. 121).

He calls for:

[...] a new framework for cultivating more responsible ways of thinking and acting in our current and future business students. The foundation of this framework seeks not just to complement, but to strengthen the two most common arguments for sustainability—the moral case and the economic case—with a third argument, the governance case based on Aristotle's concept of practical wisdom (phronesis) as the "middle ground" of thoughtful action. Practical wisdom stands between science (episteme) and cunning (metis) and is the habit of acting in ways that are both ethically and economically effective, but above all that support the common good. Practical wis-

dom strikes balances between individual and common interests, short-term and long-term perspectives as well as between adapting to and shaping the environment. (p. 117)

I believe that good governance in ISOs needs to take account of all three levels of operations. The governance of the organization needs to be effective in achieving goals and serving its stakeholders' range of interests. It also needs to be sustainable and not waste or destroy resources to the detriment of future generations. Finally, good governance needs to have practical wisdom, or *phronesis* as Aristotle's termed it, as well as being intellectually and technically superior.

These three circles (see Fig. 4) capture the breadth of governance processes and I suggest that various configurations of good governance in ISOs can be positioned within this framework.

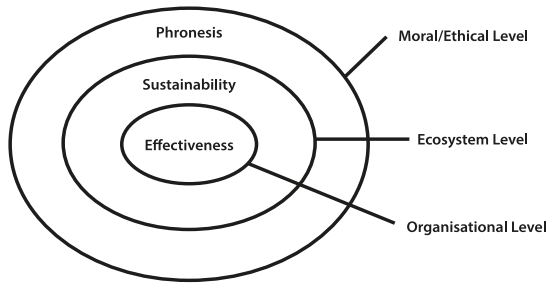


Fig. 4. Levels of performing good governance and concepts to link good governance to.

Source: Theodoraki, 2015

Accountability mechanisms and monitoring scenarios

Writing about the monitoring of good sport governance, Chappelet (2016) critiques existing practices. He believes that:

[It] is not enough to merely assess governance within a sport (or any other) organization; governance has to be monitored over time to determine whether it is improving.

The focus should be on helping sport organizations improve, not on producing meaningless rankings based on comparisons between very different, and therefore fundamentally incomparable, sport organizations.

He also identifies four possible scenarios for the future monitoring of governance. In the first scenario, each sport organization sets up an internal entity to monitor the entire range of its activities. In the second, the organizations entrust

oversight to outside specialists—for example, one of the “big four” accounting firms. In the third scenario, a specialist body is created to monitor and help improve the governance of all international sport organizations, as in the case of the World Anti-Doping Agency. Finally, the fourth scenario is a compromise between the second and third scenarios. It is inspired by the audits of inter-governmental organizations within the UN, which involve appointing auditors on the basis of regular calls for tenders from specialist national auditing bodies known for their impartiality.

I believe that adding the reporting task on good governance will, in reality, create another level of bureaucracy that could divert valuable resources away from ISOs. I also believe that reporting on the sustainability of governance operations and the certainty with which such reporting is made, are relatively underdeveloped, though gaining ground (Theodoraki, 2017). The dilemma in my view is this: If we continue to allow business as usual in governance, the scandals and the challenges I mentioned earlier (corruption, abuse etc.) will continue. Add governance monitoring will be like introducing a form of policing—someone will always try to find a way of getting round an inspection. Sport is not like any other business; instead of external monitoring, we can try to find a solution to the problem of monitoring good governance through education. We, the supporters of the sports movement and our allies in business and politics must insist on the better education of senior ISO managers in: 1) effectiveness in the eyes of multiple constituents, 2) sustainable development and the related UN goals, and 3) using *phronesis* to reach decisions for the common good to the long-term benefit of mankind.

To quote the advice of the Hellenic Centre for Productivity: “Investment in education is the most productive form of investment”!

Conclusion

We have considered the variety of ISOs, some of the challenges found there, what some say good governance looks like, and the wider context of sustainable development. I now invite you to start envisioning for yourself what good sport governance might look like in ISOs. Consider it in the light of what we learned today. Then develop that vision: think how you can help improve the governance of ISOs for the sustainable development of those organization and sport

at large. Use social media, or write a letter, or go in person to any ISO you care about and start a conversation about better governance. Share with them, and with others who are interested, what we learned today and some of the resources for applying good governance listed in the references at the end.

Remember the concepts of effectiveness, efficiency, sustainable development, configurations and phronesis as practical wisdom.

Do not think you are too young, too unimportant, too weak! The baton has been passed on to you by the people who built Olympia thousands of years ago, the people who created the Olympic Movement, and the people who are hosting you in this Academy. Do not shy away from continuing the race they started. You are the future senior managers of the world's ISOs.

Be the ambassadors for the change you want to see happening in the governance of sport.

We will all be proud of you. Good luck with it!

References

- Ahonen, P. Hyyryläinen, E. and Salminen, A. (2006). Looking for governance configurations of European welfare states. *Journal of European Social Policy* 0958–9287; Vol 16(2): 173–184
- Chappelet, J-L. (2015). Which governance for which organization? A postface. *Sport in Society*, 1–3.
- Chappelet, J-L. (2016). From Olympic administration to Olympic governance. *Sport in Society*, 19:6, 739–751
- Chappelet, J-L. and Mrkonjic, M. (undated). Existing Governance Principles in Sport: a Review of Published Literature. Swiss Graduate School of Public Administration. University of Lausanne. Available at: http://www.playthegame.org/fileadmin/documents/AGGIS_Existing_principles_of_governance_in_sport_a_review_of_published_literature.pdf
- Geeraert, A. (2016.) *Sports governance observer 2015*. The legitimacy crisis in international sports governance. Play the Game. Danish Institute for Sports Studies. Available at: http://playthegame.org/media/5786679/sgo_report_final_3.pdf
- Geeraert, A. Alm, J. and Groll, M. (2014). Good governance in international sport organizations: an analysis of the 35 Olympic sport governing bodies, *International Journal of Sport Policy and Politics*, 6:3, 281–306, DOI10.1080/19406940.2013.825874 <http://www.tandfonline.com/doi/pdf/10.1080/19406940.2013.825874?needAccess=true>

- Healey, D. (2012). Governance in Sport: Outside the Box? *The Economic and Labour Relations Review*, 23(3), 39–60.
- Henry, I. & Lee, P. C. (2004). 'Governance and ethics in sport, in *The Business of Sport Management* (Beech, J. & Chadwick, S.), Harlow: Prentice Hall, pp. 25-42.
- International Olympic Committee (2016). Sustainable Development Strategy. Available at: <https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Factsheets-Reference-Documents/Sustainability/2017-03-21-IOC-Sustainability-Strategy-English-01.pdf>
- Kinsella, E., Pitman, A., and SpringerLink. (2012). *Phronesis as Professional Knowledge Practical Wisdom in the Professions* (Professional Practice and Education: A Diversity of Voices ; 1). Rotterdam: Sense: Imprint: Sense.
- Macklin, R. and Whiteford, G. (2012). *Phronesis, Aporia, and Qualitative Research* In Kinsella, Elizabeth ; Pitman, Allan. *Phronesis as Professional Knowledge* (Vol. 1, Professional Practice and Education: A Diversity of Voices). Rotterdam: Sense.
- Roos, J. (2017). Practical wisdom: Making and teaching the governance case for sustainability. *Journal of Cleaner Production*, 140, 117–124.
- Stoker, G. (1998). Governance as theory: Five propositions. (Governance issue). *International Social Science Journal*, 50 (1), 17–28.
- Theodoraki, E. (2015). The problem with sporting mega event impact assessment. In Transparency International (Ed.), *Global Corruption Report: Sport*. Oxon: Routledge ISBN 978113890589.
- Theodoraki, E. (2017). Third party sustainability assurance of Olympic Games related practices: The case of the Commission for a Sustainable London 2012 in McCullough, B. Kellison & T. B. *Handbook on Sport, Sustainability, and the Environment*. Routledge.
- UN (1987). *Report of the World Commission on Environment and Development: Our Common Future*. Available at: <http://www.un-documents.net/our-common-future.pdf>
- UN (2015). 17 Goals to transform our world. Available at: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

RUSSIAN GOVERNMENTAL SPORT POLICY

Prof. Dr Nikolay L. PESHIN, LLD, JSD (RUS)

Professor, Doctor of Law

Pro Rector for Research of the Russian

International Olympic University

Professor of Constitutional, Municipal and

Sports Law at Lomonosov Moscow State University

Arbitrator of the Appeal Committee for

the Russian Ice-Hockey Federation



The promotion of a healthy lifestyle is one of the most important interests of the state. This is why every state needs to ensure the mass involvement of young people in sports. This lies within the ambit of state sports agencies like the Ministry of Sport, but such efforts are enhanced by many other governmental structures, including the social authorities, youth policy agencies and health authorities. Different public and private sports structures also have specific concerns here; in fact, their involvement can help more talented young athletes to be spotted, as well as improving the methods used for such identification. For example, to improve the sports infrastructure of rural schools alone, Russia plans to spend approximately \$250 million before the end of 2017. In order to prioritize these efforts, basic tools are required to increase the percentage of the youth population engaged in physical culture and sports.

For that, Russia needs regulation not only in the sphere of sports, but also in education, social relations and the economy. The Russian government has issued special regulations in this area.

“On approval of the Concept of development of additional education of children”¹ is the first document that reflects on the fact that sports can be classified

1. Russian Federation Government Decree of 04.09.2014 N 1726-p. “On approval of the Con-

now as extended (as opposed to comprehensive) education for children or young people, and learning must be construed in line with both general developmental and professional sports training programmes.

The Presidential Decree “On the all-Russian sports complex ready for labour and defence” (GTO)² is an extension of the actual level of sports training in schools, and seeks to set high sporting standards to be met by each school student.

The “Strategy for the Development of Physical Culture and Sports in Russia until 2020”³ is a complex act that defines all the major aspects of the development of both mass and elite sports in the country. The programme allocates approximately 1 billion USD per year for the development of elite sport.

“A Set of Measures Aimed at the Development of Infrastructure for Physical Culture and Sport in All Educational Institutions”⁴ is a programme of economic measures for the development of sports infrastructure. It comprises another multi-million USD investment programme.

There are basic institutes that identify young talented athletes and provide them with initial training before they are transferred to special sports environment for further training. Of course, most of these processes start in general schools, where sports teachers identify young talent. However, school is not the only way to enter elite sport. Sports clubs and associations as well as extended state-funded sport sections are all entities that allow talented young athletes to be identified and transferred into the sport training system. Some sportsmen come to elite sports having been identified in high schools or universities, too. The overall objective is to identify talented youngsters and send them to special schools which young athletes attend in parallel with – and sometimes instead of – regular school. There are also special sports boarding schools where a comprehensive education and specialized sport education are integrated.

cept of development of additional education of children”. Assembly of the Russian Legislation. 2014. No 37. Art. 4983.

2. Presidential Decree No. 172 (24.03.2014) “The All-Russia sports complex ‘Ready for Labour and Defence’” (GTO). Assembly of the Russian Legislation. 2014. No 13, Art. 1452.
3. Russian Federation Government Decree No. 1101-p (07.08.2009) “On approval of the Russian Federation Physical Culture and Sports Development Strategy for the period up to 2020”. Assembly of the Russian Legislation. 2009. No 33, Art. 4110.
4. Russian Federation Government Decree No. 1662-r (17.11.2008, amended 08.08.2009) “On the concept of the long-term socio-economic development of the Russian Federation for the period up to 2020”. Assembly of the Russian Legislation. 2008. N 47. Art. 5489.

Those who enter this system (which is called the Sports Reserve system) and demonstrate outstanding achievements and wish to remain in sport can opt to embark on a state open special career path. On graduating from a specialized sporting school, an athlete is able to go to sporting high school (there are eighteen of them in total around Russia) which will open up a career path as a coach, academic or researcher in the field of sports science.

The above represents the institutional component of selection, the schools, clubs, sections etc. However, there is also an event component, which serves in some sports as an instrument for involving and selecting athletes, and for building a career. Annually, Russia hosts dozens of mega sports events and thousands of less major events. All of them are plotted on an integrated annual plan containing more than 10,000 events. Here are a few examples which involve millions of young athletes in open and fair competition:

- All-Russian “Presidential contests” school sports competitions (10 million participants yearly)
- All-Russian “Presidential sports games for youth” (5.5 million participants yearly)
- Mass Sporting Events for Youth:
 - Leather Ball
 - Mini-football School
 - Pionerskaya Pravda ski race
 - School Basketball Tournament⁵

The events cover every sport. Each national sports federation is committed to a programme for sport development up to 2020 with a set of measures and events focused on youth sport reserve training.

Infrastructural is one of the most difficult issues in sport at the moment, as infrastructure requires permanent funding derived from all three levels. Nevertheless, the state maintains ongoing calculations. The federal budget sets aside 30 million USD annually for sports infrastructure. The level of regional investment is much more difficult to evaluate, as it requires an analysis of all 85 regional budgets. However, even in the least developed regions of Russia, budget expenditure is in the region of one million USD per year. Finally, there are also municipal

5. <http://www.minsport.gov.ru/activities/reports/>

programmes for the development of sports infrastructure—not everywhere, of course, as there are over 20,000 municipalities in Russia and many of them are very small rural communities. However, such programmes exist in big cities, where mayor's offices actively invest in sport infrastructure. One of the most striking examples of municipal involvement in sport infrastructure is in Sochi, the host of the Winter Olympics 2014. Since the Games, a number of Olympic facilities have been handed over to the city and are now widely exploited, especially by educational programmes aimed at young elite athletes. Thus the Shaiba Ice Arena is now a sports school for children and young people where young ice-hockey players are trained.

By means of all these measures, the Russian sports education system is able to identify young talented athletes and channel them into a special sports education system.

The primary goal is on the grassroots level and focuses on three types of SPORTING RESERVES: a POTENTIAL reserve which brings athletes together for possible inclusion in national teams; a CLOSEST reserve containing athletes who are ready to become members of national teams and can apply to do so; and an ACTIVE reserve of athletes who will form new Russian national teams in all sports.⁶

From comprehensive schools, sports clubs and sporting groups, young athletes come to sports schools. All young athletes usually start their training here. Those who perform particularly well proceed to the Sports Schools of Olympic Reserve (SSOR). Although there is no direct vertical movement here—any SSOR can accept any boy or girl “from the street” to join a normal training process, those who do well might be enrolled in a specialized (Secondary) School of Olympic Reserve. SSOR's have a completely different training programmes named “Sports Skills Development Programmes”. And, finally, at the top of the sports training pyramid is the Centre for Sports Training. It is open for training and for work (high-level athletes are given jobs there) and is thus for athletes who are members of teams competing at the national or regional level. It is the current Russian sports elite. The structure of this system is shown in figure 1.

6. Russian Sports Ministry Circular No. BM-04-10/2554 (12.05.2014, amended 10.27.2014) “On the direction of the Methodological Recommendations concerning the organization of sports training in the Russian Federation”.

Every tier in this pyramid is normally financed by the state, though there are many exceptions. For example, football clubs have private football schools, and one can also find private Centres for Sports Training in some regions.

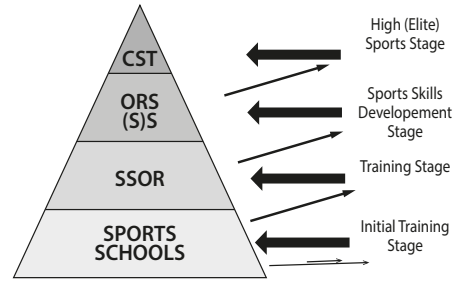


Fig. 1. Sports Career

This a comprehensive system of schools and centres comprised of more than 5000 organizations and catering for some 3.5 million athletes and 100,000 coaches. This system is currently being changed at the lowest level, with the Children and Youth Sports School which are currently administered by the Ministry of Sport becoming Sports Schools of Additional Education administered by the Ministry of Education. The structure of this system is shown on pic.2, 3.

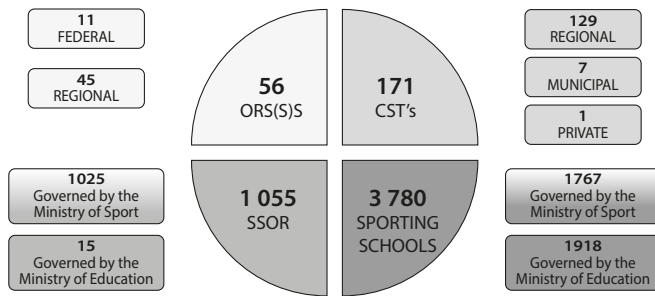


Fig. 2. Sporting Reserve

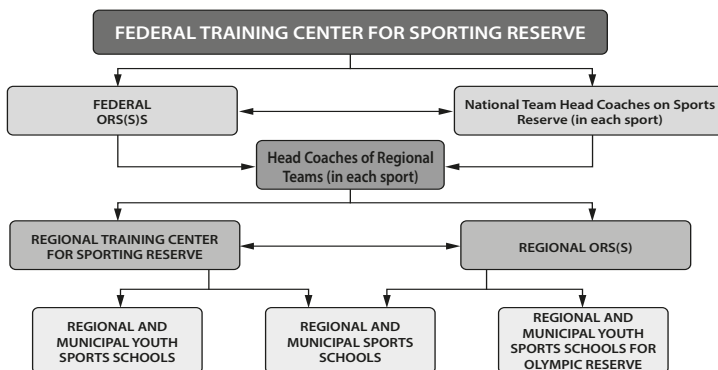


Fig. 3. Sporting Reserve Governance

It should be borne in mind that power in Russia (including sport governance) is divided into three levels: the federal, the regional, and the municipal. In addition, sport organizations enjoy an internationally recognized legal autonomy which affords many possibilities for private and public entities to be self-governed. To facilitate their management, the state establishes CSTs which, though mostly state-owned, act as private companies.

They directly administer the federal sports schools and national sports coaches (employing them, signing contracts, etc.).

The next tier are the head coaches of the teams representing the regions. They interact with the regional CST, which in turn interacts with the sports schools.

What are the key risks of this system?

1. Conservatism in the industry. Sometimes we experience resistance to change, in particular at the regional level (in the spheres of sport, in finance), as well as old stereotypes in managerial decision-making.
2. A lack of effective interaction between the federal and regional authorities, on the one hand, and the municipalities in the field of sports reserve training, on the other.
3. A lack of legal instruments for governing the sport career and sport education programmes at the regional level. The existing instruments are often based on old, and even void, regulations.
4. Inadequate staffing. Outdated educational processes in the sport reserve training system may not take professional standards into consideration or ongoing changes.
5. Inadequate logistics in sport, a slow turnover of routine work (which was highly developed in the past) at the federal, regional and municipal level.

To mitigate against these risks, the Russian government has launched a special project entitled “Innovative and Experimental Programmes in Sports”. Its key innovations in the spheres of education and career planning are the:

- Creation of a regional management model for sports reserve training and career planning on the basis of the cluster method
- Development and implementation of professional standards in sport
- Development and testing of public-private partnerships in sports reserve training

If these innovations are successful, they will provide a harmonized sporting policy in all key fields. The expected results of those policies are the:

1. Formation of an independent sports branch, including the creation of a balanced legal and regulatory framework, adequate funding and logistics, effective methodological, scientific, medical and anti-doping provisions.
2. Formation of an effective system of sports reserve training with the optimal quantity of sports organizations and specialists to ensure high-quality sports training.
3. Training of a sufficient number of competitors — as a result of the ongoing programme of modernization in sport education and career planning for youth and elite athletes — to replenish Russia's national teams and take on the challenge of competing on an increasingly global level.

OLYMPIC EXPERIENCES



MY OLYMPIC EXPERIENCE

Audrey LACROIX (CAN)

I started swimming lessons in the Red Cross programme at the age of six months. When I entered kindergarten, I had a lot of energy. I liked to move. Since I loved water and felt good in it, my parents enrolled me in a swimming club. I took part in my first competitions at the age of six.

Between the ages of six and twelve, I practiced various sports but I never gave up swimming. As far back as I can remember myself, I was always attracted to the Olympic Games, and I'd watch competitions on TV, read books and watch films about the history of the Games. At the age of twelve, after winning four gold medals in our Provincial Games, I realized that I wanted to get into high performance sport.

I enrolled in a school that offered a sports program. The school was located 40 kilometres from my home, in Quebec City. After three years in that school, I was the fastest in Canada in my two favourite events: the 100-metre and the 200-metre butterfly.

I started travelling for sport. At the age of fifteen, I moved to Montreal as a boarder so I could join the National Centre. I was convinced that the move would bring me closer to my Olympic dream.

During the Canadian Olympic trials for the Sydney Olympics, I tied for second with a teammate in the 100-metre butterfly. Since only the first two would qualify for the Olympics, we had to repeat the competition and I lost.

I was disappointed not to qualify, but I was certain that I could fulfil my



dream of participating in the Olympics at the next Games four years later.

I trained hard, I performed well in several competitions, and gained in strength, maturity and experience. In the trials for the Athens 2004 Games, the selection criteria were somewhat higher. The athletes had to attain a certain qualifying time. I did not meet the required selection time and therefore did not qualify for the Games.

I was very disappointed. I thought of giving up. After all, even if I continued to swim during another Olympic cycle, I could well fail again. However, thinking it over and considering the various options, I realized that I had nothing to lose in trying again. I loved my sport and competing around the world – I would try to qualify for the upcoming Olympic Games in Beijing.

In 2007, I ranked fourth in the world in my event. In the 2008 Canadian trials, I qualified for my first Olympic Games.

I went to Beijing. I was somehow disappointed with my individual results in the pool, but during the two relays in which I participated, my team qualified for the finals.

Outside of sport, I truly enjoyed my Olympic experience. I loved living in the Olympic Village, meeting other athletes, and watching other sports.

When I returned to Montreal, I did not know if I wanted to continue in sport. After a few weeks of rest, I missed swimming a lot. So I continued training and took part in competitions. I qualified for the London Games in 2012 and for the Rio Games in 2016.

MY SPORTS EXPERIENCE IN FENCING

Hon Pan YAN (HKG)

I am glad I was chosen to participate in the 57th International Session in Athens. I am a representative of the Hong Kong fencing team. I have participated in several international fencing competitions, including the World Championship, the Fencing Grand Prix, and the Asian Games. I have been fencing for twelve years, which is a very short period of time in comparison with the evolution of this ancient sport.

I am going to talk about how sport has changed my life. Both fencing training and competition has contributed a lot to shaping my personality. Without doubt, training is the only way for an athlete to improve, and endurance is an absolute necessity for success. No matter how tired I am, I have to train, because I know it is the process that will take me to a higher level. Once I pass the bottleneck, I come back stronger. Backed up by science as it is, I believe my training program is both effective and efficient. The point is to ensure the sweat is meaningful.

In Hong Kong, most athletes also study, and they have to balance training and study time. Time management is very important for a student athlete. When I was a student, I had to go to training immediately after school. By the end of the training session, it was late at night and I was too tired to do anything but rest. In order to maintain my academic performance, I had to revise on the bus instead of at home—it was the only way I wouldn't have to worry about homework after training.

I also want to share with you my experience at the Asian Games. At the Games, all the athletes lived in the Athletes' Village.



I met many athletes from every corner of the world there. I regard the Village as a small community – it was fun and I never felt bored. There were cyber rooms, games room with different board games, a clinic, and a souvenir shop. I stayed in the Village for around ten days, but it didn't feel enough. There were also workshops and performances every day. I made some handmade stuff in one of the workshops, which turned out really ugly and everyone laughed at it. I realized I had definitely chosen the right career as an athlete, rather than an artist. Yes, the Athletes' Village was a lot of fun. And its relaxing and comfortable living environment helped me to prepare myself well for the competition.

On the day of the competition, my teammate and I woke up at six o'clock and went to the venue after breakfast. The morning was so quiet! I had the feeling that we were all nervous. The Asian Games is our biggest event, and it's also the most difficult competition to handle. We all know that if don't get into the right frame of mind, we can achieve nothing. The first priority was to handle our emotions. We tried to tell jokes and kept reminding ourselves to be calm. When all of us were ready, we went up to the competition area. I remember it as the most exciting competition I have ever taken part in, because everyone in that building, athletes and audience alike, was competing, along with all our supporters and teammates. When it came to the match point, the audience was waving their arms in the air and the emotion reached its peak. We finished our last point in a state of intense concentration. Finally, we are 2nd runners-up in the men's sabre team event in the Incheon Asian Games. And our victory was the results of our team spirit and coordination. We all did a remarkable job, including the coaches and physiotherapist.

As an athlete, I live in a competitive world and must learn to adapt to different situations. Sport has given me an invaluable attitude to life: no matter what difficulties lie ahead, I believe that with determination I can find a way to tackle the problems.

I love fencing, not only because of its fighting spirit but also because of its courtesy. Fencers have to salute each other before competing and shake hands afterwards. Good manners like that fully express the values of sport – not only in fencing, but in other sports, too. Having a chance to participate in the 57th International Session, I am looking forward to exploring Olympic and sport culture further. I also hope to make friends from around the world. I am sure my days here with them will be unforgettable. I am sure these will be the most memorable days of my life.

2012 LONDON OLYMPIC GAMES

Eva HANNESDOTTIR (ISL)

My name is Eva and I am from Iceland. I competed in the 2012 London Olympic Games in swimming. I was in the 400-metre medley relay and swam the last leg, freestyle. I am going to share my journey to the Olympics with you today.

I started swimming when I was nine years old, mainly because my sister used to swim and I wanted to be like her. Like most kids, I always wanted to go to the Olympics one day and loved watching the Games on TV every four years. As a kid in Iceland, you get fairly used to seeing Icelandic athletes compete among the best at international swim meets such as the Olympics. Over the years, Icelandic swimmers would qualify and compete at the Olympics. It was always exciting to watch an Icelandic swimmer compete on TV. So, for me growing up, the dream of competing in the Olympics one day seemed well within reach. However, as we all know it takes time, dedication and long hours of training to reach that level. As I grew older, it got harder for me to cut my times and make the cut for international swim meets. In 2008, I was twenty years old and as the Games got closer that year, it became clear I was not fast enough. I had not been training well and felt demotivated. I realized I needed to change things up. I decided to explore the possibility of getting an athletic scholarship and going to college in the United States. Some of my friends from swimming had already gone, and they loved it there. I had never been to the States when I accepted a full ride to go to the University of New Orleans (UNO). It was such an adventure and a great change for me. I knew deep down that I still loved the sport, but staying in Iceland was not an option. Going to the States was exactly what I needed: a change of scenery, fresh coaches, and new team mates. Over the four years, I kept training and competing for my school (I actually transferred schools and had a very successful senior year with my teammates at James Madison University- JMU). We became CAA conference champions in February 2012 at what

I though was going to be the last meet of my career. The London Games were not even on the horizon at that time. I was very happy with the decision I had taken four years previously to go to the States to attend college and train hard.

A few weeks later, having already “retired” from sport, I decided to go home to Iceland for the Easter break. During my break, I competed in the Icelandic championships, just for fun. At this meet in April 2012, to my great surprise I qualified for the European Championships in Hungary the following month. In May 2012, I was still feeling fast in the water, and thankfully I was put in the 400-metre individual medley relay. We set a new Icelandic record and we made the cut for London. Iceland was going to send their first relay team (ever – in any sport!) to the Olympics... and I was in it! Only a month before, I thought I was swimming at my last meet ever. You cannot imagine how excited I felt – it was truly unreal! Thinking back, I believe I was in the right place at the right time. I had done all the training, I was ready for the task, and I was determined to do well.

Arriving in London in early August 2012 was amazing. The Olympic Village reminded me of a college campus, but also of some sort of sports utopia. There were no children, no elderly people and almost no cars driving around. The buildings were newly built, the grass was freshly cut, and you had everything you needed at hand. The majority of people walking around were young and healthy athletes, most likely in the best shape of their lives and looking forward to competing in their events. One did not stay thirsty or hungry for long, because there were food and drink stands spread around the Village, not to mention the gigantic food court that was open 24/7. Thankfully, my event did not start until Day Five, so I had a few days to get acclimatized. Having a wonderful range of food awaiting you every day, having your laundry done for you, and having access to buses that would take you places were all things I could definitely get used to!

Our team’s sport psychologist, Dr Hafrín Kristjansdóttir, helped make the experience great by giving us good advice on how to reduce stress. We met with her prior to going to London to discuss the sheer magnitude of the Olympics and how we could focus on achieving our goals, without being distracted by other athletes, the media and the environment we would soon be in. A few of us were going to our first Olympic Games and we didn’t really know what to expect. One of the thing she had us do was to image that we were old and grey in the nursing home, telling our great-grandchildren about our experience at the Olympics. Meaning it was very important for us to stay positive and do our best

in London—of course I wanted to be able to tell a great story and tell my future grandchildren that my experience at the Games was positive and amazing. This helped put things in perspective and I believe it calmed my nerves. I remember feeling very nervous when it was finally time to race. I remember seeing my family in the stands, but things went black after that. My body went into auto-pilot, but I do remember



thinking “KEEP GOING!” over and over. We swam fast and were very happy with our performance. I got to stay in the Olympic Village for almost 2 weeks. After our events, the swimmers would go and support our team mates in their events. It was very inspiring to be among so many great athletes and talented people. I would also like to say that, thanks to my coaches and training in the US, I was able to finally live my dream and compete in the Olympics. It’s good to have a plan, but sometimes it’s better to be prepared for the unknown and see where life takes you. All our journeys are different. We cannot control the things that happen to us, but we can decide how we are going to tackle different situations.

One thing I did not do enough of in London was networking, talking to and getting to know the other athletes from other countries. Thankfully, I am getting a second chance here, in Olympia. I feel honoured to be among such a great group of people and am looking forward to getting to know you better. The fun stories from this trip will be an added bonus to my Olympic stories in the nursing home 60 years from now.

MY OLYMPIC EXPERIENCE – LONDON 2012

Eran SELA (ISR)

Sailing

How quickly we adjust and take for granted the things we've achieved.

Like many children, I started my sports career young, at around eight. I participated in a few sports until, aged 15, I chose to focus mostly on sailing. As I moved on to sail in the Olympic sail boat class at 18 years old, my dream of competing in the Olympic Games seemed to be getting closer to a reality.

Four years before the Olympic Games in London, I retired from actively competing in sailing at the age of 23. My performance wasn't good enough to get me selected for the national squad of the Israeli Olympic committee, so I gave up my Olympic dream and moved on to coach young sailors in my home club.

Receiving an invitation from Gidi Kliger, one of Israel's most talented sailors, to sail with him in the campaign for the 2012 Olympics was one of the most important thing that has happened to me in my entire life. We began our journey three years before London, and earned a few fine results including a silver

medal in 2010 and a bronze in 2011 at the 470 European championships. A few months after qualifying for the Games, I remember thinking: "Wow, how quickly my concept of success has changed, from simply taking part in this competition to accepting nothing less than a medal". But it also felt like we really could pull it off.

Preparing and practicing in the Olympic sailing village, feeling at one with legendary athletes from different



classes and countries, was a powerful and pleasant experience.

When the competition began, I remember how it felt going out before the first race: it was exciting but weird, too. Everything was the same, very similar to the many sailing competitions we'd taken part in before then, and yet it felt somehow different.

The most dominant thought I had during the games was that we hadn't prepared ourselves well enough mentally, and that our three years of training for that event had only impacted on our sailing abilities.

Unfortunately, the moment the pressure hits you, it completely changes your decision-making process. So even though we retained a very high level of technical ability, in terms of our strategic and tactical decisions, we performed less well than we had at other major events over the three years preceding the Games.

Something else that really made an impression on me during that one week of competition was the truth of an insight Eli Zuckerman, a former Israeli Olympian who had competed at Sydney, had shared with me about a year before London: "Competing in the Olympic Games is like a magnifying glass which polarises your strengths and weaknesses in each and every aspect of your sporting performance".

Which is why practice is so important if we are to minimize those weaknesses and transform them into strengths. But almost nothing can prepare you for the situation when you suddenly find yourself confronted by it.

So, after a not-so-good performance at the London Olympics, with a 15th place, I've decided to move on to coaching and help the next generation of Israeli sailors to be better than I was, especially mentally, which I think is by far the most crucial element in our performance in sport and life in general.

Two major understandings that I have taken away from my sports career are that: one, it is critical to pay attention to things that are happening in your life when they're happening, and then to analyze and understand them rather than repressing them, which is what we do automatically most of the time. And two, as I look back at the way I have tackled the last twenty years, I now understand that the outcomes of what I do very often take a long time to appear.

ATHENS 2004: MY EXPERIENCES AT THE OLYMPIC GAMES AND BEYOND

Rebecca BROTHERS (NZL)

Firstly, I would like to thank the Academy for providing this opportunity for myself and the other participants to embrace and learn more about the Olympic Movement. My Olympic experience took place in 2004, right here in Greece, in the bustling city of Athens.

Before the Games started, we spent two weeks training on the Greek island of Kefalonia acclimatizing ourselves to weather the people we'd left behind in winter-bound New Zealand were envious of. The people of Kefalonia were the most welcoming I have ever encountered and they went out of their way to ensure we had everything we needed. We trained twice a day in the island's Olympic-sized pool and enjoyed amazing food at the local eateries in between sessions.

We arrived in Athens a few days before the Games started and settled into the Village. Despite what the media would have us believe, the facilities were well-finished and our rooms were clean, comfortable and well appointed. Just a few days later, we were at the Opening Ceremony. I will never forget the moment our country's name was called and we walked into a stadium of seventy-thousand people. I can only describe the sound as a feeling that reverberated through me, a feeling I still experience to this day when I look back on that moment.

Swimming was one of the first events on the Olympic calendar and I was down to race the 4x200-metre freestyle, the 400-metre freestyle and the 800-metre freestyle. Our team placed 13th in the 4x200-metre freestyle relay, but the time we posted was slower than our qualifying time. Similarly, in my individual events, I didn't get into the top sixteen. Though I know I gave everything I had in that pool, I still felt as though I had failed and let down myself and my country.

For the rest of my time at the Olympic Games, I busied myself in the activities available to athletes after they had finished racing. Swimming finished within

the first week, so we had the pleasure of supporting other New Zealand athletes in their events. A highlight for me was watching Hamish Carter and Bevan Docherty win the gold and silver medals respectively in the Triathlon. Being a smaller country, it is not often we get to watch our country's flag being raised and listen to our national anthem played, but on that day we did. And it was amazing.



Along with the sporting extravaganza that the public sees back home, there are those mythical activities that are rumoured to go on at an Olympics, but of course do not. So suffice it to say we partied a little and ate a lot.

Back in New Zealand, I was welcomed back by a group of close family and friends at the airport. At home, I faced the reality of the results of my individual campaign. People were supportive but not particularly helpful. They would make comments like “You did great!”, to which I thought, “Um, are you sure you were watching me race?”! I ended up preferring people not knowing I was an Olympian to having conversations in which I had to outline my failures.

I kept busy over the next few years, attending university and joining the New Zealand police. More recently, I married and have since had two beautiful boys who are now aged three and one. I was fortunate enough to be on maternity leave while the 2016 Rio Olympic Games were on. My eldest was hooked from the start and had a particular love for watching the “horsies”, the “big jumps” in the gymnastics and diving and, a little to my surprise, the swimming. It was at this time that I was asked by a couple of members of our small community to give a talk at their children's schools about my experiences at the Games.

I enjoyed sharing my journey to the Olympics with my local community and started to embrace being an Olympian again. In particular I thought how immensely proud I would be if either of my sons were to attend an Olympic Games in the future. I realised that my journey to the Olympic Games, which includes a skills set and values system that most athletes possess, could be shared and possibly inspire the next generation of Olympians – my children and their peers.

Olympism is so much more than any individual campaign. We are all ob-

served by others, in one way or another, and so have the capacity to influence them. In this respect, we do not choose whether to be a role model or not, but rather whether we will be a great one.

To finish, I'd like to share with you an NZOC video of New Zealand's Rio campaign. I think it demonstrates the Olympic values of Friendship, Excellence and Respect very well; in fact, I've found that children I've shown it to can provide their own examples of each value after viewing it.

MY OLYMPIC EXPERIENCE

Andrique ALLISOP (SEY)

Hi, my name is Andrique Allisop. I am a boxer from the Seychelles. I just turned 24 this month (2nd June). As a small boy, I always wanted to do a contact sport like fighting, but not just fighting. I wanted something with rules like boxing, karate or judo.

This inspiration came from my late dad, may he rest in peace. He was a man who always believed in sport and fair play. I didn't want to let him down, so I decided to follow in his footsteps. I started playing football and practicing athletics back in primary school. I soon realized that team sport was not what I wanted, so I stopped.

When I was thirteen, one of my school mates introduced me to boxing. I put so much effort into my training that I started to fall in love with the sport. My coach saw great potential in me and he started to concentrate on me more. He said I would be the best. I took these words as motivation, as I also wanted to be the best. I started competing locally and I saw myself winning fight after fights. I started competing internationally at the age of sixteen. At this point, it didn't matter whether I won or lost, as competing internationally was already a big achievement for me.

In 2010, I participated in the All Africa youth games, where I managed to win a silver medal. That same year, I won the Best Young Athlete award. When I turned eighteen, I joined the senior national team, so it was time for some real boxing. I competed in so many competitions, fighting senior



boxers who had way more experience than I did, that it was hard for me at first. Still, I managed.

For the 2012 Games, I qualified at the African Olympics selection event. The 2012 London Olympic Games was by far my greatest achievement so far. It was way bigger than I anticipated. I realized that I needed a lot more experience as I would be fighting Jai Bhagwan from India in the 60 kg division. Unfortunately, I did not make it through to the next round, but it was a big achievement for me. That same year, I won Best Sportsman of the Year and that boosted my desire to do better.

Now, after 2012, my focus was on the 2016 Rio Olympic Games. I trained hard, sacrificed a lot and with great determination guided myself to the 2016 games. This time I knew where I was going. I knew it wasn't going to be easy. I competed against David Oliver Joyce from Ireland in the men's 60 kg division. I suffered a cut above my left eye in the first round, which made it harder to concentrate. But I didn't give up, I kept on my feet and fought till the end. I lost the fight, but it was a good one.

At my second Summer Olympics, I made new friends from different sports and different countries. I was exposed to new experiences and learned new techniques and ways of preparing myself by watching the other fights.

Now I am looking forward to the next Olympic Games, which will be held in Tokyo, 2020.

MY OLYMPIC EXPERIENCE

Florence SCHELLING (SUI)

As far back as I can remember, participating in the Olympic Games has always been my dream. Growing up, I always watched the winter and summer Games on TV with my family, and it was always clear to me that I wanted to be an exceptional athlete like the ones I saw competing in the Games.

When I was sixteen years old, my dream came true. The Swiss Women's National Ice Hockey Team qualified for the Torino 2006 Olympic Games and, surprisingly, I was part of the team. I say "surprisingly" because I was the youngest in our delegation and I'd had to fight for a spot on the team against other goalkeepers who were older and more experienced than me. But no one on the team had any previous Olympic experience, so all of us were overwhelmed by the whole Olympic experience.

It all started when we were equipped by the Swiss Olympic Committee with our Olympic apparel. Then we got what felt like a million pieces of paper with information and forms to fill out so we would get accredited when we got there. When we arrived in Torino, we went to the Village first, where we were given our accreditation. Once we got through security, we walked to the Swiss house. I remember that walk like it was yesterday – my mouth was hanging open all the way. I was amazed by how big the Village was, the number of houses, the way every nation decorated their house with their flag, and the number of athletes we walked past. Then I saw the Swiss house and I got the biggest goosebumps of all at the sight of the huge Swiss flag hanging outside and all the other Swiss flags around the house. I was overwhelmed. I could not believe that I was part of something as big as the Olympic Games! After we moved into our rooms, we went to explore – and I mean literally explore – the Olympic Village. There was so much to see, there was no way we could 'do' all of it on this one little tour, meaning that the "exploring the Olympic village" mission went on throughout our entire stay.



The opening ceremony was another unforgettable experience. It's hard to put into words what every athlete experiences at that time, but I'll try anyway. It all started with putting on our "opening ceremony" clothes and meeting the entire delegation outside the Swiss house. The atmosphere was incredible. When we finally got to the venue for the opening ceremony, we had to wait a very long time until it was our turn to

walk in... The best part about the waiting was watching all the other athletes and the famous superstars and seeing how happy every one of them was, and how proud at representing their country. Everyone took pictures with everyone, everyone was chanting their country's name like one big family.

Once it was our turn to walk in, everything went so fast. After waiting for so long, it seemed to pass in a flash. I had another goosebump moment when the announcer said "Switzerland". I think I almost started crying. I was so proud to be representing Switzerland at the Olympic Games, so happy my dream had come true, and at 16. It was the little things that made the Olympic Games so special for me, the things I've just been talking about – the way athletes are treated and treat each other, the stage we get to perform on... I'd rather not talk about my experience in hockey, though, as we didn't do so well, ending up in 7th place out of 8.

I was incredibly fortunate to get another chance to represent Switzerland in the 2010 Olympic Games in Vancouver. Being there for the second time allowed me to focus a lot more on what I was there for: the ice hockey. It was an amazing experience playing hockey in Canada at the Olympic Games. We performed way better at these Games and ended up in 5th place, which was our goal. Still, although we were in a completely different country and it was four years later, everything that made the Olympics the Olympics was still the same: the Olympic Village, the athletes, waiting to march in at the opening ceremony, the opening ceremony itself. To me, this is what it was all about. I was four years older, so I was way more open than I was in 2006 and got to meet so many more athletes in the eating tent, the lounges and elsewhere. Listening to other

athletes' stories is so inspiring and motivating.

Another four years later, I was able to participate in my third Olympic Games in Sochi. Something that had barely been on my radar in Torino and Vancouver was that some athletes won medals and others diplomas. I had received two diplomas with my team, but we hadn't won a medal yet. Since my dream of taking part in the Olympic Games had come true when I was 16 years old, winning an Olympic Medal was my new dream, and it was due to come true in Sochi. I'd set out a plan for myself with days set aside for having fun in the Olympic Village, other competitions, socializing with other athletes. That way, on my own competition days, I was 200% focused on playing ice hockey. Sochi was the most fun of all for me, not only because we ended up winning a Bronze Medal, but because I had really started to understand what the Olympic Games are all about.

We all share those dreams of participating at the Olympic Games, winning medals and so on. The path to the Olympic Games differs hugely between nations, sports and athletes, but once we are actually at the Games, we all become one big family. I would be lying if I said the Olympics don't leave me craving more. The goal of participating at the Olympic Games every four years is definitely something that motivates me every single day. In fact, it makes me want to be a summer athlete, too, so I'll only have to wait 2 years between Games!

MY OLYMPIC EXPERIENCE

Anabelle SMITH (AUS)

My Olympic journey began in 2000. I was seven years old, an energetic and sporty kid, and I watched the Olympic Games for the first time in Sydney.

I was a super-competitive kid who participated in many sports and always wanted to be the best. I began diving when I was twelve and quickly advanced through the junior ranks. I made my first Junior World Championships at fourteen, coming home with two bronze medals. I juggled 30 hours of training per week with my schooling, leaving little time to enjoy the social events most kids my age were enjoying. However, I can look back now and see that those sacrifices were well worth it.

I qualified for my first Commonwealth Games at seventeen and have since represented Australia at five World Championships and World Cups, another Commonwealth Games and two Olympic Games. One of my proudest moments was hearing my name announced as a member of my first Olympic team in 2012. Like many sports, the selection process for the Olympic team is extremely stressful and emotionally exhausting, so after eight years of hard work and sacrifice, my dream had come true.



My experience at the London Olympics was nothing short of incredible. I was mesmerised by the electric atmosphere, absolutely star-struck by the sporting idols who I would pass walking to the food hall or transport mall. I was simply grateful for an experience I would cherish forever. I realize it is a privilege to be competing at a Games and I would like to give you an insight into some of my

favourite little memories. I was lucky enough to be competing on Day One and managed a great result, finishing fifth. That meant I could spend the next two weeks experiencing sports I had never watched before. The Australian headquarters handed out tickets to events every day, and I took full advantage and joined the Aussie cheer squad for the swimming, water polo, track and field, hockey, gymnastics and basketball. Speaking of basketball, people had just paid thousands of dollars to sit courtside at the NBA finals in America... and I was fortunate enough to squeeze my way down to the front row to watch the USA men's basketball team play Australia. I think I made eye contact with LeBron James, copped a smile from Kevin Durant and even a photo with Kobe Bryant, and my sports-loving brother did not speak to me for weeks! Other superstars who made it into my photo album were David Beckham and Usain Bolt – in what is probably my favourite photo, I was one of two people who grabbed a photo with him in the food hall before his entourage shooed everyone away.

One day I also spotted British tennis star Andy Murray grabbing some yoghurt and cereal for breakfast, so as soon as he walked away from the breakfast stall I ran up and used the same yoghurt spoon he had just used! I couldn't help feeling in constant awe of the greatness around me.

Towards the end of the Games, the Village comes alive late at night and into the early hours. At 3am one night, a teammate and I took scooters that the divers had brought to scoot to the food hall and grabbed handfuls of cookies before shooting over to the Olympic Rings. With the help of some kind British police officers, we got hoisted up about 3 metres to sit in the rings and have a late night picnic with our cookies. We couldn't think of a better way of indulging after being so strict in the run-up to the Games.

Fast forward four years and I was lucky to experience a totally different Games in Rio. It was a new team, new venue, and a Games with many new challenges. However, I have even more special memories from Rio, as I reminded myself to take in every moment there. Once again, I got to compete on Day One in the Women's 3-metre synchronised diving. Going in, we were a medal chance, but after the first two rounds of five, we were way back in the standings. I was disappointed, but I felt under less pressure for my last three dives because I figured we were out of the race for the medals. After our final dive, all three of our Chinese coaches were going crazy with excitement. Now, our coaches had never shown this much emotion and I was slightly confused: they were

saying we were in third place! I wasn't getting my hopes up though, because the Canadian pair had still to dive and they had been beating us by small margins all year. I figured history would repeat itself. After their final dive, we stared in anticipation at the large scoreboard. As the results came up, we all fell to the ground in tears of joy and relief – we were Olympic bronze medallists!

I am off to the World Championships in two weeks, and although being at the Academy may have not been the ideal diving preparation, I feel I have learnt some valuable lessons that will benefit me for my whole life. I've met so many amazing people, too, who I hope to stay in touch with for years to come.

DUAL CAREER

Luka LESKO (CRO)

As a proud participant in the 57th IOA Session for Young Participants, I would like to present an example of a dual career with experiences as an athlete, coach, sport management official and sports scientist. In so doing, I would like to motivate all people involved in sport to develop an entirely personal integrity. As a member of the Croatian national judo team, I competed at the EYOF, the FISU Universiade, 10 European and 3 World Championships (including the World Military Championships) and was the best Croatian judoka for three years in my age category. Throughout my formal education (Sports High School Gymnasium, MSc in the Faculty of Kinesiology in Zagreb, currently in my last year of Ph.D. study at the same institution) and non-formal education (Project Management for Business Professionals, Alfred State College, NY, and Transnational Cooperation Activities, European Commission, Brussels) I have always tried to build up my knowledge, both during and after my sports career.

I acquired professional experience in the management of a major multi-sport event as Head of Sports Operations at the European University Games in 2016, the biggest multi-sport event in the history of the Republic of Croatia. My scope of work included preparing and implementing competitions in 21 sports plus two sports for disabled athletes; managing the Sports Committee team during the Games; and reporting directly to the Chairwoman of the Sports Committee. That experience taught me about the bidding process as well as about the scope of work done



by the media, security, transport, volunteer and every other department needed to stage a multi-sport event.

I also gained experience as an External Associate in the Faculty of Kinesiology in Zagreb, a member of the National Committee of Move Week (International Sports and Culture Association project), a judo coach, a founder-member of the Kinesiology Students Association for Scientific Research in Zagreb, and a lecturer at the National Sport Museum in cooperation with the National Olympic Academy.

In my current job as Chief Science Officer, I am working on developing a 3D body measurement and health risk assessment system for athletes. The project was selected as one of the 50 most innovative in the world of sports, which allowed me to present it to representatives of National Olympic Committees from all over the world at the conference staged between the Olympics and Paralympics in Rio de Janeiro. As a coach, I know what coaches need, and I am trying to provide them with a new technology for faster and more quality diagnostics as well as health-tracking for athletes. In all the above fields, I try to contribute practically but also scientifically. To that end, I have published scientific papers in the following fields (with examples): body scanning for athletes (“Comparison between manual anthropometry and portable 3D body scanning”); sports management (“EUG 2016: Distribution of Workforce through Project life cycles and analysis of the satisfaction with the organization, 2017”, “Importance, motivation and problems of volunteering in sports, 2011”); combat sports (“Average age of the medallists at major sporting events in judo, 2015”, “Periodization in judo: winning the European and World Championship medals at the same season, 2015”); the sexual health of athletes and physically active people (“Sexual health among kinesiology students, 2017”, “Physical activity and quality of sexual function – review of research studies between 1998 and 2016”).

My approach is that every athlete and sport official should start by developing personal integrity. If they then acquire sports experience in parallel with a quality education background, they can help improve sport in the local community and, together with other colleagues from around the world, make a global impact on sport at all levels.

MY OLYMPIC EXPERIENCE

Maria Virginia ZONTA (ARG)

My name is Maria Virginia Zonta, and I come from Argentina. I am a beach volleyball player and an Olympic athlete. I participated in London 2012, which was the best experience of my life. That is why I want to share it with all of you.

I will talk a little bit about my sports career. I started playing indoor volleyball when I was nine years old in a club in my city, but I had always dreamed of being part of the national team. I used to watch all their matches on television, thinking that perhaps one day I could be there, too.

Every summer, I played beach volley with some friends on the beach without thinking that this could be a route to my dream. When I was fifteen years old, I went to my first beach volley tournament. We lost all the matches, but the good thing was that I realized that I had enjoyed it a lot. After that, I wanted to improve my performance for the next time, so I started training hard for beach volley.

The following year, we did better and qualified for the national tournament. At the age of nineteen, I went to my first South American championship in Chile.

Having had to change my teammate the next season, one year later we won our first South American medal. But that wasn't enough for us: we wanted to compete at the Pan American Games, and in 2011 we achieved our goal. We travelled to Guadalajara in Mexico, but unfortunately we didn't win that medal. Still, we were very motivated for our next objective: the 2012 Olympic Games.

At first, thinking about playing at the Olympics seemed a rather distant



possibility and something very hard to achieve, but we wanted to give it a try. I trained every day thinking only about London, and my whole life changed as a result.

The last stage in the qualifiers took place in my home city. The court was full of fans, the whole city was there, and my family and friends with them. I was under a lot of pressure, because I couldn't let them down. I was very nervous and knew it was my last chance to prove to myself that all the hard work and sacrifices had been worth it. It was the most important game in my sports career.

It was the first time in the history of Argentina that a women's volleyball team had qualified for the Olympic Games. Until then, neither the indoor team nor the beach volley team had participated.

The Olympic experience is difficult to explain in words – there are just too many feelings welling up inside. The opening ceremony, entering that stadium full of people and knowing that you are there representing your whole country, is the moment when you realize where you are.

Being in the Parade surrounded by more than ten thousand athletes was an amazing sensation. It was such a moment of joy, peace and friendship between nations, such a major celebration of sport, and you could feel the vibration of the whole Stadium. The lights, the sounds and the people send good vibes out to everyone!

And then there was the Olympic Village, the Olympians' mini-city where we are all equal. You can meet many important and famous athletes there and get the chance to talk, or maybe even have lunch, with them. The Village is a small city where you have everything you need: a gym, laundry, dining-room, games room where you can socialize with each other, and so on.

The competition was the most important part. The beach volleyball stadium was set up on the Horse Guards Parade with a capacity to hold 15,000 people. We played three matches. The most difficult match was against the USA, the team who ended up taking the silver medal. The stage was full of people, and in a moment all we can hear was the fans screaming "Argentina, Argentina". It was a tremendous feeling.

Although we couldn't qualify for the second round, we put in a very good performance. And we were playing at the Olympic Games: our dream had finally come true!

In my sports career, I have had good and bad moments, but every single

moment teaches me something and makes me stronger.

Also, in every sport you win some things and you lose some things, not only games. For example, sport taught me to be more responsible, to respect others and to take care of myself. It allowed me to get to know other countries and cultures, and it gave me lots of friends around the world. With sport I also learned new values and became a much better and more empathetic person as a result.

But not everything is always as perfect as it sounds. Because sport also put me through some difficult times and forced me to take important decisions: I had to leave my family and friends behind and move to another city to train with the national team and pursue my dream of becoming an Olympian Athlete. I also had to find a way and the time to combine training with university. Now I am a chemical engineer, but it wasn't easy at all, because we don't have any programmes in Argentina that help athletes balance their studies with high-level training.

My family have played a very important role throughout my sports career. They were the ones that always supported me and gave me the strength to keep my dream alive.

To sum up, I strongly believe that we need to have dreams in our lives and we have to pursue our real goals. Sometimes everything we do is to try to reach those goals, and it can be very frustrating if you don't get the results that you want. The most important thing I can tell you, though, is to really enjoy the ride.

MY OLYMPIC EXPERIENCE

Nicolas CORDOVA (ARG)

Artistic Gymnastics

I want to comment on my Olympic experience. First I will tell you a little about Gymnastics. Women compete on four apparatus and men on six. We have floor, pommel horse, rings, vault, parallel bars and – my best one – the high bar.

I was born in a little town called Alvarez. There may be 8,000 people living there and they only play soccer, which is what it's like in Argentina. I first did artistic gymnastics when I was ten years old, but in Rozario, a big city near Alvarez. I wasn't very serious at first and only went twice a week. Then my old coach left the club in 2003, and I started training in the competition group. So from twice a week, I was now going five times a week, four hours a day.

That year, I qualified for my first international tournament, in Lima in Peru. That experience changed my goals, and when I got back to Argentina I chose to train hard. I wanted to stand out. I wanted to be the best. I moved to Rosario, to my grandmother's house, leaving my family and my friends in the village. Then, in 2006, I attended my first Pan-American championship, where I qualified for

two finals. The following year, I won a silver medal in the Junior Pan-American championship in Guatemala.

In 2008, the Beijing Olympics arrived. When I saw the Opening Ceremony on the TV, I imagined myself standing there parading with the colours of Argentina, representing my country, my club, my town, my family, my friends. Being part of that. It was amazing. That is how my Olympic dream was born.



Then London was coming up and my training was improving. In 2011, the qualifying year for the next Olympic Games, I took first place in the World Cup for Argentina. This meant I was going to the Tokyo World Championship, where a ticket to my dream might be within my grasp. I didn't do so well in Tokyo, but the qualifier was postponed for the Pan-American Games in Mexico a few weeks later. I started the competition very well and I was on course for London until the last event. But I couldn't deal with the pressure. I felt so frustrated, disappointed and sad when I heard that I had lost my chance to fulfil my dream of being an Olympian and that I would have to wait another four years.

When I got back home, I was close to quitting, but I decided to give myself another chance. Training in different places of the world helped me improve my technique and everything went excellently. In 2013, I finished third in the world rankings on the high bar. In 2014, I finished in second place in the world rankings on the high bar, and in 2015 I went to Colombia to train. That year, I was the top athlete in the world on the high bar.

And at the Glasgow World Championship that year, I got my ticket to compete in the final qualifier for the Olympics, the pre-Olympic Games. There are many ways to qualify for the Olympics and this was one of them. The pre-Olympic Games take place in set venues, and these Games were held in Rio de Janeiro. I competed very well but was very nervous. After the competition, we were given the partial results: I had got my place. Instant happiness, of course, for me and my coach – we had both given eight years of our lives for this. That night, they sent the final results: in accordance with the International Gymnastics Federation rules, there must be at least two gymnasts from each continent in the Olympic Games. Which meant that I, Nicolas Cordova, had been made first reserve. So my initial happiness evaporated: the story had repeated itself. Again my dream had become impossible to fulfil.

I really thought hard about stopping, but thanks to the support of my loved ones I decided to travel to a World Cup event that had already been paid for by my Federation. In Bulgaria, I took 4th place in the high bar final, then in Brazil at the 2nd World Cup, I won the silver medal. Which made me think I was good at Gymnastics. I decided to go to train in the US. Something inside me told me that there was still a chance for me.

Then, two weeks before the Rio Olympic Games were due to start, the Federation called me. I was lying in bed in the morning when they called, and it

was one of the most emotional phone calls of my life! I was so happy, so full of joy, tranquillity and peace on that unforgettable morning. So, I took part in the competition and did very well, finishing sixteenth place in the high bar out of 96 gymnasts. I got so close to the finals. In gymnastics you need to land just so... I finished with 14.8; the last finalist qualified with 15.

The most beautiful thing about my Olympic experience was that my wife, my family and my friends were in the stand watching me compete. They were the ones who helped me get there, and they are the ones who will always be there for me.

So, here is my message to you: "Don't forget who you are, where you come from, what were your worst and best moments. Follow your dreams... and always be happy!".

MY OLYMPIC EXPERIENCE

Sophia PAPAMICHALOPOULOS (CYP)

I represented Cyprus at the 2010 Winter Olympic Games in Vancouver, alongside my brother who is also here today as a coordinator.

I grew up in Cyprus and I was lucky enough to have parents who encouraged me to do sports from a young age. At fourteen, I won the Cyprus Championship in skiing and sailing, but decided to focus on skiing from then on, partly because I thought it was cooler, but also because my mother was an experienced skier herself and I felt that I could learn a lot from her. Since there were not a lot of resources to support young athletes in Cyprus at the time, my parents' knowledge and support were crucial in my decision.

Soon after, I achieved some very good results in international competitions and the 2007 European Youth Winter Olympic Festival. Until then, Cyprus was considered an outsider at the international level in skiing, and I was glad I could contribute to changing that. When I unexpectedly won my first international competition at 16, I started to dream big about competing at the Olympics.

It was not easy to train and compete when you are also a student in a school that demands high academic standards. In order to ski all year round, I often had to travel abroad to find snow. Moreover, I was having problems with the National Federation, which suspended me from racing for the 2008 and 2009 seasons because I changed to a local ski club, which was against their current rules. When I finished school in 2009, I was awarded an Olympic Solidarity Scholarship, which allowed me to focus on training and competitions again and ultimately to qualify for the 2010 Olympics.

I am sure that every athlete experiences enormous challenges at some point in their career. It isn't easy to concentrate on your performance when you have to deal with other issues. At the end of the day, though, the experience and knowledge you gain cancel out all the challenges and troubles you encounter



along the way. You grow physically and mentally because, after all, “Ease is a bigger threat to progress than hardship” (Denzel Washington).

There is no way to describe the feeling when you enter the Olympic stadium for the parade of nations, knowing that millions of people are watching. It’s overwhelming! For us, it was even more surreal because we almost missed it. There was a snow storm in Europe at the time and flights were being delayed

or cancelled. When we finally arrived in Vancouver, we thought there was no way on earth we could make the opening ceremony on time. But thanks to a combination of luck, excellent work by the volunteers, and the fact that we literally ran the last four blocks to the stadium, we arrived just moments before the opening.

As an athlete from a very small country, I must say I was impressed by the training facilities and the chance to train alongside the world’s elite. All athletes were treated equally. No matter your ranking or nationality, for those couple of weeks you are a star. There were plenty of opportunities to interact with other teams in the common dining area, lounges, gym areas and recreational areas.

What fascinated me most, however, was the atmosphere! Everywhere we went, people were in a constant state of elation and I have never seen more cultural diversity anywhere. I believe this is where the Olympic spirit really comes into play. The Games are not just a series of competitions, they are a celebration! Everywhere you go, you can feel that people are celebrating the values and principles of the event. Sport is not just a way of challenging your body, it’s also a way of communicating, learning and interacting. It’s a way of challenging your mind, of setting aside all the prejudices you might have. It was beautiful to meet and connect with people from so many different countries and backgrounds and to build friendships with such a diverse range of cultures.

Even though I have always striven for excellence, my biggest take-home message from the Olympic Games was that “It is not about winning, it’s about the journey”. I had never been more relaxed and excited before a race as I was

on the day of my competitions at the Olympics – because I knew I had already won the hardest battle, which was getting there.

As an Olympian, I believe it's incredibly important to promote Olympism and the values I have gained from my experiences. We need to work towards a brighter future for our youth and society, and a healthier and more peaceful world. And that is why I am here today!

MY OLYMPIC EXPERIENCE

Stavroula SAMARA (GRE)

My name is Stavroula Samara and my sport is Rhythmic Gymnastics. I was the leader of the Greek national team ensemble in the women's category at the London 2012 and Rio de Janeiro 2016 Olympics. To date, I am the only athlete in the Greek Rhythmic Gymnastics Ensemble who has been in the national team for two complete Olympic cycles. I have participated in five World Championships, five Pan-European Championships and 22 World Cup competitions. I also participated in the 1st European Games in Baku and two Olympic Games.

I took my first steps in the sport at the age of six in Thessaloniki. For the first two years, the training did not exceed three hours, but over time there was a steady increase in the demands as well as the hours of training.

I was selected for the national team at the age of fourteen following many evaluation tests and the award of points in the Pan-Hellenic ranking. In 2008, after much effort, I managed to win first place among the other gymnasts in the national team to become a member of the ensemble team in the junior category.

At the age of fourteen, to realize my dream, I had to move permanently to Athens, where there is the centre for preparation of the National Team of Ensemble. The training takes place at the Sports facilities of Saint Cosmas. The first years were quite difficult because I was very young and had to adapt to being independent and to meeting both the demands of everyday as well as hours of exhausting training. It is worth noting that the junior Ensemble category was particularly competitive, firstly because there had to be formal selection of the best five-member team out of the twenty best gymnasts in Greece, and secondly because there was no hierarchy between them due to them having the same age and background. Finally, I managed to get into the team and compete at the 2009 Pan-European Championship at Baku in Azerbaijan.

The following year, I changed category and started training with the wom-

en's team. It was also a quite difficult year for me because I was the youngest in the team. However, this stiffened my resolve and made me believe that I could surpass myself and be selected for the team.

There were many disappointments, even rejection on the part of the coach because she thought that, being the youngest and least experienced, I would be unable to cope among the accomplished women gymnasts. Finally, after much work, I managed to compete in the women's category in my first World Championship in one of the two disciplines; subsequently, I became a permanent member of the team in 2010, representing Greece at the Pan-European and World Championship in Bremen (Germany) and Moscow respectively. There were constant replacements of team members because tough demands and many hours of daily training required great discipline and determination. An everyday training session outside a competition period was six hours; in a competition period, sessions could last ten hours.

The London Test Event in January 2012 was the final phase in qualifying for the Olympic Games. We took bronze, which provided us with our ticket to the London Olympics later that year. A few months later, I had an unexpected accident that could have cost me my life – but this is not a subject for this talk. Up to the very end of my convalescence, very few people believed I would be able to compete in the Olympic Games. I was incredibly disappointed because of the hints that I would miss the Games. But there was no way I was going to miss out on London. Ultimately, I made a full recovery and made my dream come true.

The following year, I had to stop for a time and return to my family in Thessaloniki to take the Pan-Hellenic examinations for entry into university. The specific examinations are very demanding and it was impossible for me to combine study with my daily training. My life changed because my only activity during the day was studying; consequently, I put on weight.

A few days before completing my written examinations, I received a phone call from my Greek Federation saying I was needed immediately to help the



team compete in the 2013 World Championship. They believed that, despite having stopped my training, I was the most suitable and experienced gymnast to help the team qualify for the new Olympic cycle aimed at the Rio Games in 2016. After much thought, I returned to Athens to begin training with my team. In one and a half months, I managed to lose thirteen kilos and compete in the World Cup in Saint Petersburg, achieving sixth place as well as proceeding to the next qualifying round via the 2013 World Championship.

In 2013, owing to my record with the ensemble team together with my school-leaving marks, I won a full scholarship to a university in Britain to study Nutrition. I should say that from the moment of my entrance to university, I managed to combine my studies with training because I believe that an athlete also has to cultivate their mind.

In 2015, a few months before we qualified for the Rio Olympics, our coach unexpectedly withdrew. This caused much concern, distress and disorientation in the team. At the same time, a new coach had come and as team leader I had to find a channel of communication between us. I can say that, as a team, it was going to be difficult to get selected for the Rio Olympics, because we had lost several months and the atmosphere in the team was very problematic. After everyday efforts both to raise our competitive performance and to improve the team's psychology, we won the bronze medal in the final phase of the qualification for the 2016 Rio Olympics. As leader of the team, I had managed to discover new powers within myself, such as being able to enter the mind of another athlete who happened to be struggling at a particular moment and give her the incentive to continue, keeping the final goal in mind and ignoring other external factors.

We competed well at the Rio Olympics and made exceptional impressions on both the public and the judges.

In conclusion, as an athlete I consider that through my experiences I have developed myself and realized my dream of participating in the Olympic Games. At the same time, I have discovered my own potential.

Through top-level sport, I have acquired knowledge and experience and tested myself beyond my psychological and mental limits. I have travelled the world, competed alongside top names in the world of sport, and acquired steel in my character, patience, a strong will, confidence, vitality, an Olympic education, and optimism about life.

COORDINATORS' REPORTS



REPORT ON SPORT ACTIVITIES

by Mohammad Jalal HAMWI (SYR)

Four sports were played this year: three team sports (basketball, football and volleyball) and one individual sport (table tennis). The participants were allowed to join one team sport and to add table tennis if they wanted. Here are the reports for each of the sports.

Basketball:

The basketball tournament was played over four days. We had a good number of participants this year, with 36 players of both sexes registering. The players were divided into four teams with nine players in each team.

Mixed teams: Olympia, Delphi, Sparta and Athena played each other in one preliminary round.



Games were played in two halves with ten minutes running time per half. All four teams proceeded to the semi-finals, where the first played the fourth, and the second the third.

Some special rules were applied in the tournament which were designed to allow everyone to participate fully: 1) two female players should be on court at all times; 2) no rough defending or block shots by male on female players were allowed. We also asked the players to avoid rough physical contact to avoid injuries.

The results of the preliminary round were:

1. Sparta
2. Athena
3. Olympia
4. Delphi

This meant the semi-final games were Sparta vs. Delphi and Athena vs. Olympia.



Sparta and Athena won the semi-finals and went through to the final, which was played on 27 June. Sparta beat Athena 27–21.

A play-off for third place took place before the final, with Delphi beating Olympia 29–24.

The tournament was a nice way to play basketball, have fun, play fair, show respect, experience the Olympic values and appreciate the importance of participating and not only winning. A lot of people came along to watch and support their friends, which gave the tournament a special feel and made it a memorable experience.

The players in Sparta, the winning team, were: Marsel (ALB), Kostas (GRE), Jonathan



(UGA), Zhang (CHN), Stacy (TTO), Anilay (TUR), Cecile (FRA), Valentina (ROU) and Chen (TPE).

Basketball coordinators:

Mohammad Jalal Hamwi (SYR), Lily Vidler (AUS), Chen Hui-Jung (TPE), Daria Partsevskaya (RUS).

Football:

The football tournament, like the other sports, started on 22 June. Four teams participated with seven players in each team (28 players in total). Each team had five players on the pitch at a time, with a requirement that at least one player had to be female at any given time. The teams were named after ancient Greek gods and goddesses: Athene, Aphrodite, Poseidon and Zeus.

The tournament was played as a league. In the final, the team in first position played the team in fourth; the team in second position played the team in third in the semi-finals. The winners of the semi-finals played in the final, with a play-off for third place. Aphrodite came first in the league, Zeus second, Poseidon third, and Athene fourth.

In the first semi-final, Aphrodite won on penalties after a 4/4 draw; Zeus won the other semi-final 4/3. On the last day, Poseidon took the third place, beating Athene 8/5. The final was hard for both teams, but Zeus managed to score two



goals in the final minutes to win the game 3/1.

There were a lot of good players in the football tournament, but the organizers successfully divided them up between the different teams according to their level to ensure every team performed equally well in matches. The games were played on a half-sized pitch to ensure that everybody could participate. This kept almost all the participants committed to playing all their matches and to arriving on time. The organizers noticed that the players were respectful towards one another and the referees rarely needed to blow their whistles, since the players stopped after a foul without having to be told to do so. The participants' good behaviour made the tournament a success from the first match to the last.

Football coordinators:

Christopher Papamichalopoulos (CYP)

Michail Mangasarov (AUT)

Giorgos Xidis (GRE)

Jaber Alshabibi (OMA)

Table Tennis:

A total of 28 participants registered for the table tennis competition. The event proceeded slowly and did not reach the final stage. The four players who reached the semi-final stage were:

1. Hartin Halasta (CZE)
2. Maria Teresa Calle Molina (ESP)
3. Patrick Germuska (SVK)
4. Syhui Ho (MAS)

The players found it difficult to find their opponents, who did not show up to the games, perhaps due to lack of interest or a preference for other sports.

Recommendations

1. Participation should be restricted to one sport per person.
 2. Athletes' phone numbers should be kept so reminders can be sent out.
- Table tennis coordinators: Clement Iyaluegbeghe (NGR), Nina Malysheva (RUS)



Torch relay at the Academy.



Olympic Day Run in Ancient Olympia on 23 June.

Volleyball:

The volleyball tournament was held over four days. A total of 60 participants registered with 35 women and 25 men from 44 countries.

Six mixed teams with ten players in each took part in the tournament. The teams contained players of different levels of skill, with at least two players at level three (high) in each team, with the remaining players at levels two (intermediate) or one (beginners).

Two groups were formed, with Zeus, Apollo and Poseidon in Group A and Dionysos, Hera and Hades in Group B.

The first two days of the competition featured a qualifying round robin. The semi-finals were played on Day Three and the Finals on Day Four.

The scores were as follows:

DAY 1

ZEUS	1	APOLLO	2	DIONYSOS	2	HERA	0
APOLLO	2	POSEIDON	1	HERA	1	HADES	2
POSEIDON	1	ZEUS	2	HADES	1	DIONYSOS	2

	W	L	SF	SC
ZEUS	1	1	3	3
APOLLO	2	0	4	2
POSEIDON	0	2	2	4

	W	L	SF	SC
DIONYSOS	2	0	4	1
HERA	0	2	1	4
HADES	1	1	3	3

DAY 2

ZEUS	2	APOLLO	0	DIONYSOS	2	HERA	0
APOLLO	1	POSEIDON	2	HERA	1	HADES	2
POSEIDON	2	ZEUS	1	HADES	0	DIONYSOS	2

	W	L	SF	SC
ZEUS	1	1	3	2
APOLLO	0	2	1	4
POSEIDON	2	0	4	2

	W	L	SF	SC
DIONYSOS	2	0	4	0
HERA	0	2	1	4
HADES	1	1	2	3

DAY 3 Court No. 1 SEMIFINALS

DIONYSOS	0	POSEIDON	2	Game A
ZEUS	2	HADES	0	Game B

ZEUS	2	2	6	5
APOLLO	2	2	5	6
POSEIDON	2	2	6	6

DIONYSOS	4	0	8	1
HERA	0	4	2	8
HADES	2	2	5	6

Court No. 2 Game for 5th Place and 6th Place

APOLLO	2	HERA	0

DAY 4 FINALS

DIONYSOS	2	HADES	0	Game for the 3rd and 4th Place
ZEUS	1	POSEIDON	2	Championship Game

This means that Poseidon won, with Zeus coming in second, Dionysos third, Hades fourth, Apollo fifth and Hera sixth.

(Volleyball Coordinators: Sergio Vargas (GUA), Dominik Sandler (AUT), Christothea Constantinou (CYP), Daiana Fonseca (BRA))

REPORT ON THE ARTS PROGRAMME
by Georgia BOUKLA (GRE),
Lily VIDLER (AUS), Yara HANSSEN (ZIM),
Sergio VARGAS DAETZ (GUA), Alice IANNACCONE (ITA)

Cultural and educational systems and philosophies are fundamental in shaping a society that reflects general principles relating to issues of human relationships, ethics and governance.

When it comes to discussing ethics and governance, it becomes apparent that these are broad concepts which operate across all areas of life and are thus often called into question and compromised. However, safeguarding the ethical mission of good governance in the Olympic Movement is a clear historical responsibility: we have to protect and promote the principles of fairness, integrity, respect, transparency and equality.

When it comes to ethics in sport and competition, we look to ideas of respecting decisions and honouring victory. In art, the focus is more on aesthetic and moral value based on philosophical positions in respect of ethical criticism and evaluations.





Appropriating a setting in which sport and art are unified in order to create something exclusive, the challenge of ethics is the challenge of governing embedded, inclusive systems and making smart decisions.

Managing an arts programme in the context of sport and Olympism is a strategic plan in which roles and responsibilities are defined on the basis of ethical standards and democratic views; the mission here is to create and deliver sufficient outcomes and rewarding results.

With that in mind, the art workshops at the 57th International Session for Young Participants created a space in which everyone could analyze and exchange ideas and feedback on the concept of ethics and governance from various perspectives. The Dance/Music workshop was all about the impact of performance through participation, efficient leading roles, responsibilities and expectations. For the Poetry/Literature workshop, it became apparent that there was a need to create more positive systems of ethics that encourage open perspectives and fresh ideas based on balance and to shy away from labels and stereotypes.

These ideas were developed still further in the Fine Art workshop, whose projects and activities focused on how we communicate with Games officials. In sports, it is usually the athletes who receive our undivided attention, with the people who control the games – the referees, umpires, and others – blending into the background.

The group worked on a project in which they used mixed media to produce

T-shirt prints which they signed with their 'brand' name: #GOVSAVVY (from "Governance" and "Savviness"). This project produced the winner of this year's arts context: Shizna Rasheed from the Maldives, whose T-shirt earned the most 'likes' on social media.

Lily Vidler and Sergio Vargas Daetz, the two co-coordinators of the Fine Art workshop, provide further insights into its activities. Lily looked after the group and updated things on social media:

This year's fine arts program was largely run by Georgia Boukla and coordinators to allow participants to express their thoughts through art. The 2017 International Session for Young Participants incorporated the theme of ethics and governance into the Fine Arts workshop.

Participants made T-shirts with a collage of words and pictures relating to governance. This proved to be a powerful way of showcasing sporting ethics from the individuals' viewpoints.

As a coordinator, I assisted with the fine arts and was impressed with the respect the participants had for each others' ideas and views. This was a space to create art in, but each session also led to a discussion of the Olympic values and what they mean to us.

My role was also to use social media as an educational tool and to promote the fine arts and dance workshops. Today's world is greatly influenced by social media, and showcasing the workshops on our Instagram and Facebook pages meant that participants were able to stay up-to-date and interested in what was going on in the sessions. Photos and videos of the T-shirts, as well as the boys' hip hop group and Latino salsa were posted, indicating what to expect at the Arts Happening showcase night and encouraging many participants to attend.

Participants were involved and motivated from day one. These workshops not only allowed Olympism to be viewed through art and dance, they also provided the opportunity to form strong friendships. A huge thank you to Georgia for delivering yet another successful art and dance spectacular.

Sergio worked with the Fine Art group as a coordinator and a participant. He helped the participants to evaluate their project with a film that was presented in the lecture theatre during the closing ceremony. Here is a review of his observations on how the project was received by the group:



As part of the team delivering the Fine art workshop, and as a participant too, I can tell you that it was a rewarding experience. This workshop is a good way for participants to relax and express their feelings through painting, handcrafts, etc.

I found this workshop important because it offers a different setting in which everyone can share experiences, feelings and friendships.

This year's Ethics and Governance topic made the workshop participants think critically about the issues and then express them in art. The final project was a 3-minute film made up of selected shots that involved a set of stories based on players and games officials. The Fine Art group and sports teams collaborated on a number of performances that took place outside on the sports fields during sports activities. The most important thing was seeing how ideas develop in an art project, and how everybody worked together and expressed their feelings on governance and values.

As they do every year, participants in and coordinators of the arts preparation programme worked on facilitating a number of exclusive creative and energetic performances to be presented at the Arts Happening scheduled for the evening before the closing ceremony. In practice, this is an intense and rewarding process that adapts to the level of participation and integrates with a range of art-related material depending on skills and experience. Alice Iannaccone and Yara Hanssen were the two coordinators who worked most closely with

those preparations, and they have provided a responsive evaluation. They both have prior experience of the Young Participants Session as participants who represented their countries in the past. This time, as a coordinator, Alice's role in the arts programme was to help organize and facilitate the Arts Happening. In her own words:

The experience of being an art co-coordinator has been unique and unforgettable. Every coordinator should take part in this programme. It is very interesting and an amazing experience to be involved and search for talent or try to motivate people to share their skills. As a coordinator, I have really enjoyed being part of the Arts Happening. I spent the first week looking for people singing, dancing or acting in their free time, when they didn't know they were being watched, so they felt free to express themselves in the way they wanted to. I'd approach them and try to convince them to show off their skills at the Event. As coordinators, we also tried to motivate people who were very shy, trying to help them summon the courage to reveal their hidden talents to the public. I hope this also had a positive impact on their self-esteem. No one was nasty, everyone clapped everyone else, everyone tried to help friends prepare their performance as best they could. The goal of the Arts Happening is to share emotions through songs, popular dances, flash-mobs and group dances, We want to leave everyone with one last positive memory to go home with. It is not a competition, no one wins or loses, everyone has fun. That's the important thing.

Yara was charged with facilitating a variety of areas within the arts programme, but her skills as the host of the Arts Happening made her contributions even more valuable:

The Arts Happening of the 57th Session for Young Participants was an interesting and unique experience. Over the course of the two-week session, the participants meet daily to practice routines and complete projects from the Fine Arts, Dance and Music workshops. The output from all this hard work was the Arts Happening, a collection of performances relating to the session's theme, which was "Ethics and Governance".

To have been involved in organising an event like that at the Session was

a huge privilege. It was intriguing and exciting, too, to watch participants from all over the world come together, put aside their differences, and work together to produce a joint performance. Art connects people and this event proved this. To break down barriers of difference in terms of culture, religion, race etc. is a near-impossible feat, but I believe that true unity and friendship happened here. The Arts Happening was a huge success, and much credit must be given to Georgia Boukla for her fantastic organisation and passion for the Arts.

In conclusion, I would like to say that this was yet another successful session. As the arts coordinator in a cultural and educational organisation, I have a moral obligation and responsibility to provide effective mentoring activities. This is an ongoing process that requires a degree of vision and a plan in which ideas develop based on an environment conducive to honest and open communication. Working with like-minded people who share common characteristics provides a safe and inspiring setting in which strong relationships and successful outcomes can develop.

Representing the arts from a participant's point of view, Ugnė Supranavičienė from Lithuania was invited to contribute her feedback to bring this section to an end:

It was a great honour and pleasure for me to participate in the International Young Participants' Session at the International Olympic Academy this year. I chose to join the Fine Art workshop, and it was a very interesting and useful experience for several reasons: I realised that art is a technical and well-structured process; I now know that I can create without being an artist; I learned a few different techniques; and, most importantly, I now understand more fully that culture, education and sports can intersect in one place. This is what the Olympic philosophy implies.

We can reach all layers of society through Olympism, so the topic of Ethics and Governance was very interesting and inspirational. The approach chosen by the co-ordinator was interesting and unexpected, and the outcome of the "GovSavvy 2017" project was really rewarding.

Undoubtedly, the arts programme played an influential role within the whole educational programme. It was a good platform for people to show how



sports, coupled with creativity and education, can generate the Olympic spirit. The Fine Art Workshop could take place in more open spaces, possibly even changing them. As well as providing inspiration, this would allow participants in future sessions who have not opted to attend the Art Workshop to see more of what goes on in it. Which would work as a teaser and build curiosity about the final result.

I would like to acknowledge everyone for their hard work, dedication and support of the arts programme. We bear a personal responsibility to encourage a culture of ethics, and to do that we have to set an example and live up to the values we preach. Your attitude and level of commitment has inspired many, and I thank you again for taking the initiative and for getting things done.

**#GOV
#SAVVY
IOA2017YP**

REPORT ON THE SOCIAL EVENINGS

by Lily VIDLER (AUS) and Yara HANSSEN (ZIM)

The Social Evenings proved to be a key activity at the 57th International Session for Young Participants. They allowed the participants to showcase the culture and traditions of their home countries over a number of evenings. The events invariably left the participants feeling in high spirits and helped forge lasting bonds between them. It is truly remarkable how these evenings brought people together, breaking down boundaries and uniting individuals from all over the globe; one could truly witness the Olympic values of Friendship and Respect being applied in practice.

The social evenings were an integral part of the Session's commitment to displaying culture and international diversity. A total of 40 performances were held over the three evenings, incorporating traditional dances, food and drink tastings, songs, sports, quizzes and fun facts.

Each Social Evening took place at the very top of the hill overlooking the entire Olympic Academy as the sun sets in what is a picturesque and idyllic





location. The evenings centred on the theme “A Flight Around the World” and moved from country to country, allowing the participants to explore the tastes, sounds and smells of the world from the comfort of their chairs at the IOA. The evenings were certainly much anticipated, and by their end the participants had fully grasped the use of chopsticks, dancing like a Latina, and apologizing like a Canadian.

Each social evening included ten to fifteen acts, with the final night featuring twenty countries: it would seem that the first two social evenings were so well received by the participants that those who hadn’t signed up to perform were eager to showcase their talent before the series came to an end.

During each performance, the host country performed in front of a very excitable audience, generally asking for assistance in demonstrating dances, games and tricks from their countries. This usually ended up with the majority of the participants on stage taking on the singing and dancing with huge enthusiasm and interest. It also usually ended up highlighting the participants who had three left





feet and ‘interesting’ coordination, although this only added to the evenings’ thrills and amusement. In essence, the Social Evenings are a major festival that embraces the participating countries. They are a more laid-back part of the Session for participants to can get involved in if they want to, and it is amazing how much you learn and engage with when you are simply having fun.



The Social Evenings of the 57th Session for Young Participants was an undeniable success, with memories and moments that will remain vivid in everyone’s memory. Acknowledgements must be made to the ground staff, IT team and coordinators for assembling and coordinating a memorable series of evenings, which remain one of

the highlights of the Session and certainly continue to make a lasting impression year after year.

A big thank you to the coordinators who assisted in the running of the Social Evenings, the IT crew for assisting with the songs and microphones, and a huge thank you to the participants for allowing us to experience their respective cultures.

A black and white photograph of five people (three men and two women) gathered around a table, looking at a laptop. The text "CONCLUSIONS OF THE DISCUSSION GROUPS" is overlaid in the center. The people are engaged in a discussion, with some gesturing. On the table, there is a laptop, a small potted plant, and some containers. The background shows a room with large windows and bookshelves.



CYCLE A

French-speaking Discussion Group

Question 1: How does sport go beyond the mere physical dimension and allow for the learning of Olympic and social values?

At the revival of the modern Olympic Games, the notion of “a healthy mind in a healthy body” was at the heart of Olympism, which promoted values that went beyond physical benefits. We consider sport to be an effective tool for transmitting, promoting and experiencing values. We explored various situations that illustrate and support this view.

For example, spectators who watch the sporting experience of others on TV at the Olympic and Paralympic Games, where there is a concrete demonstration of Olympic and social values, are more likely to adopt these ethical principles.

Within the framework of the Paralympic Games, spectators and television viewers are made aware of the challenges faced by people with disabilities. While this does not necessarily imply acceptance of these differences, we believe that it does encourage a certain openness towards others.

In order to be ambassadors of the integrity of the Olympic Movement, high-performance athletes must be urged to pursue their studies. This is already the case in Italy and Canada, where athletes are encouraged to find time for their studies along with their sporting activities. Germany is another interesting example, in that high-performance university athletes must obtain at least average marks in their academic studies in order to compete. In return, they are granted more flexible schedules.

Teachers and future teachers should receive additional education in accordance with the Olympic and Paralympic values. Examples from developing countries (Haiti and Benin) show that some teachers do not adopt these values.

It would also be appropriate to take advantage of thematic activities, such

as Olympism week in France, and develop a conversation around it. In such a context, children's knowledge of Olympism could be subject to formal assessment.

Moreover, in a competitive context, sport allows children to experience victory and defeat, and consequently the Olympic values of respect and the social value of compassion for others.

Young people may also be encouraged to demonstrate social values in sports groups. Young people at a football academy in Zambia who take part in a voluntary activity are learning solidarity, sharing and respect. Contact with the less privileged encourages awareness and a new perspective on one's own situation.

In conclusion, we will make three suggestions:

- There are already national structures (in France, for example) that link sport with social and cultural values. However, in order to increase their effectiveness and visibility, it is important to facilitate *coordination* with local bodies working on the ground.
- It would be helpful to *share school curriculums* promoting Olympism among organizations in different countries, including developing countries. The latter could benefit from adapting the teaching materials created in countries such as France and Canada to their own cultural and social situation.
- The teaching of Olympic values should be integrated into sports courses (civic, physical and sports education).

Question 2: How would the improvement of transparency mechanisms change the public's perception of the Olympic Movement?

In our discussions, we defined transparency as including both economic transparency and transparency in decision-making.

The mass media can play a key role in improving transparency mechanisms by helping educate the population about economic issues. However, media independence and freedom of the press are not always present and/or promoted.

The media should also cover the good governance that holds in the majority of sports organizations. Moreover, in certain countries, we note a tendency for the media to cover only national organizations and/or the federations representing the most popular sports.

In the age of social media, Olympic athletes have new platforms on which to serve as ambassadors. They can also use their influence on social networks

to inform the public about governance in sport and the issues which federations face.

Placing limitations on leaders' terms in office would, in our opinion, help counter the ethical problems of individual leadership. Several studies of organizations bear witness to the destructive aspects of power. Similarly, placing an upper limit on the age of leaders would go some way towards counteracting the phenomenon of members from the same social circle being re-elected and allow fresh minds access to decision-making positions. These new members would be more likely to promote and implement new and different ideas. We believe that leadership renewal would also have a positive impact on transparency.

A mobile app on the Olympic Movement, its budget, values and decisions could be a good way of disseminating information about governance and communicating it to the public.

Sharing information and best practices between organizations would also promote transparency. Since the majority of sports organizations are non-profit and redistribute their funds, we believe that mechanisms could be established for sharing information about ethics, transparency and good governance.

In addition, a system for verifying the ethics of individual leaders should be put in place.

Independent and accountable supervisory bodies should be established.

Finally, the gathering and sharing of information resulting from the experience of sports organizations with regard to transparency and ethics should be encouraged.

English-speaking Discussion Group 1

Question 1: How can we assist athletes in their career after they retire from competition – What kinds of programmes already exist? How can we make it beneficial to all parties involved? Whose responsibility is it to implement such programmes?

Athletes are a main component of the Olympic Games and the Olympic Movement. They fuel the action of the Games themselves, but they are also our greatest asset as ambassadors of the movement after they leave the field of play. There is no consistent support for our athletes beyond the arena of competition, as they transition through the athlete life cycle and into the workforce.

The discussion centred on examples of athlete-assistance programmes from around the globe.

Canada – Game Plan is a total athlete wellness programme that helps athletes excel in and out of sport. The programme provides resources for career management, networking, education, mental health and skills development. The programme is available to all nationally-carded athletes.

Italy – La Nuova Stagione is a programme that gives athletes the opportunities to work in the world of sport after they retire from competition.

Seychelles – National Sport Council runs a programme for elite athletes, which allows them to work part time (3 hours) in the morning at a specific job. It gives them the opportunity to gain experience in that role and field. Once the athlete retires, they can continue to work in that role full time, or they take their experience in the field to another organization.

China – Athlete Development Fund is a programme created in 2010 which is designed to help amateur athletes effectively plan for a career after they retire from sport. A full 30% of the sponsorship money received by the Chinese Olympic Committee (COC) is used to fund the programme.

Given that employment laws and regulations vary from country to country, we felt it would be most effective if such programmes were primarily owned by



the NOCs and National Sport Federations. That said, this is a fantastic opportunity for nations to share information about their own programmes. This would potentially allow countries with existing programmes to expand them, and provide countries without such programmes with a jumping-off point.

Question 2: Countries and resources – What can be done to create equal opportunity for athletes from different countries in terms of participation, infrastructure, etc.?

A common theme that surfaced in our group discussion related to developing nations and what could be done to level the playing field in the areas of participation and infrastructure, among others. Below are some of the gaps we identified, along with potential solutions.

Participation

The first gap identified by the group relates to young athletes and the knowledge each country has as a whole regarding sport and the Olympic Movement. Our suggested solution is, as a first step, to educate young people through school programmes and to promote awareness and participation in sport at the grass-roots level.

Several nations already have well-established education programmes available through their NOCs and Olympic Academies; these could be used as a starting point for developing nations. The IOA Session for Educators provides a unique opportunity and platform for harnessing the information and creating an Education Toolkit capturing best practices, ideas and examples that could then be made available to all nations through the IOA.

When the youth of a nation has a better understanding of sport and the Olympic Movement, it will help foster successful athletes, but also sport leaders and ambassadors for the movement.

Infrastructure

Some of our smaller and developing nations suffer from a lack of training facilities and resources. The concept of an International Training Centre where athletes from developing countries could access these items was discussed in our group.

This project is aligned with the objectives of the Olympic Solidarity Programme to facilitate NOC participation in the Olympic Games.

Multiple factors would need to be taken into consideration:



1. Physical location and sports facilities
 - a. Use countries' existing training facilities for sports in which they excel. Capitalize on the existing infrastructure, knowledge, skills and coaching at these locations.
 - b. Host countries and centres would receive a monetary incentive for their participation in the programme, which would help them maintain their facilities.
2. Eligibility and application process
 - a. Athletes who have proven that the facilities and resources in question are unavailable in their home country would be eligible for participation.
3. Funding through the Olympic Solidarity Programme

English-speaking Discussion Group 2

Question 1: How can we assure good governance in sport in relation to ethics and the Olympic Movement? (Strategic Outcomes)

Introduction

Good governance is necessary in sport at all levels. Guiding principles should facilitate the development of meaningful policies that serve as a means to govern the various structures which are responsible for delivering sport-related programmes. As such, policies should be aligned with the IOC, the NOCs, and their respective NOAs or schools.

Discussion

Modern sport is plagued with various ethical issues such as cheating, an over-emphasis on winning, and a lack of support for grassroots youth programmes. Youth education has a crucial role to play in increasing awareness of Olympic values such as fair play, respect and teamwork. Olympic Movement education can also address the lack of participation (on the field of play and within governance). Olympic Movement education can take various forms:

1. Developing an operational plan with defined outcomes that can be measured annually
2. NOCs educating community sport leaders and educators about the value and purpose of the Olympic Movement
3. Identifying community sport leaders and educators who can educate students of all abilities about the value and purpose of the Olympic Movement
4. Community sport leaders and educators sharing information with parents about lesson plans, associated values and how the programme and its values translate into social change
5. NOC helping former high-performance athletes to find meaningful education or job-based training

Assessment

Evaluating the effectiveness of programmes:

1. Have sport leaders and educators complete surveys
2. Organize follow-up meetings with sport leaders and educators based on their survey results
3. Provide professional development opportunities for sport leaders and educators based on these follow-up interviews, including mandatory courses on high-risk issues
4. Observe the quality of teaching and student learning on a range of Olympic education programmes
5. Send follow-up surveys out to parents
6. Develop an annual report and distribute to the NOC. The NOC should then develop a national report, measure the outcomes of the operational plan against it, then send it to the IOC for review

Conclusion

Good governance cuts both ways. A feedback loop ensures that strategic outcomes addressing ethical issues are achieved on the field of play. The IOC, NOCs, NOAs and schools should hold each other accountable on the basis of the measured outcomes of their aligned strategic plans.

Question 2: How can we educate the public about integrity in sport? (Operational Outcomes)

Introduction

Positive role models are necessary to effectively educate children about the meaning of integrity through sport.

Discussion

Addressing past and current corruption within international and national sport federations simultaneously is a challenge. While there are no simple solutions, Olympic education programmes can focus on developing ethical sport leaders for the future along with good citizens who embody the Olympic values. It is important that NOCs and/or NOAs identify and train the right people to educate children in Olympism. NOCs/NOAs must ensure that educators:

1. Understand basic pedagogy
2. Understand the purpose of the Olympic Movement

3. Have lived experiences within their communities
4. Are not a risk to the physical or emotional safety of their students

Once qualified educators have been identified and trained, the education programme that is developed and taught to children must be:

1. Politically neutral
2. Culturally relevant
3. Flexible
4. Inclusive
5. Age appropriate
6. Purposeful
7. Active and fun

Assessment

To evaluate the effectiveness of programmes:

1. Have sport leaders and educators complete surveys
2. Organize follow-up meetings with sport leaders and educators based on their survey results
3. Provide professional development opportunities for sport leaders and educators based on these follow-up interviews, including mandatory courses on high-risk issues
4. Observe the quality of teaching and student learning on a range of Olympic education programmes
5. Send follow-up surveys out to parents
6. Develop an annual report and distribute to the NOC. The NOC should then develop a national report, measure the outcomes of the operational plan against it, then send it to the IOC for review

Conclusion

Good governance cuts both ways. A feedback loop ensures that strategic outcomes addressing ethical issues are achieved on the field of play. The IOC, NOCs, NOAs and schools should hold each other accountable on the basis of the measured outcomes of their aligned strategic plans.

English-speaking Discussion Group 3

Question 1: Which factors can limit the integration of Olympic education in a multicultural world?

Papua New Guinea is a country with 22 provinces and 850 different languages. This is only one example of the diversity we find in today's world. It helps us grasp how difficult it is to integrate Olympic education in a multicultural world, because different countries experience different challenges.

Factors that can play a significant role in limiting Olympic education include:

- Religion and Culture

Many countries are engaged in internal conflicts based on religious differences, culture, language and gender equality. These conflicts may prevent the integration of Olympic values in their societies.

- Schools

Differences in the school model used in different countries impact on the integration of sport into education. In several countries, physical education is not even part of the school curriculum. In other countries, it is perceived as a less important subject and the sports curriculum concentrates on the physical performance of sport alone, and not on the Olympic values that underlie it.

- Government and NOCs

Governments and NOCs provide insufficient information on the importance of Olympism. Poor governance is also a major obstacle.

- Lack of resources and funding

Developing programmes that support the Olympic Movement requires expertise and technology, both of which are expensive.

- Olympic education for National Federations (NFs) and coaches

At a national level, there is insufficient drive to provide Olympic education to the NFs and coaches, plus a lack of incentives to boost interest.

Every country faces different challenges and there is no ideal way of dealing with the various barriers to integrating Olympic education. However, it is important that we understand one another, if we are to develop programmes that are suitable to each country. Good governance, effective communication of information between stakeholders, and youth engagement are all essential if we are to educate our societies about Olympism.

Question 2: Why should we educate elite athletes about Olympic values, and how can we include them in the Olympic Movement?

Being an elite athlete is about more than performing a sport at a high level. An elite athlete automatically becomes a role model for our society, irrespective of their awareness of Olympic values. It is therefore crucial that they are educated about Olympism and are involved in the Olympic Movement. Given the funding these elite athletes receive from the IOC and IFs, plus the media coverage, it should be their duty to embody the Olympic values of Friendship, Respect and Excellence as national representatives of the Olympic Movement.

Potential ways to educate elite athletes:

- Oblige elite athletes to act as ambassadors of Olympic values (Ambassador Programmes)
- Use famous athletes in media campaigns
- Create educational programmes targeted specifically at athletes
- Target young athletes with the potential to be our elite athletes of the future
- Educate coaches, teachers and parents (the first point of contact)

Examples of programmes that encourage elite athlete involvement in the Olympic Movement:

Country and Programme	Action
Papua New Guinea “Team PNG Athlete’s Hero Programme”	The NOC involves elite athletes in teaching in the community. Athletes are first educated then reach out to the people. They talk about how the Olympic values have affected their career and why they are important to them. The programme is delivered in tandem with the “Love your Coast Programme” (environmental awareness). Media coverage and eco-friendly merchandise with Team PNG branding is included.
Ecuador “Soy olimpico”	Olympic athletes are invited to organize activities and share their athletic and social experience with young children in schools.
International “Young Ambassador Programme”	Young Ambassadors are appointed to represent their nation. They organize cultural and educational programmes designed to engage and influence young people, educating them in the benefits of sport and in the Olympic values and inspiring them to play an active role in their communities.

English-speaking Discussion Group 4

Question 1: How equal is the equality we are asking for?

The history of the participation and role of women in the Olympics

Men have participated in the Olympic Games since 776 BC. However, women did not originally take part, either as participants or as spectators. Women were first allowed to compete when they participated in their own Heraean Games in honour of the Goddess Hera. At the end of the 19th century, when the modern Olympic Games were introduced, members of the International Olympic Association (IOC) including Pierre de Coubertin were against the participation of women in the Games of the Olympiads. History shows that the evolution of the participation of women in the Olympic Movement has been accelerating slowly but steadily over the years, since their first participation in the Games of the II Olympiad in 1900. This development has taken place in a social, political and cultural context. Equality differs across the world in terms of the roles and positions of men and women in society, and this impacts directly on their participation in sport.¹

How should we balance participation opportunities?

While the IOC is not interested in dramatically expanding the size of the Olympic programme, it does want to increase the number of women participating in the Olympic Games. Consequently, more positions are being made available to women through reductions in the men's quota for places and events. For example, while there were ten weight categories in the men's boxing and just three in the women's boxing at Rio 2016, at the 32nd Olympic Games in Tokyo, there will be eight men's and five women's categories (meaning that two weight categories

1. Bulatova M. Cultural heritage of Ancient Greece and the Olympic games and Ancient Greece. Kiev, 2013.

have been transferred to the women's programme). Is it right to deprive men of opportunities in order to give greater opportunities to women? Is this equality?

Gender equality in organisations

There were no female members of the IOC until the 1980s. When J. A. Samaranch became president of the IOC, he supported the participation of women in the Olympic Movement. However, only 26 women have served on the IOC since the 1980s. Currently, only one International Sport Federation is led by a woman – Kate Caithness of the World Curling Federation.

Gender quotas have been introduced into organisations to promote equality across every level of management. However, we think both sexes should be given the opportunity to develop the skills they need to actively participate in all positions, including executive posts, across the sporting landscape. We think quota positions at lower levels in organisations may give individuals the opportunity to gain these skills, but that gender equality should exist naturally at higher levels of management, reflecting skills not quotas.

Question 2: How can we monitor and improve the relationship and collaboration between the International Olympic Committees, Continental Federations, International Federations, National Olympic Committees and National Associations?

Looking at the current sport landscape, we believe that good governance requires the relationship and collaboration between all sport stakeholders (as above) to be monitored and improved.

We believe there is a need to increase the use of independent observers through the introduction of an external commission across all sport stakeholders. We would propose that indicators are identified for drafting an annual joint report on actions being taken to achieve the proposed objectives of improving relationships and collaboration. This report should include at minimum the following performance indicators: the number and type of joint activities, the implementation of the annual plan of action, and the results of the activities.

In recent years, due to accusations of corruption within the Federation of International Football Associations (FIFA) and its Associations, FIFA introduced a system of Liaison Officers to monitor the National Associations more closely. We believe that implementing this model across sport could be a step towards improving existing procedures and creating a more transparent sporting landscape.

We think the programmes and financial monitoring systems currently in place throughout sport could and should be improved through the inclusion of a more thorough verification process aimed at eradicating corruption and promoting good governance. When it comes to a monitoring system, the process adopted by the Asian Football Confederation (Aid 27) is an example of how to improve a verification process for information. With Aid 27, associations are required to report on how they used funding given to them by the IOC or any other International Federation. This programme has greatly improved the internal and external monitoring within the National Associations.

There are five continental organisations which connect the National Olympic Committees of the regions: the Association of National Olympic Committees of Africa (ANOCA), the Pan American Sports Organization (PASO), the Olympic Council of Asia (OCA), the European Olympic Committees (EOC), and the Oceania National Olympic Committees (ONOC). Working in close collaboration with the International Olympic Committee (IOC) and the Association of National Olympic Committees (ANOC), these organisations spread the Olympic ideals as defined by the IOC Charter. At the same time, these organisations implement various programmes (for example the 2017-2020 Pan American Solidarity Program) which seek to improve the interaction, relationship and collaboration between the IOC, ANOC and NOCs. We believe that implementing these programmes continuously across the sporting landscape would continue to improve collaboration and good governance.

Although positive in theory, a worldwide approach to standardized reporting across sports and countries may be difficult to implement. Due to cultural differences, social influences and current political landscapes, a flexible approach may be required which can be customized to different parts of the world. However, the overall goal and outcomes should be aligned.

English-speaking Discussion Group 5

Question 1: Who is responsible for governing ethics and equality in the Olympic Movement? – What are the possible implementation strategies?

Through our group discussion, we have shared the current status of equality in our countries. The conversation has primarily centred on gender equality. We will address the deficiencies and implementation issues that our countries face in an effort to determine what organization or organizations should govern gender equality.

The definition of equality can be “the state or quality of being equal; correspondence in quantity, degree, value, rank, or ability”. This can be applied in sport through the equal distribution of resources, paying equal attention to the accomplishments of men and women, and giving equal opportunities to men and women to participate in and perform sports.

We will now provide a few examples on equality in different countries. Given the complexity of the issue, the examples may not provide a complete picture of the status of equality in each country. Thus:

- United States of America: The Office for Civil Rights enforces various statutes including Title IX, which protects people from discrimination based on sex in education programmes or activities that receive federal financial assistance (https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html).
- Austria: The two largest sports in Austria are alpine skiing and football. While alpine skiing is relatively equal, there is no professional women’s football team in Austria. However, a football academy for women was recently founded, so things are likely to change.
- Zambia: Project funding applications made to the British Council will only be considered if they include a plan for promoting equality.

One way to promote gender equality could be to have men and women competing together on equal terms. Equestrian is currently the only Olympic sport in

which men and women compete on an equal playing field. There are, however, other examples of sports that include mixed teams, such as korfbal. Having men and women competing together could hopefully improve equality not only in sport but also in society in general.

Creating equality is a slow and complex task. There must be a change in the mindset of leaders and decision makers. Having experienced female athletes serving as role models and leaders would be a first step towards combating this inequality. But if this is to happen, the culture of sport federations must change. The will to create equality must come from the federation and the organization itself.

Question 2: Should Governing Bodies be required to Share their Financial Reports with the Public?

The group discussion centred on the funding models that International Federations (IFs), Olympic Games Organizing Committees (OGOC), National Olympic Committees (NOC) and National Federations (NFs) use. We used these examples to establish our unanimously-held belief that transparency is essential for good governance in sport.

There are several examples of NOCs and NFs that have put measures in place that demonstrate transparency. The examples that we discussed are the “United States Model”, in which all non-profit organizations in the country must provide audited financial reports. The NOC and all recognized Olympic sports NFs are non-profit organizations. India and Korea have similar requirements, implemented through the ‘Right-to-Know Act’ in India and a government law in Korea that mandates financial transparency. All reports are accessible to the public. In Paraguay, the leaders of the organization have mandated transparency and accountability in the NOC.

In recent years, Nike cancelled their sponsorship of the Football Association of Zambia. Officials in the organization had not disclosed that they were creating Nike apparel through a Chinese company to save money and then selling the strips to raise funds. These garments were created without the approval or knowledge of Nike, so transparency was lacking.

FIFA is a non-profit organization with mandatory auditing. However, the audits were not initially released to the public, and when they were, they did not accurately reflect the movement of money in and out of the organization.

Indeed, it is believed that the auditing company may have been corrupt as well. There are also allegations that IAAF officials were paid by the IF to impact on outcomes in a manner that was outside the rules (Fonseca, 2017).

The final example to support transparency in Olympic sport organizations is the “Tax-Payer Funded Model”. This supports the large amounts of money that are needed to implement an Olympic Games. The recent Games in Rio and Sochi are clear examples of this model. The funding reports for these Games have not been made fully available, if they have been made available at all.

Following extensive discussion, the group unanimously decided that transparency is essential for good governance. The above examples of financial corruption demonstrate why it is important: if these organizations had had clearly defined laws or rules governing their organizations, one may feasibly believe these situations would not have come about. We also discussed ways to police organization finances and believe many improvements could be made. However, the conversation needs to continue and strong organizations need to lead the way. It is the right of tax payers, athletes and employees and fans of sport to know how funds are being distributed. Even with the best policies in place, the deciding factor are the people who are appointed to governing roles. Their ethics, guided by policies, are what create good or bad governance.



English-speaking Discussion Group 6

Question 1: What is the current level of knowledge regarding Olympism in our home countries?

Olympism is known as a philosophy of life which demonstrates and combines a balanced quality of body, will and mind. It combines sport with culture through Olympic education and seeks to educate young people, inculcating them with the Olympic values through the practice of sport.

Discussion:

Discussion within our focus group allowed us to narrow the ambit down to two positive and two negative points about the knowledge of Olympism in our various home countries. The countries represented in the focus group were Lebanon, Argentina, the Maldives, France, Armenia, Singapore, the United States, the Virgin Island, Lithuania, Tajikistan and Cyprus.

Positively, most countries do touch on Olympism in education. However, this is not done on a large scale. Olympism is commonly taught in higher institutions, to physical education teachers and other educators and to athletes. It is also taught through camps staged before major tournaments like the South-East Asian Games, the ASEAN Games, the European Games, the Pan American Games and the Olympics. People in our countries are aware of the Olympics due to events like “Olympic Day” in which federations help to showcase different sports to the public, and which include the teaching of Olympic values and ethics. Secondly, in schools, educators play a major role in imparting knowledge on “Olympic education” to children in primary and secondary schools. Educators mostly tap into the resources provided by the NOCs, or teach the subject based on their own understanding of the Olympic in subjects like Physical Education, Music and History.

Despite the continuous initiatives on the part of the IOC to help make Olympism studies more achievable, much still needs to be done. Firstly, in countries

like Singapore, France and Armenia where educators play a significant role in teaching values of Olympism to children, insufficient emphasis has been placed on the subject. Schools are not required to include such lessons in the curriculum, as a result of which teachers choose whether they will teach the topic or not. Secondly, the resources that are currently available are not very structured, and there are no common guidelines for all countries. This makes it harder for educators to deliver on the various objectives.

Conclusion

We concluded that most countries have a limited understanding of Olympism. Many see it as a major tournament at which athletes compete at the highest level. There is a lack of understanding of the real purpose of the event and its relevance to everyone, athletes and non-athletes alike. Looking ahead, for the sake of generations to come, we need to improve on and develop the means by which we currently spread the Olympic message.

Question 2: How can you better incorporate Olympism in the educational system (International, National, Grass Roots)?

Olympism is a philosophy of life [...] 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.¹

Olympism is expressed through actions which link sport to culture and education. We have looked at how we may better incorporate Olympism directly in the educational system, and at the role the National Olympic Committees (NOCs) and International Federations (IFs) should play in education.

There are many ways to incorporate Olympism into your everyday life. However, we believe it must be integrated more purposefully into educational systems across the world. Our discussion encompassed points of view from many different countries as well as examples of what is currently being done. Based on our discussion, we have formulated two recommendations for accomplishing this:

1. International Olympic Committee website - <https://www.olympic.org/the-ioc/promote-olympism>.

– Recommendation #1: Strengthen the link between sport and education

To strengthen the link between sport and education, we would seek to increase the involvement of government entities including local governments. We believe that the different stakeholders in sports (including people who are not familiar with the Olympic Movement) should have access to a common and shared source of knowledge and skills in order to better promote Olympism. For example, a comprehensive training programme available to all would allow people to work together with a view to harmonizing the education curriculum and reaching a broader audience at all levels. Having a base set of standards and practices would also enhance the teaching of Olympic values and provide a framework linking sport organizations and educational facilities. Such a framework would allow entities to coordinate and liaise directly with departments of sport and recreation for the implementation of Olympism-related programmes.

– Recommendation #2: Expand the role of NOCs and IFs for collaboration

To strengthen the link between sport and education, we recommend expanding the roles which NOCs and IFs play in the broader education system with a view to disseminating the values more widely. NOCs and IFs should also pay more attention to raising public awareness with an emphasis on the media and disseminating Olympic values among the general public. This could be achieved by liaising with government sport and recreation departments to offer broader educational training for teachers, coaches and administrators.

Olympism is not just important in the Olympic world; the values and principles of Olympism –including teamwork, the educational value of good example, and social responsibility– are valuable in all facets of life. We all have something to learn from what truly lies at the heart of Olympism, and we believe that more education and the more widespread adoption of these values could help create better societies and lives across the world. The implementation of these recommendations provides a structure and a process for incorporating Olympism into every aspect of our lives.

English-speaking Discussion Group 7

Pierre de Coubertin is famous for saying that “The most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well”.

In our discussion group, we talked about how to promote clean sport. We focused our conversation on two questions: How can governance play a more active role in promoting clean sport? And how can education play a more influential role in preventing doping and promoting clean competition? Through discussion, we learned how different countries deal with doping cases, discussed the positive and negative aspects of what is happening in different countries, and shared our ideas on how we think this could be improved.

Question 1: How can governance play a more active role in promoting clean sport?

One way this can happen is by spreading the responsibility. Depending on the situation, the responsibility, accountability and sanctions should be spread between the International Federation, the National Olympic Committee, the National Federation, etc.

There needs to be more shared responsibility and collaboration between the NOCs, the IFs and WADA. If there is a doping problem in a certain sport, then that particular IF needs to be more actively engaged in fixing the problem and take on more of the responsibility for promoting clean competition in their sport.

Very often the individual athlete is not the only one involved in the doping case. One example in which this concept of shared responsibility has been utilized is a doping case from Italy. The Italian Figure Skating bronze medallist Caroline Kostner received a 16-month competition ban. She was not directly involved, but her boyfriend at the time, Olympic Race Walking champion, Alex Schwazer, was. The national anti-doping agency took a firm stance and punished Schwazer for

doping but Kostner, too, for helping in the cover-up.

In contrast, a football player in Ecuador was banned for two years for doping but continued to receive an athlete's pension from the Ecuadorian government during his suspension. In cases such as this, what deters future athletes from participating in doping? The entity that is continuing to pay athletes throughout their suspension should be questioned and perhaps sanctioned.

Another idea of how governance can play a more active role in promoting clean sport would be the implementation of a WADA identification card system. Each internationally competing athlete would be issued a WADA identification card that would function like a passport. The card would indicate when an athlete is suspended or banned, and just as you need a valid passport to enter a country, you would need a valid WADA ID card to enter sport competitions or train at sites connected to the Olympics. For example, the suspended Belarus wrestler who was still able to take part in an international training camp in Poland would have been prevented from taking part if this measure was in place. In such cases, the responsibility could spread beyond the athlete and training sites that allow banned athletes to use their facilities could be fined or punished.

The back of the WADA ID card would list the telephone number for the anonymous whistle-blower line, which would help make athletes more aware of the avenues that are available for them to report misuse. In many cases, athletes do not know of a safe way to report something.

Question 2: How can education play a more influential role in preventing doping and promoting clean competition?

For our second question, we explored how education can play a more influential role in preventing doping and promoting clean competition. Our suggestion is that WADA should take a more active role in educating athletes and the general public about what doping is and the health risks that are associated with it. Just as public awareness of the risks of smoking and using other drugs has been raised over the last half century, the public needs to learn from a young age about the health risks associated with the use of performance-enhancing drugs.

Also, educating the general public about clean competition will help make a public knowledgeable about doping the norm. By using real life examples of famous athletes whose careers have been tarnished by doping (Lance Armstrong and Marion Jones, for instance), we will be able to reach our audience more

effectively. One idea is for WADA to run a media campaign; using international platforms such as Facebook would help spread the message about the risk doping poses to an athlete's career and health. The education programme should also include other ways of participating in "dirty" sport, such as match fixing, and allow athletes to prepare themselves ahead of time for dealing with these tough decisions when they encounter them.

WADA and the IOC need to create programmes that help prepare athletes for careers after competition, so they are not forced to rely solely on their athletic successes. For example, athletes in Ecuador and Lithuania receive lifetime pensions from the government if they win a medal in their sport. This creates many problems: having the entire future of an athlete and their family rely so heavily on the results of just a few competitions can actually increase the risk of doping. It may force the athlete to choose between competitive excellence and the well-being of their family. This is too much pressure for an athlete to have to bear.

In conclusion, by using governance to spread the responsibility and by enhancing education on doping issues, we believe that big strides can be made towards a future of clean sport.

English-speaking Discussion Group 8

Question 1: Should the IOC be the Role Model for the Implementation of more Gender-Neutral Events in the Olympics?

The IOC should be the role model for more gender-neutral sport events. To clarify, gender-neutral events are events where men and women compete side by side pursuant to equal rules and without quotas. By gender-neutral events, we do not mean mixed events (e.g. mixed doubles in badminton).

It is important that the IOC should lead by example and implement more gender-neutral events in the Olympics, as this will help educate the general population with regards to gender equality. Solid research in the field indicates that the IOC has the power to reach and educate the general population, national federations and IFs.

The range of sporting events where gender neutrality can be applied is limited. The implementation of gender-neutral events is impossible in sports where the physical differences between men and women clearly plays a role in the results. Nevertheless, there are events where these physical differences do not affect the result, or at least do not have an impact that cannot be removed by dividing athletes into weight and height – rather than gender – groups. Sporting events in which gender neutrality could be applied in the future include bowling, archery, shooting, curling and darts.

Adding gender-neutral sports to the Olympic programme poses problems – although these problems can be overcome. One problem is this: the Olympic Games have become a symbol of a nation's "soft" power, and the number of medals a nation accumulates during the Games is tied up with notions of power. This means that a country that is strong in table tennis, for instance, and could potentially win at least three medals in the Men's, Women's and Mixed events, might be reluctant to combine the events, as this would reduce their potential medal count to one.

Secondly, implementing gender-neutral sports could pose serious legal issues as the true equality of men and women can be disputed. Solid research would have to be carried out by scientists to either conclusively prove physiological equality or to map the physiological differences in order to assess whether they can be overcome. This could be done using groups based on height and weight. For example, if height is a beneficial factor in archery, and men in general have an advantage in height over women, we should group athletes on the basis of height not gender.

The IOC and the various IFs should work together to stage gender-neutral events in parallel with gender-specific events. This is already done in equestrian sports and, hopefully, we will see future Olympics in which gender equality has been achieved and promoted to the full.

Question 2: Should the IOC ensure that all Olympic resources are accessible to all NOCs?

The IOC currently has systems and processes in place to promote the sharing of information with and among NOCs, but accessibility issues are still inhibiting the proliferation of Olympic education.

The IOC needs to decentralize the information available with regards to Olympism, and in doing so set an example of willingly sharing information with a view to fostering collaboration among NOCs. The type of information shared could relate, for instance, to the running of the Games, Olympic education etc.

At present, the IOC has a policy that restricts access to certain planning and educational materials. These materials can only be accessed from locations including the IOC Headquarters in Lausanne, Switzerland and the IOA Historical Archives in Olympia, Greece. For an administrator from Zimbabwe to access reports relating to previous Games, they would have to travel to Lausanne to access them in digital or printed form.

Olympic educational resources need to be more readily accessible to those who need them, when they need them. Given that modern technology allows the digitization of libraries and archives, existing information and resources could easily be made available to a wider audience.

In relation to potentially sensitive information, the IOC should entrust and empower NOCs to protect it. This would make the NOCs into knowledge hubs

for their countries, and turn them gatekeepers of the resources and expertise this information contains.

Increasing the NOC's expertise and capability in this way will also allow them to exert greater influence over their respective governments and to better promote Olympism in their countries. This would help Olympism to spread throughout the world.

English-speaking Discussion Group 9

Question 1: How can we incorporate the Olympic values into an Olympic education programme?

We believe that the Olympic values can be best incorporated into education programmes by a) regulating participation in Olympic education programmes and providing more training for educators, and b) utilizing available technologies and collaborating internationally.

We acknowledge that Olympic education programmes exist in varying forms and there may be National Olympic Committees (NOCs) who do not have a formal Olympic education programmes or whose programmes are under development. These countries should be encouraged and supported in their development of these programmes. The IOC's Olympic Values Education Programme (OVEP) provides an extensive set of resources available to countries developing their education programmes and we suggest that participation in this programme should be mandatory for all NOCs. From there, NOCs can tailor the programme to suit the specific needs of their countries. Furthermore, the IOA could provide a session at which Olympic education managers can share ideas from their own Olympic education programmes.

We believe that it is important to provide more training to educators and to work more closely with the government education department to make Olympism studies a mandatory module for all teachers working in elementary and secondary education. Any addition cost may have to be subsidised by the National Olympic Committee. Teachers would then be able to deliver their knowledge on Olympism in ways that best suit their learners. It seemed to us that the Olympic values would best be taught across the curriculum to foster the development of responsible citizens who aspire to live their lives in accordance with these values.

The increasing number of technologies available to us allows for schools and teachers to collaborate internationally. Specific examples which we discussed

included setting up video conferences or fora in which students from different countries can discuss how they are living the Olympic values. This action itself encourages the practice of the Olympic values of friendship and respect. Another example was using Olympians to spread the Olympic message through school visits or video calls from the Olympic village (as in Australia's "Chat with a Champion" programme). Kids thrive on role models, and this may be more successful than teachers dictating what is to be learned.

Ultimately, the IOC needs to promote best practices and clear messages which the NOCs can use and adapt to deliver values based on Olympic education programmes.

Question 2: How can we utilize social media to positively promote the Olympic values?

Our discussion group grappled with the concept of how to best use the ever more popular social media platforms to promote, discuss and spread the Olympic values.

We identified four main points of discussion around the idea that social media could be used to convey a message to the largest possible audience.

Firstly, we believe this idea must start from the ground and work its way up. Meaning that the IOC, NOCs, IFs, Olympians and members of the Olympic family should use their own knowledge and experience and take responsibility for spreading word of the Olympic Movement. They could do this using existing social media platforms such as Facebook, Instagram, Twitter and YouTube, but also generate new ideas to increase exposure. Let us take Olympic athletes as an example. Olympians are the perfect candidates and should feel an obligation to spread the Olympic values that have enabled them to reach the pinnacle of their sport and compete at the prestigious Olympic Games. If athletes positively promote values such as respect, honesty and integrity through their own social channels, there is a very good chance they will influence younger generations and people who look up to them as role models. Athletes may require guidance and encouragement from their NOCs on how they can positively promote their message and on how to connect best with their audiences.

Furthermore, we suggest that it may be the responsibility of the IOC to provide a clear and simple social media policy or social media guidelines that can be distributed to each NOC. We acknowledge that the Olympic values may be

best delivered using different means by different countries, but simple guidelines on how best to shape, adapt and deliver material for their country will be useful for NOCs. In this way, the IOC can encourage the positive use of social media and NOCs can use social media to channel material to sporting organisations, athletes and even school programmes in the best way for their people.

Thirdly, we firmly believe that greater emphasis needs to be placed on spreading positive Olympic stories that clearly demonstrate Olympic values, rather than focusing on negative press. For example, the story of Eddie the Eagle is a wonderful example of the power of Olympic values. There will be many other stories of Olympic triumphs, hardships and successes that shine a positive light on Olympism and which could be shared to influence an even greater audience. The recent creation of the IOC's Olympic Channel may be a great conduit for delivering more positive, meaningful stories like Eddie the Eagle's. With more marketing and exposure, the Olympic Channel can be shared through education programmes globally to raise awareness of the Olympic values that we believe can help shape a better world.

Finally, we discussed the idea that the IOC's Athlete Commission could be charged with creating fun, light and creative social media content, such as animations or videos that can be shared globally on platforms such as Facebook. We acknowledge the power of influential digital content and feel this could be used to better connect with people online. If well-known athletes participate in spreading the Olympic values, this may impact on more people globally.

English-speaking Discussion Group 10

Question 1: How do schools and families work together to support Young Women to participate in sport?

The Mission of the Olympic Movement is “To encourage and support the promotion of Women in sport at all levels, and structures with a view to implementing the principle of equality of men and women”.

According to the fundamental principles of Olympism (Olympic Charter), the practice of sport is a human right. Every individual must be able to practice sport without discrimination of any kind. However, statistics show that there is a lower rate of female participation in sport, and we would like to highlight how schools and families can work together to increase the number of girls and women who do sport.

“By the age of 14, girls are dropping out of sports at twice the rate of boys” (Sabo, D. and Veliz, P., 2008). Factors that contribute to this include:

- Referring to sport as a non-feminine activity. This can cause a negative reaction to girls playing sport, as the family may see sport as a more masculine activity.
- Religion and cultures. Sport can be a locus for conflict between young women’s school environment and the beliefs and cultural practices that inform their home lives.
- Commitment is a major factor. Committed parents and families can ensure that their children fulfil their aspirations and keep to their sporting schedules. Commitment should not be confused with parents who are trying to relive their own dreams and aspirations through their children.
- Certain sports are deemed inappropriate for schools and therefore may not be offered to young women as options.
- Bullying is a negative aspect of peer pressure whereby children force their negative thoughts onto others. Calling a child fat, for instance, may discourage them from participating in sport.

However, there are also some significant positive influences which project more positivity into the world of sport for young women and reveal the long-term benefits.

Using China and Great Britain as examples, culture can sometimes have a positive effect on young girls' sporting motivation, encouraging them to develop skills and build self-esteem.

Positive female role models in the family and in schools can also inspire girls to want to follow in their footsteps. Influential role models can also help encourage girls to participate in sport.

Up-to-date knowledge about sports in schools can create more opportunities for young girls to experience a wider range of sports.

We believe that good governance has a vital role to play in enhancing collaboration between schools and families. One element in this process is open and transparent communication between the parties involved. This type of enhanced governance whereby schools and families work together can allow both to better educate themselves about the benefits of sport with the help of sports clubs and local communities. If these processes are adhered to, funding can be allocated accordingly to support the development of women in sport through schools and other projects. This development will in turn support the fundamental principles of Olympism as outlined in the Olympic Charter.

Question 2: Are the Olympic values compromised by money?

Yes

Although money does compromise the values of the Olympic Movement (Respect, Friendship and Excellence), financial investments are a necessity within any business and essential if sport is to be placed at the service of mankind's harmonious development.

Respect

There are negative aspects surrounding practices which are considered ethically incorrect, such as the manipulation of competition for financial gain. A common form of manipulation in sport is match fixing, which clearly contradicts the ethical value of respect.

Friendship

Relationships between different stakeholders can be compromised in business

based on the level of financial investments, as money can often be an overriding decision driver within the Olympic Movement. An example of this is the broadcasters whose requirements drive the competition schedule, which can sometimes impact on athletes and their usual behaviours.

Such decisions can create conflicts and hinder the development of the Olympic value of friendship.

Excellence

There are several different interpretations of the Olympic values. In certain countries, excellence (measured, for instance, by the number of medals won at an Olympic Games) is conceived of as achievable only by those with money and resources. However, the Olympic Movement values can be achieved at different levels and without any financial investment by investing in the education of society.

The solution to this dilemma is good governance and reminding society of the reasons behind participation in sport. The Olympic values need to be clearly communicated through good governance –specifically, through Democratic Governance #delphi– in order to raise awareness of them.

Governance needs to ensure that the organisations that are investing in the Olympic Movement are well educated around the Olympic values and adhere to them as far as possible. Internal transparency is also required to reveal where the investments are being spent, allowing responsible and accountable decisions to be made.

English-speaking Discussion Group 11

Sacrificing childhood to win a gold medal?

We looked into both positive and negative aspects of sacrificing your childhood in order to achieve the greatest prize in world sport: an Olympic gold medal. We focused on young elite athletes who live away from home, miss out on social life, and experience high stress while training in a bid to increase their chance of an Olympic gold.

Triumphing on sport's greatest stage can no doubt bring both satisfaction and fame, and the chance of victory clearly increases if an athlete is focused entirely on achieving Olympic success. Athletes will learn discipline and could become an inspirational figure or role model to younger athletes. Especially in developing countries, living away from home to train can provide social stability by providing a bed and food, as well as access to education thanks to a national or international scholarship. Winning a gold medal could also feed into a country's national pride and help divert attention away from other contemporary issues.

There are thus several positive elements to the pursuit of medals. However, there are also many significant negative implications of sacrificing one's childhood for a gold medal. Young elite athletes can suffer from an inadequate social life, as they might be separated from their families and friends. This reduces their chance of developing into a well-rounded person, as they may have done if exposed to the right values and priorities in life. Furthermore, these athletes do not learn how to cope with failure, as their focus is purely on winning. Generally speaking, there is no support structure in place for athletes who do not win or who sustain a career-ending injury. Moreover, such a sacrifice could have negative physical and mental consequences, such as depression, mental disorders, burnout as well as postponed puberty. A young athlete might lose the joy of competing and can often feel like, and be regarded as, a marketing tool for a sponsor rather than a person or an athlete.

The IOC's Guidelines for the Conduct of the Athletes' Entourage states that "The Entourage must always respect the moral, physical and psychological integrity of the athlete". Although this guideline exists, we concluded that it could be more thoroughly implemented throughout the sports world.

The discussion group came up with a number of suggestions to combat this issue. The majority of these could be initiated by the IOC and then filtered down through the IF to the NF, the Athlete's Entourage, and eventually to the athlete.

- Funding for ongoing research into the impact of elite sport on children. Ensuring that the research findings are disseminated to all stakeholders, from the IOC to the athlete.
- Introducing better global certification standards for coaches to ensure that they always put the health of the athlete first.
- Incentivizing a holistic approach to sport and the health of young elite athletes. Sporting bodies, institutes, schools and other institutions could be certified by the IOC to give them a level of prestige.
- Encouraging the NFs, NOAs and NOCs to work together to educate parents so they know when, and can stop, their children being overworked.
- Improving the quality of the workshops and other educational opportunities provided at major national and international sports events.

How can we maintain interest in Olympism for all ages and cultures around the world?

Being involved in the Olympic Movement, we know that Olympic values and Olympism are useful conceptual ideas in both sports and society at large. These values are currently presented through programmes offered in certain countries to certain age groups. However, we feel there is a need for these to be made more widely available.

Olympic values are a great way of inspiring athletes young and old while also providing principles by which individuals can live better lives. However, in a number of countries, these values are not regularly discussed outside of events like the Olympic Games or Olympic Day.

NOCs, NFs and sports institutes need to take on more of the responsibility for disseminating Olympism in culturally-specific ways. This can happen through:

- Lobbying governments, emphasizing the usefulness of including the Olympic values in school curricula (this is already happening in some countries)

- Increasing collaboration between sports stakeholders within a country (government, NOCs etc.) to facilitate the dissemination of Olympism
- Creating educational programmes that focus not only on sport, but also include Olympic values
- Opening channels of communication between Olympic stakeholders and the Media, allowing the latter to be utilized as a promotional tool for the Olympic Movement and values
- Promoting the Olympic values at sporting events in innovative and interesting ways, like the YOG “Learn and Share” programme.

While there is always room for improvement, there are a number of programmes already in place that can serve as examples for the more effective promotion of Olympic values. One example of this is the Guatemalan Olympic Committee’s “Mi Amigo Olimpico” [My Olympic Friend] programme, in which well-known athletes have sent a series of videos to local schools in which they discuss the pursuit of sporting excellence as well as the Olympic principles. While this idea is culturally specific to a degree, it is a concept that can be adapted to fit other sporting nations.

We propose the introduction of a programme to help facilitate the sharing between cultures, sports, athletes, NOCs, NOAs and the IOC of powerful initiatives that incorporate the Olympic values. This will prevent them being lost after their initial implementation. The programme could take the form of a website to which the partners could be provided access; the NOCs and NOAs would also be encouraged to contribute their own programmes to the site. This could be particularly helpful for developing nations, who might not have the resources to develop their own programmes.

CYCLE B

French-speaking Discussion Group

Question 1: How can a volunteer be considered an ambassador for Olympic values?

When we talk about the Olympic Games and their values, we immediately think of the athletes. But we must not forget the volunteers, without whom no sporting event can take place. It is not necessary to practice sport to be a volunteer at the Olympic Games; the only thing needed is the desire to be part of a unique experience. The advantage of being a volunteer is that s/he is close to the Games.

1. The important role of volunteers

Olympic Games	Number of athletes	Number of volunteers
Beijing	11 028	100 000
London	10 568	70 000
Rio	11 362	50 000

Volunteers act outside the spotlight and do not live the Olympics in the same way as the athletes, who experience the stress of competition. Athletes and volunteers work together to make the Olympics an exceptional event.

2. A unique experience

Athletes wear the colours and equipment of their particular countries, while volunteers have their own outfits. They are part of a team deserving of recognition. Proximity to the athletes and participation in the organization can motivate a child to become a professional athlete. In Monaco, an 800-metre runner present at the London and Rio Olympic Games was initiated into athletics through volunteering: while carrying Wilson Kipketer's basket, he made a wish that one day

a child would carry his basket for him.

Being part of the organisation of a sporting event can help someone acquire know-how, enter a major university or enhance his or her CV.

3. Values conveyed by volunteers

According to a 1998 study by Henderson and Tedrick, volunteers are good ambassadors: they are credible, legitimate and sincere. Because they are unpaid, they are more objective and respectful of other volunteers and athletes.

There is a cultural diversity among volunteers, since they come from different countries; however, they all demonstrate team spirit and a common will to work towards the smooth running of the Games. In addition, volunteers with reduced mobility can also take part and benefit from special means of transport; this gives them the opportunity to take part in a great event and join a larger group of volunteers. During the Olympics, volunteers also become friends. With regard to the pursuit of excellence, each volunteer must do his or her best to contribute to the success of the Olympics.

Proposals:

- Volunteers could go to schools to talk about their experiences and share the values of the Games. A volunteer diploma could be given to these volunteers in recognition of their work.
- A platform for volunteers could be set up.

Question 2: How can the hosting of major sports competitions leave a lasting legacy in the host country?

For host countries, major sporting competitions such as the Olympic Games and other international events always impact on the population and the nation. We are therefore interested in the legacy left by the Olympic Games. This impact on the host country may be positive or negative, tangible or intangible.

1. Intangible legacy

- Legacy does not necessarily mean infrastructure. Indeed, hosting the Olympic Games can also bring something more to the host country: an event of this magnitude can contribute to the promotion of sports among the population.
- In Barcelona, there is an Olympic Museum that preserves the history of the 1992 Olympics and of the Olympics in general.

- The Olympics are a highly publicized event and everything is broadcast on television. This makes the case for opening ceremonies. In London, for example, the opening ceremony contributed to the legacy of the event by giving athletes, volunteers, spectators and TV viewers the opportunity to discover or rediscover the history of modern Britain.
- A change in mentality may also take place. After the Olympics, the host population is more aware of the world of sport, the dissemination of Olympic values, and the sense of pride hosting such an event can bring.

2. Tangible legacy

- It should be noted that the Olympics do not necessarily leave a positive legacy for the host country. Indeed, it has been seen that in Turin and Rio certain infrastructure has been allowed to fall into decay. And it is not only the Olympics. In Cotonou, Benin, the stadium that hosted the Juniors African Nations Cup and the African Athletics Championship has not been used since 2005. Sometimes, however, the legacy is not immediate and what was thought to be negative actually turns out to be positive. This is what happened in Innsbruck, where the infrastructure of the 1964 and 1972 Winter Olympics was reused for the Youth Olympic Games in 2012.
- In London, recyclable materials were used to promote a sustainable development policy. Athletes travelled in hybrid vehicles or cars. Officials were invited to work from home to avoid traffic congestion. New subway lines may also be created, which continues to improve transport even after the Games.
- New sports facilities must be built to host the Olympic Games. Owing to the funds required to construct them, a plan for the future must be in place if these are to prove cost-effective. For example, in Vancouver, the Richmond Olympic Oval was turned into an ice rink, and badminton and volleyball courts were opened to the public.
- In Beijing, access ramps for people with disabilities were built to facilitate the movement of people in wheelchairs during and after the Olympics.

Conclusion:

- For the impact of the Olympic Games on the host country to be positive, infrastructure should be reusable or capable of being dismantled and rebuilt elsewhere. This was the case in London, where the Velodrome stands were

reused in Glasgow for the 2014 Commonwealth Games.

- Candidate cities that are not chosen to host the Olympics must also leave behind a legacy. Paris has already begun to develop programmes aimed at educating children in Olympic values.
- A special legacy structure could be set up in support of the Olympic Games Organizing Committee. An example of such a structure is the “LA 84 Foundation”.

English-speaking Discussion Group 1

Question 1: Is it legitimate to have hormone limits in female competition, particularly as it relates to intersex with hyperandrogenism athletes, who naturally produce higher amounts of testosterone?

Intersex is a term used for a variety of conditions in which a person is born with reproductive or sexual anatomy that does not seem to fit the typical binary notions of male or female bodies. According to our research, one in 1,500 babies are born with an intersex condition. The issue of hyperandrogenic female athletes competing in the female category centres on the higher levels of testosterone produced by these individuals.

The issue of intersex athletes with hyperandrogenism competing in athletic events has been raised over the past few years as athletes have complained about the advantages of higher testosterone levels, which allow these athletes to build larger amounts of muscle and greater endurance and speed.

For instance, Caster Semenya, a middle-distance runner from South Africa, became the centre of global media attention after her debut at the 2009 World Athletic Championships in Berlin. This had more to do with her elevated testosterone levels and her general appearance than the gold medal she won in the women's 800-metre event, which she won with an impressive time of 1 minute 55.45 seconds. Semenya has since been identified as an intersex athlete with hyperandrogenism. She also won a silver medal at the 2012 Olympic Games and a gold medal in the 800 metres at the 2016 Olympic Games.

In 2011, the IAAF adopted a policy that applies to athletes with hyperandrogenism. The policy states that women whose testosterone levels are higher than ten nanomoles/litre will have to bring those levels down in order to be allowed to compete as women. The general normal female range is, on average, roughly 1 to 3.3 nanomoles/litre. In 2015, the Court of Arbitration for Sport (CAS) overturned the IAAF rule, eliminating the testosterone limit for women, citing insufficient evidence for the argument that the higher testosterone levels give female athletes a boost in performance. The CAS ruling ordered the IAAF to shelve

the policy until they could provide evidence that clearly distinguishes male and female testosterone levels, and quantifies any advantage the extra testosterone gives hyperandrogenic women. The IAAF has until July 2017 to provide such scientific evidence supporting their policy.

The issue of intersex athletes is not new. Other examples of intersex athletes who have competed in world sporting events include:

- Pinki Pramanik (IND), female track runner
- Ewa Klobukowska (POL), female track runner
- Stella Walsh (POL), female track runner
- Maria Patino (ESP), female hurdler
- Santhi Soundarajan (IND), female track runner
- Erika Schinegger (AUS), female skier
- Dora Ratjen (GER), female high jumper
- Zdenka Koubkova (CZE), female track runner
- Edinanci Silva (BRA), female judoka

Question 2: How are the advantages of intersex athletes different than advantages of other athletes?

Some critics have raised the issue that the advantage of intersex or hypoandrogenic people is no different than the advantage of height in basketball and volleyball, or arm length in swimming. All these characteristics are developed naturally and should be measured by the same standard.

In our group discussion, we said that the advantages of intersex athletes are more widespread and allow individuals to compete in various athletic competitions, whereas natural body structure such as long arms and height only provides an advantage in specific sports. This means that we do indeed believe that intersex advantage far outweighs the other physical advantages and should be regulated.

In fact, many regulations have already been put into place to control physical advantages in sports. For instance, the division of sport into male and female competitions is primarily driven by the testosterone-based advantage of males versus females. Other sports also provide examples of how regulations have been imposed to control advantages –weight classes in boxing and judo, for instance.

While regulating the ways in which intersex athletes can compete is a difficult, complex, and sensitive issue, we believe it is a matter that must be addressed by sport's governing bodies to ensure a level playing field for all athletes.

English-speaking Discussion Group 2

Question 1: How can we spread awareness of the Olympic Movement?

Spreading the Olympic Movement across the world can seem like a daunting task when we perceive ourselves to be alone. Nonetheless, great things are already happening that we can share with others. Everyone, regardless of culture or background, has a role to play in spreading awareness of the Olympic Movement. We realized that our group could be broken down into five groups: athletes, coaches, students, educators, and managers.

Who are we and what are we doing to spread awareness of Olympic Movement:

Athletes:

- Promoting health and physical activity
- Sharing personal sport experiences
- Supporting sponsors that align with the Olympic values

Coaches:

- Creating Olympic Movement workshops for parents, athletes, schools and clubs
- Incorporating Olympic Movement values into the pedagogy curriculum for coaches
- Promoting NOA programmes to athletes and students

Students:

- Promoting the Olympic Movement directly through friends and family
- Participating in youth summits

Educators:

- Creating workshops for students, parents and other teachers
- Contributing sport memorabilia and stories to sport museums

- Producing publications in peer-reviewed journals

Managers:

- Developing resources and policies relating to Olympic Movement values
- Creating grants and funding opportunities for schools and grassroots sport programmes
- Creating assessment tools that can be used to measure the outcomes of Olympic Educational programmes.

In conclusion, although we have different goals and skills, we are ultimately all contributing to the spread of the Olympic Movement both in our daily lives and in the workplace.

Question 2. How do we increase awareness of environmental sustainability through sport?

Environmental sustainability is essential to protect our communities and ensure the future of sport. It is also a balance among societal factors, economics and the environment: in other words, we have to serve the needs of the present without compromising the needs of the future. It is important to understand our role in raising awareness of climate change, as well as to acknowledge that certain environmentally-sustainable practices are not applicable to all countries.

Each country is affected differently by climate change and pollution, which can impact negatively on athletes' health and training. For example, northern countries such as Canada now experience warmer winters that adversely affect people's ability to participate in winter sport. Southern countries sometimes experience droughts and pollution, which can also adversely affect sport participation and athlete health. Some sport organizations recognize the threat of climate change and pollution and are currently implementing programmes to raise awareness. For example, some Finnish winter sport federations are implementing programmes in partnership with "Protect our Winters", a programme dedicated to raising awareness of environmentally-sustainable practices in schools and sport clubs. In Hungary, rural high schools organize programmes that encourage students to cycle to school in partnership with the national cycling federation, who provides the bicycles.

Although some environmental-sustainability programmes work in some countries, they are not applicable in others. For example, cycling to school in some

countries is not safe because of heavy traffic and a lack of cycling infrastructure.

Recommendations:

1. To create sport environment education programmes within schools and universities.
2. To implement environmentally-sustainable programmes in order to be more flexible and to suit the needs and available resources of different countries.
3. To use athletes or sport role models to promote environmentally-sustainable practices.
4. To reuse materials from sport events (e.g. Olympic Games) to build shelters for refugees.
5. To provide workshops for parents and students about environmentally-sustainable practices.

In conclusion, sport and physical activity can address environmental problems, as long as they involve the entire community. Environmental issues caused by sport can be prevented by raising awareness and reusing infrastructure-related sport materials. Good practices can be promoted and shared by high-profile athletes and IOA participants.

English-speaking Discussion Group 3

Question 1: What are the possible ways to increase the involvement of the mass media in the Olympic Movement?

The mass media has evolved significantly over time. It is technology that is intended to reach a mass audience, and the primary means of communication used to reach the vast majority of the general public. The most commonly used mass media platforms include newspapers, magazines, radio, television and the Internet. The general public typically relies on the mass media for information on political issues, social issues, entertainment and other news.

There are certainly ways in which the involvement of mass media in the Olympic Movement can be increased. Generally speaking, the mass media pays more attention to corruption and scandals within the Movement than to other news and developments.

However, mass media can also be attracted to news that is not necessarily related to scandals. The following suggestions could play a vital part in increasing the involvement of mass media in the Olympic Movement:

1) Educating the mass media

It is essential to involve the mass media in Olympic education programmes. In order to attract journalists to Olympic education, scholarships could be offered to those who complete different Olympic education courses. Partnering with colleges and creating academies for journalists and mass media students adds an advantage to this whole process.

For instance, in Trinidad & Tobago, a special Sport Administrators' Course informs participants about the basic Olympic values and principles.

2) Building a brand

By using social media, the public can be made aware of Olympic values through highlighting of the topics and the creation of hash tags (#).

For example, #IOA2017YP has attracted a lot of attention from Facebook, Instagram, and Twitter users.

3) Attracting the media through entertainment

Another possible way of attracting people is through entertainment. Music, poetry, and art events competitions could be staged with a theme relating to the Olympic Movement to teach Olympic values. This will appeal to a large number of people as well as stimulating attention in the mass media itself.

4) Changing the funding system

Putting up investments that generate income to facilitate the media is another way of fostering media support for the spread of Olympism.

Question 2: To what extent should Olympians, as role models, be able to express themselves during the Olympic Games?

Expressing political and religious opinions in the Olympic Games has long been highly controversial. Let us take some of the examples used by Professor David Wallechinsky in his lecture about “Mass Media and Democracy in Sport”.

- Human rights movement (Tommie Smith and John Carlos, Mexico 1968)
- Nazi gesture (Berlin 1936)
- Tibetan flag display (torch relay, Beijing 2008)

In contrast, other gestures, habits and rituals such as making the sign of the cross after a race, performing the “Haka” or kissing one’s country’s flag are not criticized as much or at all. These gestures are seen as personal and as not intended to influence the audience.

The International Olympic Committee (IOC) has stressed on several occasions that “The worlds of sport and politics should remain separate and the Olympic Games should not be used by states for political benefits”.

Rule 50 of the Olympic Charter has four main goals:

- 1) To assist athletes in maintaining a focus on their sporting performance.
- 2) To prevent the over-commercialization of the Games and keep the Olympic venues, including the field of play, free from advertising. This is known as the “clean venue” policy.
- 3) To define the rules for authorized identifications (which include manufacturer identifications) and other visible marks on sports uniforms and

equipment to prevent unauthorized commercial, political, religious or racial propaganda.

- 4) To prevent the Games from being used as a platform for protests, demonstrations or the promotion of political, religious or racial propaganda.

Rule 50 is not intended to stifle public debate on any topic. However, the IOC believes that the Olympic Village and other Games venues and sites should focus on sport and not be associated with any kind of demonstrations or political, religious and racial propaganda, advertising and publicity.

Our group discussion indicates that it is not easy to draw a clear line between what is and what is not acceptable. What we can say for certain is that sport and the Olympic values should be the main focus during the Games. Athletes ought therefore to be aware of how to comport themselves during the Games and be educated in the Olympic Charter and its rules and values. One way this can be done is for the National Olympic Committees (NOCs) to create a code of conduct which is shared with, discussed and agreed on by the athletes before their participation at the Games. We do not believe that the Olympic Charter is seeking to deprive athletes of their freedom of speech; rather, it encourages respect, friendship and tolerance between countries and cultures.

English-speaking Discussion Group 4

Question 1: What are the positive and negative aspects of the children's' participation in sport?

Sport is a fundamental right for children recognized by major international organizations. The Universal Declaration of Human Rights (UN, 1948) stipulates that every child has the right to education and to fully develop his/her personality. In the Convention of the Rights of the Children (UN, 1989), sport is considered an activity that ensures the rights to education.

Norway can be used as a positive example of the practice of children's rights in sport. Between the ages of 6 and 12, the priority of sports participation is to allow children to have fun, enjoy a healthier physical lifestyle and learn about the values of a good life through organized sports. These organized sports should protect the rights of children and provide them with safe and secure environments free of inappropriate influences or pressures. It should provide an opportunity to learn the values of friendship and solidarity, to allow children to choose any sport discipline they want to pursue, and to take part in any competition. Every club in the confederation in Norway is required to have a person responsible for children's rights.¹

Sport education practices in China are the opposite to those in Norway. China's sport schools have been popular since the 1980s and work to increase China's overall number of Olympic medallists. Children start training between the ages of two and three, against physiological principles and possibly against their will. The first scientific screening of young Chinese athletes discovered that at least one in five had lied about their age in order to participate in the Games.²

1. Norwegian Olympic and Paralympic Committee and Confederation of Sports, 2007. Electronic resource. Access code <https://www.idrettsforbundet.no/globalassets/idrett/idrettsforbundet/english/childrensrights-15feb.pdf>

2. Telegraph, 2009. Electronic resource. Access code <http://www.telegraph.co.uk/news/world-news/asia/china/4978216/One-in-five-of-Chinas-athletes-lie-about-their-age.html>

China is one of the most successful countries in elite sport, but these sport schools have been subject to criticism on various counts: Is the system ethical? Does the end justify the means? Chinese practices have begun to change in recent years. Fewer parents are deciding to send their children to endure such demanding training routines, and as a result the number of these schools is falling.

We think that children should be free to choose what they want to do and what they think (freedom of opinion), to try different sports, and to choose between recreational or competitive sport. We think that it is important to prevent children competing too young due to the potential negative effects.

Question 2: What is the place and role of an athlete in the Olympic Movement?

Athletes are the key stakeholder in the Olympic Games and the driving mechanism for international events. We wanted to look at the role of athletes in the Olympic Movement, including governance. We have divided the role of athletes into two stages: preparing for and competing in the Olympic Games and international competitions, and preparing for retirement.

What is the role of athletes on their road to and during the Olympic Games?

During competition, athletes represent their countries on the world stage. They become a role model not only for the younger generation, but also for adults in all walks of life. Through their accomplishments and failures, they live and demonstrate the Olympic values of friendship, respect and excellence. In addition, their dedication and performance demonstrate the importance of hard work and a healthy, active lifestyle.

Athletes influence progress in fields both within and outside sport, including Physiology and Psychology, elite training and nutrition, and sporting equipment. Their practice and the evolution of sport (whereby athletes' abilities continue to increase) creates a requirement for more advances to further support athletes and their growth.

We believe that the athletes' commissions in both the International Federations and the International Olympic Committee are important and valuable outlets through which athletes can express their views, represent the needs and rights of their teammates and competitors, and influence the governance of sport. We think that athletes should be the driving force behind change across the sporting landscape.

In addition to the athletes' commissions, there is also a young ambassadors programme administered by the International Olympic Committee. The goal of this programme is to encourage Olympians to take part in youth events where they can provide guidance and promote the Olympic values to youth athletes.

Athletes can also influence the rules and regulations of International Federations and the International Olympic Committee through their training and competition. For example, in gymnastics, if an athlete successfully performs a new element during competition, the *Fédération Internationale de Gymnastique* (FIG) will add it to the competitive programme.

How can retired Olympians involve themselves in and influence the governance of Olympic sport?

We believe that it is important for Olympians to stay involved and continue to develop the Olympic Movement after retirement. Their experience can provide insights into the issues facing current athletes and any improvements that can be made. For example, International Olympic Committee President Thomas Bach is an Olympic Champion in fencing (Montreal, 1976), and the President of Ukraine's NOC, Sergey Bubka, is an Olympic Champion in the pole vault (Seoul, 1988). Both have a deep understanding both of athletes' needs and the current sporting landscape.

In addition to Olympic experience, it is important for Olympians to have sufficient educational training to support their careers in sport. It is understood that not all Olympic Champions make good governors or administrators, and individuals need to possess sufficient additional skills if they are to hold higher positions across the spectrum of sports governance. For example, the Academic Institute set up by football legend Johan Cruyff aims to provide an academic and educational platform for retired sportspersons to train themselves to become better sports governors.

In addition, Olympians have the opportunity to inspire the next generation through the example of their own experience. Both Michael Phelps (USA, swimming) and Rafael Nadal (Spain, tennis) have opened sports clubs all over their home countries to promote their sport to children and adults along with the benefits of a healthy lifestyle. The opportunity for children to practice their sport alongside an Olympic idol is a huge motivation.

English-speaking Discussion Group 5

Question 1: Should the Olympic Games be a platform for political and social demonstration?

The five Olympic Rings represent colours that are found in the flags of countries around the world that compete in the Olympic Games. This symbol clearly demonstrates that the Games were intended for all nations and that athletes should be proud to honour their country by taking part.

But what would the Olympic Games be if we removed this aspect of honouring one's country by removing the flags, the anthems and the uniforms that show the world who the athletes are competing for? What if it was just about the athletes and their pursuit of perfection? For us, it sounds strange, maybe even ridiculous. The Olympic Games are about taking pride in your accomplishments as an athlete, but when you wear the colours of your country they are part of it as well.

The event is truly one of the most beautiful spectacles of sight, sound, culture, joy, inspiration and unity. However, there are countless examples of the Olympic Games being used as political and social propaganda, and the modern Olympic Movement has had to contend with wars, boycotts, protests, walkouts and even terrorist attacks.

In the 1936 Berlin Games, the Nazis sought to use the Games to demonstrate their superiority. It was the first time that the media, including TV and Radio, was used to spread propaganda at an Olympic Games and to attract maximum attention. Hitler wanted to demonstrate his power and impress the world for his own political gain.

Another example comes from Moscow 1980. That year, many countries did not participate because of political interests. The United States initiated a protest following the Soviet invasion of Afghanistan. Four years later, the Soviet Union and fourteen Eastern Bloc countries boycotted the Olympic Games in Los Angeles.

Every Olympic Games have to some extent been used for political purposes.

The Olympic Games are intended to unify the world, and on most occasions that is exactly what they do. However, they are sometimes used as something more. Still, regardless of whether a country is trying to display its power or an athlete is standing up for human rights, the Olympics are the ultimate stage. We need to continue to be aware of the world around us. There are many negatives around the Olympic Games, but they are far outweighed by the incredible performances of our countries' heroes and the stories of the astonishing lives they have lived.

Question 2: Are the punishments for doping fair?

Through our group discussion, the question we posed was "What if doping was allowed?". The science of doping is well beyond the science of testing. The athletes would compete at higher, faster and stronger (Citius, Altius, Fortius) levels. Fans would pay more money, more people would watch, which would lead to more sponsorships and opportunities. But this goes against the Olympic values: it would impact on records and, most importantly, endanger the lives of many athletes.

We know that we cannot and should not move to an open doping system, but we have to address the problem in a fair and consistent way. All countries, organizations and athletes need to institute doping rules that demonstrate that doping will not be tolerated. In our current model, many sports have drug-testing rules that require athletes be tested randomly after competitions, too. The practice for elite athletes is standard to nearly all sports. What is not standard, though, is the length of the ban for contraventions.

In the opening we proposed the drastic measure of open doping, we can easily research and evaluate the model of today for example.

The American 100-metre sprinter Justin Gatlin is one of the fastest men in the world. He has several endorsement deals, considerable cash winnings and thirteen Olympic medals that have earned him a net worth of three million dollars. The man is incredibly fast and talented, but he is also a drugs cheat. Gatlin has been caught doping on two separate occasions. The first time, in 2001, he was suspended from the sport for one year after his initial two-year ban was reduced. While he was publicly shamed and lost a few endorsement deals, he had enough money to sustain a great lifestyle and continued to train. Upon his re-

turn, he was faster than ever. We soon learned in 2006 that he had been doping again. He was caught and banned for four years, a sentence that was reduced from eight years. Again, though he was not allowed to compete, he continued to train. Once again, he returned to the track and dazzled us all with the fastest time ever run by a 30-year-old. This week, at the age of 35, Gatlin retained his title as the fastest man in the United States. There was praise, energy and immense joy from many American citizens and athletics fans. The shame is gone. The sponsorship deals are back and his winnings are larger than ever.

Perhaps Gatlin and many other athletes from all over the world should have been banned for life following their first positive test? What if the policy was one positive test earns an athlete a lifetime ban? Is that intolerant, or does it make a clear statement that the most important part of the Olympic Games are the Olympic values. Why isn't that the rule? Why isn't Olympism placed above everything else?

The threat might then be greater than the reward. The system now is stronger than ever, but the real question that we have to ask is what do the fans want to see in sport? A display of the biggest, fastest and strongest drug-infused human being who have ever competed, or a competition that takes place on a level playing field? Public opinion on issues such as athletes' health suggests that we need a level playing field, but how far do we have to go to ensure it? Considering how far we have come, will we ever be able to stop the human urge to gain a competitive edge? We must continue to address this issue as a united front. Countries, organizations, fans and athletes are all responsible for the current state of sport, and we are all now responsible for cleaning it up.

English-speaking Discussion Group 6

Question 1: How can sponsors provide a positive message in media?

Sport plays a big role in helping companies to promote their brands and build their reputation. Through sponsorships, sports give companies massive exposure due to the number of people who watch it via various media platforms. In larger sporting events such as the Olympic Games, companies create awareness across the globe, using effective messages and branding strategies to enhance their image and foster goodwill.

Since these companies deliver messages relating to sports ethics and common values like respect, excellence and sustainability to the rest of the world, it is important for individual events to evaluate the type of sponsors they allow. Based on our discussions, we concluded that some sponsors do not support or promote these shared values. Allowing companies like McDonalds and Coca Cola to be principal sponsors for major sports events like the Olympics and to use the Games to market their products could be seen as contradicting the values of sports.

Sponsorships and marketing partners should match up to promote a consistent message based on the values of the event. We cited some examples on how major companies and brands have used sports to deliver positive messages and promote wellness around the world through the media:

- Coca Cola at the London 2012 Olympic Games

Though Coca Cola is considered by many to be an unhealthy drink, it changed the focus of its advertisements during the 2012 Olympic Games in London. There, Coca Cola helped to promote the importance of saving the environment by recycling the old bottles collected during the event. It worked closely with a recycling facility (ECO Plastics) and successfully recycled over 10.5 million plastic bottles. This helped to educate viewers on the importance and necessity of saving the environment.

- Hublot at EURO 2008 and Nike in 2017

In EURO 2008, Hublot, a watch company, used its sponsorship to raise awareness of the company's values in an original way. Firstly, it did not display its brand around the stadium. Furthermore, it collaborated with a foundation dedicated to fighting racism by posting the message "NO TO RACISM" in large letters around the stadiums. Similarly, NIKE introduced its 'hijab' apparel to promote the value of inclusivity and to encourage Muslim athletes to participate in sports events.

To conclude, the selection of sponsors and partners for an event is critical as it reflects the event's objectives and public message. Placing such additional demands may, however, jeopardize the events' funding and also the likelihood of sponsors coming on board. Nonetheless, if negative messages are spread by sponsors, it will affect the sport environment due to its impact on viewers. Event organizers could help in filtering out unsuitable types of sponsors for a given event and purpose. Many countries have also provided rules for advertising products such as cigarettes and alcohol in order to avoid destructive messages. The goal is to spread a constructive message and represent positive values in sport.

Question 2: What impacts might adding a new sport to the Olympic Games have on a country?

With the upcoming Tokyo 2020 Games, five sports have been added to the Olympic programme. These include baseball/softball, karate, surfing, skateboarding, and sport climbing. Adding new sports to the Olympic programme has a ripple effect through a country on many different levels.

Our group's view is that, in many cases, a new federation should be created for the newly-added sport. This creates several issues including overall logistics, governance issues, funding and marketing, and cultural differences.

- Overall logistics include the increase in the number of events necessary to qualify for the Olympics and the overall increase in the numbers of athletes participating in the Games. It also includes the infrastructure needed to host the events. More sports mean there is a need for additional venues and infrastructure. Also, the increase in the number of athletes will mean a need for additional housing, food and transportation.

- Governance issues manifest themselves in the need to implement an overall structure for the development of the sport. The sports organization taking charge of regulating the newly-added sport should cover the following components:
 - Developing an athlete pipeline
 - Increasing participation in the newly added sport at all levels
 - Creating and/or improving the sports regulations, including qualification systems and procedures, via international regulations
 - Committing additional human resources to administer the programmes and systems
- Funding is essential to start a sport. Without the proper funding, gaining participants, coaches, expertise and structure will be a challenge. Every country must assess the marketing potential of the new sport in order to make it sustainable. Sponsorship can be one of the tools used to bridge the gap and ensure its longevity.
- Cultural differences exist and can create challenges as sports are sometimes only played in certain parts of the world. For example, American Football is only played in the United States. Another example is skateboarding, which is mostly practiced across the world as a hobby, though it may not be organized into competitions. Cultural differences create barriers to participate in competitions and allow only certain countries to take part.

The issues discussed must be taken into consideration by the different stakeholders to create, implement or develop a newly added sport in the Olympic programme. Although participation is a goal, organizations also look to increase their medal count, thus increasing funding opportunities and allowing for increased athlete support.

English-speaking Discussion Group 7

The Olympic Games is one of the greatest “shows” on Earth. Every four years, countries put aside their differences and come together in the name of sport. But what happens after the Games have ended? How do we maintain the Olympic spirit, and what is the legacy for host nations?

Question 1: How can we better connect Olympic values with the Olympic Games?

- 1) Educate athletes through their NOC
- 2) Create a social campaign on popular international platforms
- 3) Focus on education at all levels of society
 - a. Use Games volunteers as ambassadors for the Olympic values
- 4) Examples:
 - a. Lithuania
 - i. Has implemented Olympic education projects for more than 20 years
 - b. Bulgaria
 - i. Has created Olympic clubs to help spread Olympic values

Question 2: How can the sustainability of the Olympic Games be improved?

- 1) Place more focus on sustainability in the bidding process.
 - a. How will the facilities be used after the Games?
 - i. More collaboration with IFs
 - ii. Sharing information with other host cities
 - iii. Creating a platform for sharing best practices
 - b. Include a plan for building renewable energy resources
 - i. Create an energy-use scale allowing venues to be ranked in terms of their environmental impact
 - c. Host follow-up meetings after the Games to track the legacy progress
- 2) Sustainability Awards

The IOC could award host cities sustainability “medals” for the:

- a. Smallest carbon footprint
 - b. Best use of the facilities after the Games
 - c. Economic impact
 - d. Best Olympic education legacy
 - e. Improvements to transportation infrastructure based on local public opinion
 - f. Contests in the Olympic Village
 - g. Recycling in the national houses
 - h. Food waste in the dining hall
- 3) Set guidelines for the opening ceremony budget based on the country’s GDP
- 4) Regulate the rotation of athletes living in the village
- 5) Expand the duration of the Games to lessen the burden on the host city
- In essence, through Olympic education at all levels, we propose to promote the Olympic values not only during the Games but as a lifestyle. It is our hope that the Games will eventually become less commercialized and that host nations will create a sustainable legacy for themselves. Cheaper accommodation could also be offered at the opening and closing ceremony, allowing people to be together.
- 6) Examples:
- a. Sydney paid a lot of attention to area planning and sport facilities. Solar energy use in the Athletes’ Village reduced emissions, and proximity reduced the need for public transportation

Our discussion group focused on the sustainability of the Olympic Games. We suggest expanded goals.

We suggest that the bidding process should focus more on the sustainability of hosting the Games in the bidding country. The bid city must have an extensive plan in place detailing how the facilities will be used after the Olympic and Paralympic Games. What use of renewable energy will be made? What is the environmental footprint of the bid?

We also suggest sustainability awards every 20 years.

English-speaking Discussion Group 8

Question 1: Should the IOC encourage the co-hosting of Olympic Games between different countries?

The IOC should encourage the co-hosting of the Olympic Games between different countries and take the lead role in promoting the possibility of co-hosting for smaller countries.

Pursuant to Olympic Charter Article 34: “The IOC Executive Board, at its discretion, may authorize: the organization of preliminary sports competitions in a city (or cities) located outside the host city or, in exceptional circumstances, outside the host country, notably for reasons of sustainability”. Any request to do so must contain the reasons for the request, and needs the approval of the IOC. Therefore, even under the current rules for organizing the Olympic Games, it is possible to involve more than one country. However, the rules could be amended to make co-hosting easier or even recommended, and to allow true co-hosting (i.e. not only preliminary competitions in different countries), enabling co-hosts to be equal partners.

Co-hosting of the Olympic Games offers numerous opportunities for promoting Olympic values and can vastly contribute to the sustainability of the Games both environmentally and financially. Co-hosting the Olympic Games allows smaller countries and regions to take part in organizing a mega sports event without excessive financial outlay and with the entailing risks shared.

Co-hosting will allow tailored infrastructure to be built in the hosting countries that addresses their specific deficits in terms of facilities. This would decrease the risk of excessive infrastructure being neglected after the Games.

Co-hosting of the Olympic Games requires close cooperation between the organizing countries, which helps promote Olympic values such as friendship and respect. We admit that cross border communication poses difficulties. In addition, co-hosts would have to share the spotlight by presenting the culture and

heritage of all the organizing countries during the Games. Nevertheless, there are multiple examples from all over the world of these difficulties being dealt with successfully, or where there is a clear incentive for co-hosting in the future:

- 2002 FIFA World Cup (South Korea & Japan)
- 2015 FIBA European Championship (Croatia, France, Germany & Latvia)
- 2017 Women's European Volleyball Championships (Azerbaijan & Georgia)
- 2017 Rugby League World Cup (Australia, New Zealand & Papua New Guinea)
- 2018 European Championships (Glasgow & Berlin)

In conclusion, we believe that promoting the co-hosting of the Olympic Games brings with it valuable benefits and would constitute a leap towards more sustainable and environmentally less burdensome Games.

Question 2: Should the IOC work with their commercial partners to integrate Olympic values education into their marketing campaigns?

Given the recent mutual termination of McDonald's commercial partnership with the IOC and the Olympic Games, it is important for the IOC to reconsider its guidelines for marketing campaigns run in cooperation with commercial partners. The IOC should work with their commercial partners to integrate Olympic values education into their marketing campaigns.

First, the IOC could set guidelines with regards to the selection of commercial partners. These partners should already have values matching the Olympic values of Excellence, Respect and Friendship. As an example, the IOC should never appoint a tobacco company as one of their sponsors, no matter how large the monetary gain.

The commercial partners should also be role models in their respective industries, leading innovative, economically sustainable businesses with small ecological footprints and ethical employment practices. We expect our athletes to be role models in the promotion of the Olympic values, and the bar should not be lowered for our commercial partners.

Moreover, the IOC should proactively seek out companies that have a regional presence but not as yet a global reach. That would allow more companies from different parts of the world to present their services and products during the

Olympic Games. Given that these companies should meet the requirements set in the guidelines above, the IOC could have commercial partners that serve as role models for other businesses around the world.

Secondly, the IOC should work with their commercial partners to set guidelines for the content of their marketing campaigns, specifically to ensure they serve a more educational purpose. This would allow the marketing teams to infuse their marketing campaigns with Olympic values and encourage the further dissemination of Olympic education.

Furthermore, in addition to only selling commercial rights to companies for specific product commercials and advertisements during the Games, the IOC could also initiate their own commercial campaigns to promote Olympic values and a healthy lifestyle. Implementing IOC-initiated commercial campaigns would mean there was less commercial space available for companies, resulting in less monetary gains. However, we believe that a healthy balance can be struck between selling commercial rights and the IOC producing their own commercial content.

In conclusion, the IOC should make greater efforts to review and innovate their partnership processes with current and future commercial partners to enable greater value generation in respect of Olympic education.

English-speaking Discussion Group 9

Question 1: How can we ensure host nations are aligned with basic human rights practices, and thus also reflect the Olympic values?

We will begin our response to this topic with a question: “What are human rights and how can we define them?”. Human rights are rights inherent to all human beings, whatever our nationality, sex, colour, religion, language; we should all be equal, without discrimination.¹ Our group discussed the connection between human rights and the Olympic values. We strongly believe that the Olympic values are based on human rights. Therefore, how can we promote ideals like excellence, respect and friendship if host nations do not follow the basic principles of human rights? Our discussion centred around examples of volunteers, workers and infrastructure problems in host countries.

- a) Volunteers are essential to the running of an event like the Olympic Games. They often have to take time off from work to be able to participate and help the organizers with the Olympics. So why then do these people work long hours in far from ideal conditions without much support? If we take Rio as an example, thousands of volunteers quit after just one week for the aforementioned reasons.
- b) A significant amount of infrastructure including the Olympic Village, stadiums and other venues need to be built by the host nation within strict time frames. Olympic organizers often put deadlines ahead of safety, resulting in the lowering of safety standards and, at times, unnecessary deaths. These could have been prevented with better logistics.

We think that nations should be held accountable for their actions. What, therefore, can be done to specifically address these problems?

1. United Nations of Human Rights – <http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

Firstly, we believe that the IOC should obtain detailed information and background reports about the state of human rights in the countries bidding to host the Olympic Games. Furthermore, they should provide clear guidelines and directives on what host nations have to accept and action. The IOC should send commissioners to regularly assess progress towards these outcomes.

In addition to a stringent bidding process, the IOC must ensure an appropriate assessment after the Olympic Games. Furthermore, we propose that a mechanism be put in place whereby anyone with concerns about human rights practices in the host nation can come forward anonymously with the information.

Lastly, our group thinks penalties need to be imposed if these rights and values are violated. These could be in the form of a fine, not allowing nation to host the Olympic Games for a certain time, or prohibiting athletes from representing their country.

Question 2: How can we ensure the Olympics value of excellence is upheld within professional sports and participation in the Olympic Games?

The Olympic Games are considered by most to be the pinnacle of sports, an event at which elite athletes strive for excellence and greatness. Others argue that the Olympics have changed in recent years, becoming over-commercialized and moving away from the original ideals of Olympism.

Our group sought to address two specific issues, when: a) professional athletes are not allowed to participate and represent their respective countries, and b) athletes do not want to compete, despite being the best in their field.

We addressed these questions by asking why some athletes are restricted from attending the Olympic Games? In particular, we discussed NHL players who were prohibited from participating in the Olympics by their club owners. This could be due to fear of injury or clashes with competitions outside the Olympics. We discussed how long seasons and pressure on athletes to perform at competitions other than the Olympics may prevent some from wanting to attend. Others may not consider it the pinnacle event in their sport.

We believe the IOC should collaborate with the National Federations to ensure that athletes' contracts allow them to attend the Olympic Games in an Olympic year. Furthermore, discussions should take place around professional sports schedules during an Olympic year. For example, the number of games in the season could be reduced in an Olympic year to give athletes more time to rest.

English-speaking Discussion Group 10

Question 1: How can education positively support the fight against doping?

The mission of the IOC

To protect clean athletes and the integrity of sport by leading the fight against doping and by acting against all forms of competition manipulation and related corruption.

The Olympic Charter: the fundamental principles of Olympism

Principle 1: Olympism is a philosophy of life which exalts and combines in a balance the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.

Ethical education at school should always include the idea of fair play. As a fundamental element in physical education for children, it can teach children through the contradiction between match fixing and Olympic values. Showing children what is right and wrong in sport can also raise awareness around the issue of doping. While the school is educating the children, families should synchronize with what is taught in school to achieve the best results concerning awareness and values, particularly as the family instils ethics and the Olympic values in the child first.

Athlete role models can also be a positive form of anti-doping education, with established athletes using their experience to educate the young and aspiring athletes.

WADA has a duty of care to educate by listing banned performance-enhancing substances. Furthermore, coaching ethics should put the athlete's best interests before performance results. Governance also has a role to play in en-

sure that coaches and performance staff are kept up-to-date with anti-doping through education provided through workshops, seminars and reports.

Athletes are sent to represent their country; they need to be aware of the values so they do not damage their country's reputation. It is important to focus on both present and future athletes. They need to be educated about the potential health consequences of using performance-enhancing drugs. Doing so will help prevent the repetition of cases like that of Knud Enemark Jensen, an athlete who died after using drugs. An indispensable requirement is the trust between athlete and coach.

Former banned athletes who regret their use of drugs may lead by example by telling their stories at schools and clubs, making young people and athletes aware of the consequences of doping.

Families can join their children to participate in sport at special 'family days' at schools or sports clubs, learning and practising the Olympic values together.

The WADA should help the national anti-doping agencies to make testing venues more accessible and convenient for athlete testing. Furthermore, the National Federations should teach and help athletes educate themselves further around anti-doping. Working with WADA is indispensable if the National Federations and National Anti-Doping Agencies are to keep up-to-date in this area of knowledge and promote it with athletes.

In conclusion, it is in the athletes' self-interest to actively cooperate with both regular but unannounced testing.

Questions 2: What are the short- and long-term effects of the mass media on the anti-doping campaign?

Media plays a role in the promotion of anti-doping to the public. How they publicize this news can have a range of effects in both the short and long term.

A selection of short-term effects include the focus on negative stories such as scandals and doping, which only highlight damaging information which overshadows the positive stories in sport.

Initial press releases may only focus on shock factors to create a story. The more popular news receives more viewings and more viewings increases revenue, which can be a driving factor for journalists.

Often journalists will produce a story before all the facts have been presented – for example by publicizing positive first tests when further information has still

to be examined. Speculation is common included before comments on the facts or statements from the athlete.

High-performing athletes can often be scrutinized by the media based on their performance and whether their score or position is a result of drug use. The pressure and accusations can have a negative impact on how well athletes perform in future competitions.

The long-term effects of the portrayal of anti-doping in the media can also have an extensive negative impact.

Media pressure centred on doping and aimed at both guilty and innocent athletes can have a long-term effect on their mental health, performance and lifestyle.

Negative stories tarnish the Olympic values and image of sport, but can also be a driver for sports to improve their own roles and responsibilities.

The careers of former athletes can be jeopardized due to false doping stories, impacting on their future career aspirations.

Good governance will be a positive driving factor in enforcing rules and regulations around doping. To allow for full confidence in the results, information given to the media should be confidential until the second test has been completed.

The Government and national bodies should encourage the media to participate in education programmes to promote the Olympic values. One way of doing this would be involving journalists in workshops and training courses. Embedding the Olympic values into the 'media world' will help create an improved, positive relationship between athletes, the media and governance.

English-speaking Discussion Group 11

Question 1: Can athletes who doped in the past be used as insightful experts to educate young athletes on anti-doping?

Doping has been a problem in world sport for a number of decades and will most likely continue to be an issue for many years to come. One of the key ways of combatting doping is ensuring that both upcoming and current athletes are continually educated about the consequences of doping and the value of being a clean athlete.

But who is best to pass on this information to the elite athletes of the future? Should athletes who have been caught doping in the past be included in educational programmes designed to ensure that other athletes do not make the same mistakes they did?

There are a number of reasons to suggest that they should be, and that initiatives of this sort could form part of more wide-ranging educational programme to help reduce doping. The athletes in question know the influencers and warning signs, and can show athletes how to resist the pull of doping.

They can also more adequately describe the impact of being caught doping and the effect this had on their own sporting career, finances and mental state. They can walk athletes through the perceived benefits of doping and show how these were significantly outweighed by the negative impact of being caught.

On the other side, there are moral issues here, and the fact that the athletes in question will most likely encounter scepticism. Many people believe that if someone has been caught doping, they cannot be a role model and should not be influencing the next generation of sports stars in doping matters. It might be thought that a clean athlete who has never been caught doping, but has been effected by doped athletes, could be just as powerful at communicating the effects of doping on the sports world.

In a generation that is questioning authority more and more, many of those who are asked to listen to an athlete who has doped might be very sceptical

of that person. This could lead to these programmes becoming ineffective and the athletes we are trying to influence believing that doping is not being taken seriously.

Athletes, especially in countries that may not have as much money as more powerful Olympic nations, may also focus on the significant social and financial benefits and take away the wrong message and choose to dope themselves.

We concluded that athletes that were caught doping could, in the correct context, educate up-and-coming athletes as part of a holistic educational programme on anti-doping. The athletes must show remorse for their actions and want to contribute to the development of clean sport. It would probably be best to use an athlete that is not very well known and successful to help eliminate the chance of athletes wanting to imitate them and receive the same rewards they did.

Question 2: Are new sports and events improving or diluting the Olympic Games?

Five new Olympic sports and a number of new disciplines have been added for the Tokyo 2020 Olympic programme and beyond, and many fans and stakeholders are afraid this might ruin the tradition of the Olympic Games.

These sports have been introduced due to certain criteria in Olympic Agenda 2020 that state that the sport should have gender equality and global participation, encouraging passionate support from fans and appealing to youth.

New sports and disciplines are likely to encourage new and young people to become interested in the Olympic Movement. Sports like surfing, for example, would appeal to a young crowd who would be very enthusiastic about participating in, watching and exhibiting the Olympic values while competing in their sport. This also encourages sportsmen and women to aim for the prestige and honour associated with attaining an Olympic medal.

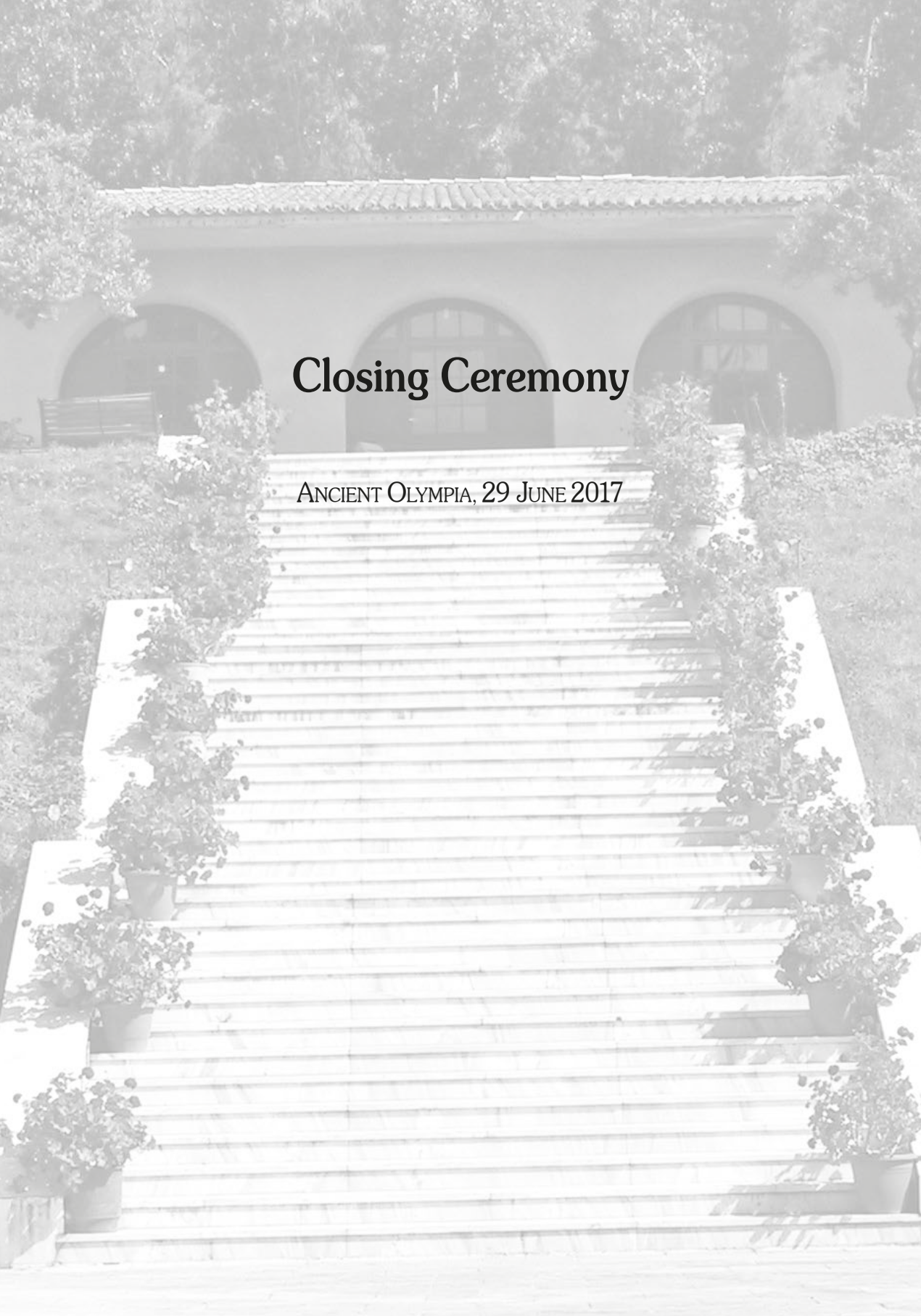
Careful consideration as to which sports are selected is of great importance. Most importantly, one should make sure that the sports considered for addition to the Games are in keeping with their core spirit. They must also allow participants to look ahead with confidence to taking part in multiple Games and enjoying continuity in the sport for many years to come.

Having more sports on the roster encourages the IOC and respective NOC bodies to provide financial aid to encourage the further growth of these sports. This increases the opportunities for people to get involved in the sports of their choice.

One initial downside is that it might raise the cost of sport and make it harder for smaller countries to keep up financially. This means that the gap between the performances of richer and poorer nations may further increase in these new sports, in which case the IOC would have to step in and find a solution.

Lastly, we would need to make sure that the sport is given the necessary financial and physical backing, with a strict focus on coaching best practices in order to help athletes to perform at the very highest level while also finding ways to improve the levels of performance generally to allow the sport to grow.

We feel that these new sports can help the Olympic Games to continue to modernize and can contribute to attracting current and new audiences to keep the Olympic flame burning for years to come. However, there is a need to ensure that sports are not introduced and thrown away every few years, and that the sports are well-supported by global sporting bodies. This will help to ensure that the Olympic brand, which relies on sporting excellence, is not devalued in any way.



Closing Ceremony

ANCIENT OLYMPIA, 29 JUNE 2017



Presentation of the participation diplomas by the IOA President.



The students and the Director of the Master's degree Programme in Olympic Studies present their course and studies to the young participants.

ADDRESS
on behalf of the Session's participants
by Mengzhu YANG (CHN)

Firstly, I would like to ask everybody a question: have you guys enjoyed your time here? Yes, the International Olympic Academy campus really is the best place to study and experience the spirit of Olympism.

It is a great honour for me to be speaking here on behalf of all the excellent participants. Last year, I graduated with my Master's degree and I have been working for the Chinese Olympic Committee since then. As I have already told many of the participants here, before I started working for the COC, I knew nothing at all about sports or the Olympics. So, the reason I came here was to learn from the start and from the best. I think that I, like all the other participants, have fully achieved my mission here.

Looking back over our last twelve days here, I know we all have the best memories of the Olympic Academy and our friendships. From the ancient archaeological site to the modern lecture hall, from playing on the charming beach to discussing serious issues in the discussion group, from the fun run to celebrate Olympic Day to the friendly competition in the sports events, and so on. These are all memories we will cherish for the rest of our lives, along with our own Olympic stories. As the mayor said at the Opening Ceremony: "There are secret stories about Olympism in every corner and inch of Olympia".

I have learned what good governance is and how to implement it in terms of sports integrity, ethics and Olympic education both nationally and internationally.

I have learned that so many countries and regions continue to do their best to promote and support the Olympic Movement and to uphold the Olympic spirit, irrespective of their state of development.

I have learned how the ancient Olympics have been channelled into the modern Games through the hard work of the Athenians and Olympians from

all over the world.

I have learned that the beauty of the Olympic Games comes not only from seeking excellence and striving to be higher-faster-stronger, but also from the diversity which different countries bring to the Olympic Movement.

And yes, like all the participants here, I have learned – and am honoured to have learned – that my journey through Olympism starts here where the Olympic Games started. So, thank you. Thank you, professors, for your enlightening lectures, thank you, coordinators and Academy staff, for arranging everything for us, and thank you, fellow participants, for sharing your touching understanding of the Olympic Movement and your countries' amazing cultures. And thank you, Olympia, thank you, Greece, for giving us the most precious gift in the world.

ADDRESS
on behalf of the Session's participants
by Severin LIENHARD (SUI)

It is an honour to be appearing before you here today at the 57th International Session for Young Participants, and to be representing not only my country, Switzerland, but also all the participants at this Session.

After these two weeks with you, I would like to express how we all feel about this wonderful experience at the Olympic Academy here in Olympia. I would also like to share some of my thoughts.

I should like to warmly thank the International Olympic Academy, its President and Director, as well as all the speakers and the staff of the Academy. Our thanks, too, to the professors for their stimulating presentations, which prompted us to reflect on the themes of ethics and governance.

Special thanks also to the coordinators who have expended so much energy on our behalf over these two weeks.

At this Session, we discovered various aspects of Olympic culture and began an exploration of the history of Athens. In Olympia, we played volleyball, basketball, football, table tennis and, some of us, tennis. We had group discussions and we spent many hours in this hall learning more about the Olympic values, promoting the Olympic Movement, and the ethics and governance of the Olympic Games.

But while presentations and their content are important, memories are more precious still. My fondest are of our mealtime discussions in the cafeteria, the parties at “Zorbas”, the sports activities and other opportunities to socialize with participants from all over the world.

I would therefore like to thank all the participants with whom I had the opportunity to spend these two incredible weeks. Together, we had a great time, made new friends, and had moments engraved on our memories forever. Thank you all for offering us this unforgettable experience!



To conclude my presentation, I would like to wish you all the best for the future. Good luck to the athletes in future competitions and the Olympic Games, and good luck to everyone in their professional lives and studies. Have a good trip back to your home countries and a speedy recovery after these two intensive weeks!

ADDRESS
on behalf of the Session's coordinators
by Lily VIDLER (AUS)

I am honoured to be giving the concluding speech on behalf of the coordinators of this year's 57th International Session for Young Participants. I was fortunate to return here for a second year, as I was a participant at last year's session. When I was asked to be a coordinator, I did not hesitate for a moment. I had the most incredible experience here as a participant, which is why I was motivated to return and ensure that you all leave with learning tools, memories and lifelong friends – just like I did.

Firstly, our thanks to the professors and lecturers who presented this year's topic "Governance in Sport and the Olympic Movement". You got asked many tough questions, but you remained informative and set a pure example of how to educate young people in the Olympic values.

To the staff of the IOA, secretary Antonia and the office staff, Panos and the IT team, the translators, Georgia, the kitchen and ground staff, Dr Katerina and her Red Cross team, and everyone who has contributed to the organisation and wellbeing of everyone here, you have our thanks.

To my fellow coordinators, who are all so incredibly passionate and determined about the things you believe in, I would like to say that these are truly valued characteristics that can positively promote, lead and inspire the Olympic Movement. It has been a pleasure meeting and knowing you all, and I wish you all the best in your future endeavours. Panos and Kostas, as head coordinators your job is far from easy, but I commend and thank you for your efforts in organizing this year's Session.

That this Session has been so successful and enjoyable is a credit to you, our participants: one solar system, nine planets, 204 countries, 809 islands, 7 seven and a population of 7.4 billion people – and I have had the privilege of meeting you all.

I can truly say you are a group of leaders who have the power to make a difference and instill the values of Olympism in your respective countries.

As a coordinator, nothing has been more satisfying than seeing you all enjoy your time here, challenging topics, becoming acquainted with various cultures, and demonstrating the values of the Olympic spirit. I stand here proud and confident that because of you, the ideal of sport for all is heading in the right direction.

Everybody here has a different background, does different jobs, has achieved different things in sport. You came to this session as strangers and met people from cultures you may never have known a lot about, but on Saturday you will leave this place as friends – in some cases, best friends. The memories and friendships you made here will last you a lifetime.

Education is the passport to the future, for tomorrow belongs to those who prepare for it today. You have gained knowledge and been inspired by the Olympic spirit. Now it is up to you to pass it onto the world.

ADDRESS
on behalf of the Session's lecturers
by Prof. Dr Nikolay L. PESHIN (RUS)

It gives me a great pleasure to welcome you to this ceremony as the representative of our lecture team.

I am sure you can hardly believe that your time here is almost at an end. It is always so when your days are filled with fantastic events, interesting lectures, meetings and communications. In my opinion, there are few places in the world where you can feel as you do here. In this ancient land, it is as though you can almost reach out and touch the spirit of Olympism as well as meeting soul mates and sharing your experiences.

This educational programme has been developed on the basis of a comprehensive review of the world's best practices in the field. All the experts involved have carefully studied the provisions available in the field and drawn valuable lessons. This has allowed them to develop a unique programme underpinned by a sound philosophy and pedagogical principles.

We take pride in the fact that this programme we have organized for you is also truly international: it is open to national and overseas students; it is delivered by leading experts from every continent; and it offers students a hands-on approach to learning by providing access to an impressive infrastructure.

Talking now as a professor and representing our team, I can assure you that we did our very best to share with you actual ethical cases and discuss with you the most trenchant issues in sport governance. Still, I am absolutely certain that your interpersonal communication has been just as important as the lectures you have attended here. Indeed, one of my colleagues whom you invited to a group discussion insisted afterwards that it was much more interesting and productive than the lectures and Q&A sessions that had gone before.

In truth, I wasn't surprised at all. As I see it, that is one of the most significant advantages of a communication platform like the IOA: it is a place where you



can enrich each other with your experience and experiences.

And that is going to be my advice to you: may you always maintain that level of professional communication – when you pursue a new professional goal, when you launch a new start-up. Even if you have had the most striking new idea, stay in touch not only with us academics but also with each other. Be a team first and foremost and utilize your common expertise.

So good luck and all the best for the future. Congratulations!

CLOSING ADDRESS
of the Session proceedings
by the President of the International Olympic Academy
Michael FYSENTZIDIS

As the proceedings of this Session draw to a close, I would like to extend my thanks to you all for your creative input into the work carried out by the International Olympic Academy. As you will know, the international session for young participants was the first international session established by the Academy and it addresses a young audience with the aim of disseminating Olympic values to youth worldwide. So you, young people from different countries, have had the unique opportunity over the twelve days of your stay here in a sacred site near Ancient Olympia, the birthplace of the Olympic Games, to experience Olympic values at first hand – values which primarily seek to showcase equality and respect for diversity.

You have shared hours of lectures and play, sports and cultural activities, common explorations and debates, and at the end of this joyful collaboration comes the bitter note of separation – culminating in this closing ceremony. However, I am certain that after twelve days of interaction, this will mark not the end but rather the beginning of a common journey for us all. Upon your return to your countries and in collaboration with the International Olympic Academy and your professors, you will become the ambassadors of the educational branch of the Olympic movement.

The subject of this Session, as I mentioned at the Pnyx ceremony, is of great importance as it touches upon issues of ethics concerning governance in sport and the Olympic Movement. I believe that after the lectures and your own discussions, every facet of good governance will have been examined from every side. And, of course, the distinguished scientists who do us the honour of lecturing here have played an instrumental role in this. Therefore, permit me to thank each of them personally:

Professor Konstantinos Georgiadis, IOA honorary dean, who discussed the educational dimension of governance in the Olympic Movement based on Olympic values; Professor Stephan Wassong on the correlation between ethics and Olympic governance; Professor Milena Parent on good governance in the structures of sport; Mr Olivier Gers on good governance in International Federations; the lecturer and educator Paraskevi Lioumpi for her presentation on the IOC OVEP Toolkit II; Mr Yves Le Lostecque on the democratization and reform of sport governance; Dr Sam Ramsamy, a dear friend of the IOA and esteemed member of the IOC, for his analysis of the correlations between politics and governance in the Olympic Movement; Mr David Wallechinsky, President of the International Society of Olympic Historians, on the media and democracy in sport; Professor Eleni Theodoraki on improving the governance of International Sport Organizations for sustainable development; and finally Professor Nikolay Peshin on power and governance in sport.

Of course, I would also like to thank each and every young participant for your participation and excellent collaboration. I would like to wish you a safe return to your homelands and to promise that the Academy, and I personally, shall remain by your side to encourage you in your work.

On a final note, I would like to thank the interpreters for their wonderful and tireless work and excellent translations; the employees of the Academy for their contributions and professionalism in the difficult task of organising the Session; those responsible for the facilities for the difficult job of maintaining our premises; our indefatigable photographers; and, finally, Theo and Dorre Breuers, esteemed collaborators of the Academy for many years, for live streaming the Session.

INTERNATIONAL OLYMPIC ACADEMY - 2017 ACTIVITIES

Date	Activity
APRIL	
4	Visit by Tragano High School
5	Tornbjerg Gymnasium, Denmark
5	Visit by 4th Elementary School of Patras
20 April–18 June	Master's degree Programme in Olympic Studies
26–29	International Children's Games EB Meeting
28–30	NOC of Albania and Tirana Sport University
MAY	
6	Visit by Larisa High School
6–13	14th International Session for Presidents or Directors of National Olympic Academies
25 May–1 June	12th International Session for Educators of Higher Institutes of Physical Education
JUNE	
4–8	California State University, Fullerton
14	University of Florida
15	Taking of the Oath Ceremony – Informatics and Media Department
17–30	57th International Session for Young Participants
21	Kings School, USA
26	HHN Summer School
26/6–7/7	Visit by the Aiolos Sports Club of Pyrgos
JULY	
1	57th International Session for Young Participants
7	Visit by the Olympionikis Sports Club of Ancient Olympia
9–13	"Sports, Society, & Culture", 6th International Scholars' Symposium, Center for Hellenic Studies, Harvard University

Date	Activity
12–14	Tokyo University Theatre Group
16–22	International Olympic Academy Participants Association (IOAPA) meeting
28–31	Congress with the title “Sustainable Academic Innovation Legacies (SAIL): SAILing from Ancient Olympia to Tokyo 2020 and Beyond”, organized by the Olympism for Humanity Alliance, Inc.
29–30	4th World Meeting of Greeks Abroad
AUGUST	
3–6	Taekwondo Federation Summer School
27/8–3/9	3rd Imagine Peace Youth Camp, co-organized by the International Olympic Truce Centre, the British Council and the Save the Dream organization with the support of the IOA.
SEPTEMBER	
1–3	3rd Imagine Peace Youth Camp, co-organized by the International Olympic Truce Centre, the British Council and the Save the Dream organization with the support of the IOA.
1–30	24th International Seminar on Olympic Studies for Postgraduate Students
4–9	German Olympic Academy
15 September–18 November	Master’s degree Programme in Olympic Studies
OCTOBER	
4–13	Dundee and Angus College, within the framework of Erasmus+
5–8	Sports Press Union of Greece summer school
16	Toyota
20–21	Eleia Lawyers’ Union
NOVEMBER	
17–21	IAAP

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, calm body of water. The background is filled with a dense forest of tall trees. The overall scene is peaceful and formal.

List of participants

**TEMPORARY EPHORIA
OF THE INTERNATIONAL OLYMPIC ACADEMY
(February – July 2017)**

Mr Michael FYSENTZIDIS

*President of the International Olympic Academy
Secretary General of the European Taekwondo Union
Member of the Hellenic Olympic Committee / Vice
President of the National Olympic Academy of Greece*

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

Prof. Dr Konstantinos GEORGIADIS

*IOA Honorary Dean
Dean of the Faculty of Human Movement and Quality
of Life Sciences, University of Peloponnese /
Director of the Master's Degree Programme "Olympic
Studies, Olympic Education, Organization and
Management of Olympic Events" / Member of the IOC
Commission for Olympic Education / Member
of the Executive Board of the International Society
of Olympic Historians (ISOH)*

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

Assoc. Prof. Dr Athanassios STRIGAS

*IOA Vice-President
Associate Professor, Organization and Sports
Management, University of Peloponnese*

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

LECTURERS

Mr Olivier GERS (FRA)

*Chief Executive Officer, International Association
of Athletics Federations (IAAF)*

MONACO

Email: info@iaaf.org

Prof. Dr Kostas GEORGIADIS (GRE)

*IOA Honorary Dean / Dean of the Faculty of Human
Movement & Quality of Life Sciences, University
of Peloponnese / Director of the Master's Degree
Programme "Olympic Studies, Olympic Education,
Organization and Management of Olympic Events" /
Member of the IOC Commission for Olympic Education
/ Member of the Executive Board of the ISOH*

International Olympic Academy

52, Dimitrios Vikelas Avenue

152 33 Halandri, Athens

GREECE

E-mail: ioa@ioa.org.gr

Mr Yves LE LOSTECQUE (FRA)

*Head of the Sport Unit / Directorate General for
Education, Youth, Sport and Cultures, European
Commission*

BELGIUM

E-mail: yves.Le-Lostecque@
ec.europa.eu

Prof. Michael McNAMEE (GBR)

Professor of Applied Ethics Swansea University

UK

E-mail: m.j.mcnamee@swansea.ac.uk

Prof. Dr Milena PARENT (CAN)

*Professor in Sport Event Management
School of Human Kinetics / University of Ottawa*

CANADA

Email: milena.parent@uottawa.ca

Prof. Dr Nikolay L. PESHIN (RUS)

*Pro Rector of the Russian International Olympic
University / Professor of Constitutional, Municipal
and Sports Law, Lomonosov Moscow State University*

RUSSIA

E-mail: npeshin@olympicuniversity.ru

Dr Sam RAMSAMY (RSA)

*Member of IOC in South Africa / Vice-President of
FINA / Chairman of the IOC Commission Sport
and Active Society*

SOUTH AFRICA

E-mail: nerias@sascoc.co.za

Dr Paraskevi LIOUMPI (GRE)

*Lecturer on Olympic Education, University of
Peloponnese*

GREECE

Email: elioumpi@otenet.gr

Prof. Dr Gertrud Ursula PFISTER (GER)

*Emeritus Professor of Sport, Dpt. of Nutrition,
Exercise and Sports, University of Copenhagen*

DENMARK

E-mail: gpfister@nexs.ku.dk

LIST OF PARTICIPANTS

Assoc. Prof. Eleni THEODORAKI (GRE)

Festival and Event Management

The Business School, Edinburgh Napier University

GREAT BRITAIN

E-mail: e.theodoraki@napier.ac.uk

Prof. Dr Stephan WASSONG (GER)

*Head of Institute of Sport History, Academic
and Managing Director of Olympic Studies Centre,
German Sport University Cologne, Member
of the IOC Commission for Olympic Education*

GERMANY

E-mail: wassong@shs-koeln.de

Mr David WALLECHINSKY (USA)

*Author / President of the International Society
of Olympic Historians*

FRANCE

E-mail: dwallechinsky@gmail.com

GUESTS

Mr Hector ARGÜELLES (ESP)

USA
E-mail: hector@ioapa.org

Ms María Teresa CALLE MOLINA (ESP)

SPAIN
E-mail: maytecalle@msn.com

COORDINATORS

Mr Jaber Mohamed AL SHABIBI (OMA)

OMAN
E-mail: jbr.shabibi@hotmail.com

Ms Georgia BOUKLA (GRE)

UK
E-mail: gboukla22@hotmail.com

Ms Christothea CONSTANTINOU (CYP)

CYPRUS
E-mail: cchristothea@gmail.com

Ms Daiana de Sena FONSECA (BRA)

BRAZIL
E-mail: daianadesena@yahoo.com.br

Mr Mohammad Jalal HAMWI (SYR)

SWEDEN
E-mail: mjalalh@hotmail.com

Ms Yara HANSSEN (ZIM)

ZIMBABWE
E-mail: yarahanssen@gmail.com

Mr Chen HUI-JUNG (TPE)

REPUBLIC OF CHINA
E-mail: rudychen69@gmail.com

Ms Alice IANNACCONE (ITA)

ITALY
E-mail: alice.iannaccone@gmail.com

Mr Clement IYALUEGBEGHE (NGR)

NIGERIA
E-mail: clemcurtismoore@gmail.com

Mr Umapathy JAYAKRISHNAN (IND)	INDIA E-mail: umapathy_ur@yahoo.com
Ms Nina MALYSHEVA (RUS)	RUSSIA E-mail: nina5malysheva@gmail.com
Mr Michail MANGASAROV (AUT)	AUSTRIA E-mail: mangasarov@hotmail.de
Ms Maureen MWENDE (KEN)	KENYA E-mail: mwendemmm@gmail.com
Mr Yorro NJIE (GAM)	GAMBIA E-mail: president.utgsa@hotmail.com
Mr Christopher PAPAMICHALOPOULOS (CYP)	CYPRUS E-mail: christopher.papamichalopoulos@olympian.org
Ms Daria PARTSEVSKAYA (RUS)	RUSSIA E-mail: daria.partsevskaya@gmail.com
Ms Dineo TSHOSA (BOT)	BOTSWANA E-mail: ramaolo.dinnie@gmail.com
Mr Dominik SANDLER (AUT)	AUSTRIA E-mail: D.Sandler@gmx.at
Mr Panagiotis TRIKALIOTIS (GRE)	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: p.trikaliotis@ioa.org.gr ptrikalos@hotmail.com
Mr Konstantine Michael TZIGOUNAKIS (GRE)	GREECE E-mail: k.tzigounakis@gmail.com
Mr Sergio Rodolfo VARGAS DAETZ (GUA)	GUATEMALA E-mail: sergiovargasdaetz@yahoo.com
Ms Lily VIDLER (AUS)	AUSTRALIA E-mail: lilyvidler@hotmail.com
Mr Georgios XYDIS (GRE)	GREECE E-mail: xidis_13@hotmail.com

PARTICIPANTS

ALBANIA (ALB)

Ms Mirela CEMERI	E-mail: mirelacemeri@live.com
Mr Marsel ALIAJ	E-mail: sekretariat@nocalbania.org.al

ARGENTINA (ARG)

Ms Marva Virginia ZONTA E-mail: mariavirginiazonta@gmail.com

Mr Nicolas CORDOBA E-mail: nico_elcolo89@hotmail.com

ARMENIA (ARM)

Ms Gohar Ararat MURADYAN E-mail: goharmuradyan@gmail.com

ARUBA (ARU)

Mr Andrew Jayson Alexander VROLIJK E-mail: andrew.vrolijk89@gmail.com

AUSTRALIA (AUS)

Ms Anabelle SMITH E-mail: anabellesmith93@gmail.com

Mr Matthew BARTOLO E-mail: matt.bartolo@olympics.com.au

AUSTRIA (AUT)

Ms Lisa-Maria HIRTENLEHNER E-mail: lisa1.hirtenlehner@gmx.at

Mr Michael NADER E-mail: michael_nader_2000@yahoo.de

Mr Gabriel SCHNEIDER E-mail: Gabriel.schneider@gmx.at

AZERBAIJAN (AZE)

Ms Sakina VALIYEVA E-mail: sakina.valiyeva@gmail.com

BANGLADESH (BAN)

Ms Shirin AKTER E-mail: shirin139.olympian@gmail.com

Mr Sayed-Al ZABIR E-mail: razcu2020@gmail.com

BARBADOS (BAR)

Ms Cherrise HARTE E-mail: chartered87@gmail.com

Mr James SHEPPARD E-mail: shepfit.hub@gmail.com

BENIN (BEN)

Ms Lidwine Euridice Tatiana MINAVOA E-mail: minavoalidwine@gmail.com

BELARUS (BLR)

Ms Polina MALASHKEVIC E-mail: natasha.polina.by.mail.ru@gmail.com

BULGARIA (BUL)

Ms Iva RADKOVA E-mail: irradkova@abv.bg

Mr Gancho PRODANOV E-mail: gancho_prodanov@abv.bg

CANADA (CAN)**Ms Audrey LACROIX**E-mail: audrey.lacroix@olympian.org**Ms Dayna MAATEN**E-mail: dmaaten@olympic.ca**Mr James ANDERSON**E-mail: james@freestylecanada.ski**PEOPLE'S REPUBLIC OF CHINA (CHN)****Ms Mengzhu YANG**E-mail: karenyangmo@163.com**Mr He LI**E-mail: lihewh@163.com**Mr Guannan ZHANG**E-mail: guannanzhang@yahoo.com**COLOMBIA (COL)****Mr Carlos Alberto RAMIREZ YEPES**E-mail: carlosalbertobmx94@hotmail.com**COSTA RICA (CRC)****Ms Natalia ABARCA ALPNZAR**E-mail: nataliaabarca@outlook.com**Mr Ivan ORTIZ MORA**E-mail: ivanortiz58@hotmail.com**CROATIA (CRO)****Ms Petra JURIC**E-mail: petrajuric23@gmail.com**Mr Luka LESKO**E-mail: luka.lesko@kif.hr**CYPRUS (CYP)****Ms Sophia PAPAMICHALOPOULOS**E-mail: sophia.papamichalopoulos@olympian.org**Mr Charalambos PILAVAKIS**E-mail: pampos.st.n@gmail.com**CZECH REPUBLIC (CZE)****Mr Martin HALAŠTA**E-mail: mart.halasta@gmail.com**ECUADOR (ECU)****Ms Michelle Stefania MEDINA PRADO**E-mail: michellemedina3@hotmail.com**Mr Pablo Josi DELGADO TORRES**E-mail: pablodelgadotorres11@gmail.com**ESTONIA (EST)****Ms Marit JUKK**E-mail: marit.jukk@gmail.com**Mr Indrek KANGUR**E-mail: indrek kangur@gmail.com**FINLAND (FIN)****Ms Siiri ESKELINEN**E-mail: siirieskelinen@hotmail.com

LIST OF PARTICIPANTS

Mr Tapio PUKKI	E-mail: tapio.pukki@biathlon.fi
FRANCE (FRA)	
Ms Clotilde FAUVEL	E-mail: clotilde.fauvel1@gmail.com
Ms Cécile SAMALENS	E-mail: cecile.samalens@gmail.com
Mr Léo STEPHAN	E-mail: leo.stephan@sciencespo.fr
GERMANY (GER)	
Ms Wiebke ARNDT	E-mail: arndtwieb@gmail.com
Ms Franziska HEINRICHSMEIER	E-mail: fheinrichsmeier@gmx.de
Mr Vincent RENTZSCH	E-mail: vincentrentzsch@gmail.com
GREAT BRITAIN (GBR)	
Ms Laura GRAYSON	E-mail: laura.grayson@teamgb.com
Ms Devon ROBERTSON	E-mail: devon.robertson@teamgb.com
GREECE (GRE)	
Ms Foteini THEIAKOU	E-mail: faythiakou@gmail.com
Ms Stavroula SAMARA	E-mail: stasa2012@windowslive.com
GUAM (GUM)	
Ms Maree PELKEY	E-mail: maree.pelkey@gmail.com
GUATEMALA (GUA)	
Ms Marva Renée RODRÍGUEZ SARMIENTO	E-mail: mariarenee.rodriguez@gmail.com
Mr Juan Manuel GONZALEZ VILLEDA	E-mail: juanmagv94@gmail.com
HAITI (HAI)	
Ms Diane DILORIER	E-mail: dianedelorier09@gmail.com
HONG KONG, CHINA (HKG)	
Mr Hon Pan YAN	E-mail: yanhonpan@yahoo.com.hk
HUNGARY (HUN)	
Mr Marton BUDAI	E-mail: budaimarci@gmail.com
ICELAND (ISL)	
Ms Eva HANNESDOTTIR	E-mail: evaha3@gmail.com
Mr Baldvin Frodi HAUSSON	E-mail: baldvinfrodi@gmail.com

INTERNATIONAL OLYMPIC COMMITTEE (IOC)

Ms Sarah CRUMBACH E-mail: sarah.crumbach@olympic.org

Ms Viola MAERZ E-mail: viola.maerz@olympic.org

Mr Bram SCHELLEKENS E-mail: bram.schellekens@olympic.org

ISRAEL (ISR)

Ms Rebecca KOPILOVITCH E-mail: Beckygk@gmail.com

Mr Omri SHWARTZ E-mail: shwartz05@gmail.com

Mr Eran SELA E-mail: eranselaizr@gmail.com

ITALY (ITA)

Ms Chiara STEFANI E-mail: chiara.ste@hotmail.it

Ms Adriana DE PASQUALE E-mail: andrianadepasquale96@gmail.com

Mr Fabio MANNA E-mail: fabio.hanna91@gmail.com

JAPAN (JPN)

Ms Hitomi TOKITA E-mail: gxhxm241@yahoo.co.jp

Mr Hideyuki AOYAGI E-mail: hideyuki.Aoyagi_hsm@hotmail.com

JORDAN (JOR)

Mr Yazid KHORMA E-mail: y.khorma69@gmail.com

REPUBLIC OF KOREA (KOR)

Ms Younha LEE E-mail: younha.lee@pyeongchang2018.com

Ms Hyun Duk KIM E-mail: hdkim@sports.or.kr

Mr Soon Huyk CHOI E-mail: tobichoi4@gmail.com

KYRGYZSTAN (KGZ)

Ms Aliia KALYBEKOVA E-mail: aliiakalybekova@gmail.com

LATVIA (LAT)

Ms Jana KOLBINA E-mail: jana.kolbina@gmail.com

Mr Reinis RUDZITIS E-mail: reinis.rudzitis@lspa.lv

LEBANON (LBN)

Ms Hiba ALAMEH E-mail: hibalamemh@gmail.com

Mr Ali JABER E-mail: jaber.ali.ark@gmail.com

LESOTHO (LES)

Mr Teboho George RASETHUNTXA E-mail: rtebohogeorgesmith@gmail.com

LITHUANIA (LTU)

Ms Ugne SUPRANAVICIENE E-mail: ugne.supranaviciene@gmail.com

Mr Ernestas VAITKEVICIUS E-mail: vaitkevicius.er@gmail.com

MADAGASKAR (MAD)

Ms Harinelina Nathalia RAKOTONDRAMANANA E-mail: fmhrh@yahoo.fr

MALAYSIA (MAS)

Ms Syhui HO E-mail: syhuiho0716@gmail.com

Mr Gurshan SINGH E-mail: shan_bhandal@yahoo.com

MALDIVES (MDV)

Ms Shizna RASHEED E-mail: shyzto@gmail.com

Mr Mohamed JAUSHAN SHAREEF E-mail: m.jaushan.s@gmail.com

MEXICO (MEX)

Ms Ingrid Irasema MONTOYA RODRIGUEZ E-mail: gacelasingrid@hotmail.com

Mr Paulo BRITO CANUL E-mail: paulo.brito.canul@gmail.com

MOLDOVA (MDA)

Ms Doina MEȘINĂ E-mail: mesinadoina@mail.ru

Mr Octavian CIOBANU E-mail: ciobanu.octavian@mail.ru

MONACO (MON)

Ms Ilona Meryl CHIABAUT E-mail: ichiabaut@gmail.com

MONGOLIA (MGL)

Mr Zorigbaatar GOMBODORJ E-mail: mooching@gmail.com

NEPAL (NEP)

Mr Arahant RAJKARNIKAR E-mail: ar516@kent.au.uk

NEW ZEALAND (NZL)

Ms Rebecca BROTHERS E-mail: dave.becsbrothers@gmail.com

Mr Tim COLTMAN E-mail: timcoltman@gmail.com

NORWAY (NOR)

Ms Marte Bentzen FOSSESTOEL E-mail: martebofsestol@gmail.com

Mr Nicholas PHILLIP	E-mail: nichoph@hotmail.com
PAPUA NEW GUINEA (PNG)	
Ms Vavine YORE	E-mail: vavine.yore@gmail.com
PARAGUAY (PAR)	
Ms Ana SISUL	E-mail: anisisul@gmail.com
Mr Diego Sebastián GALEANO HARRISON	E-mail: dgaleano@farmaoliva.com.py
PERU (PER)	
Ms Andrea INDACOCHEA	E-mail: andreaindacocheam@gmail.com
POLAND (POL)	
Ms Julia JASTRZABEK	E-mail: jastrzabek.julia@gmail.com
Mr Wojciech SALABUN	E-mail: wojciech.salabun@gmail.com
PORTUGAL (POR)	
Ms Andreia DE ALMEIDA	E-mail: adbm Almeida@gmail.com
ROMANIA (ROU)	
Ms Valentina-Cristina MĂLIÎ	E-mail: valentina.cristina13@yahoo.com
Mr Marius CORUȚ	E-mail: marius.corut@cosr.ro
RUSSIAN FEDERATION (RUS)	
Ms Anna BELYOVA	E-mail: belyova.anka@yandex.ru
Ms Victoria GERASIMENKO	E-mail: geravictory@gmail.com
SERBIA (SRB)	
Mr Nikola KOSTIC	E-mail: nikola.of.kostic@gmail.com
SEYCHELLES (SEY)	
Ms Anthea SINON	E-mail: antheasinon@yahoo.com
Mr Andrique ALLISOP	E-mail: allisop.aa@gmail.com
SINGAPORE (SGP)	
Ms Fariza Begum MOHAMED ZABIR	E-mail: farizabegum@gmail.com
Mr Qinghao NEO	E-mail: neoqinghao@gmail.com
SLOVAKIA (SVK)	
Ms Veronika JUNGOVÁ	E-mail: v.jungova@centrum.sk

LIST OF PARTICIPANTS

Mr Patrik GERMUSKA	E-mail: germuska.patrik@gmail.com
SLOVENIA (SLO)	
Ms Tjasa PREBIL	E-mail: tjasa@prebil.eu
SPAIN (ESP)	
Ms Graciela MARTÍNEZ MARTÍNEZ	E-mail: gracimartinez15@outlook.es
Mr Daniel GIL MARTNN	Email: daniel19gil@gmail.com
SRI LANKA (SRI)	
Ms Chalani Rekha Dayarathna GALABADA DEWAGE	E-mail: chalanird@gmail.com
SWAZILAND (SWZ)	
Ms Ndzimandze NTFOMBIYENKHOSI NJAB'LISO	E-mail: nntfombiyenkhozi@yahoo.com
SWEDEN (SWE)	
Ms Sofie BJÖRKLUND	E-mail: sofie.bjorklund@judo.se
Mr Euren JOHAN	E-mail: johaneuren@hotmail.com
Mr Kerim SEHOVIC	E-mail: kerim.sehovic@sormland.rf.se
SWITZERLAND (SUI)	
Mrs Florence SCHELLING	E-mail: Florence.schelling@schelling.ch
Mr Severin LIENHARD	E-mail: severin.lienhard@bluewin.ch
CHINESE TAIPEI (TPE)	
Ms Hong-Yu ZHANG	E-mail: sophie1116@livemail.tw
Ms Chun-Hua CHANG	E-mail: yvette@tpe-olympic.org.tw
Mr Mou-Kang HSU	E-mail: hsu30215@gmail.com
TAJIKISTAN (TJK)	
Ms Ziyoda KHUDZHANAZAROVA	E-mail: ziyoda.nazaralievna@mail.ru
Mr Samariddin KHAIRIDDINOV	E-mail: s.davlatov@mail.ru
THAILAND (THA)	
Mr Sarunyoo YONGPANIT	E-mail: sarunyoo_88@hotmail.com
TRINIDAD AND TOBAGO (TTO)	
Ms Lovie SANTANA	E-mail: lsantana@ttoc.org

Ms Stacy SANTANA E-mail: stacee_no1@hotmail.com

TURKEY (TUR)

Ms Anilay Eda KÜÇÜK E-mail: anilayeda@gmail.com

Mr Murat MADAN E-mail: muratmadan1@gmail.com

UGANDA (UGA)

Mr Jonathan WANGOLO E-mail: jonwang.wangolo@gmail.com

UKRAINE (UKR)

Ms Sofiia KOKHANSKA E-mail: sofiakohanska@gmail.com

UNITED STATES OF AMERICA (USA)

Ms Audrey BALLINGER E-mail: audrey.ballinger@usoc.org

Mr Adam ANDRAKSO E-mail: aandrasko@usafielddhockey.com

Mr Tim AMBRUSO E-mail: tim.ambruso@usoc.org

URUGUAY (URU)

Ms Yoselin PEDRAGOSA E-mail: cou@cou.org.uy

Mr Juan KENNY E-mail: cou@cou.org.uy

VIRGIN ISLANDS (ISV)

Mr Makiel CEPEDA E-mail: mcepeda3000@hotmail.com

ZAMBIA (ZAM)

Mr Jason MITI E-mail: desmondjason67@yahoo.com

ZIMBABWE (ZIM)

Ms Nomvelo MLOTSHWA E-mail: mvelomazibuko@gmail.com

Mr Wesley Tariro MKULULU E-mail: mclulu50@yahoo.com

LIVE STREAMING

Mr Theo BREUERS (NED) Digital Broadcast 1, GmbH
 VaalserStrasse 540
 D – 52074 Aachen,
 GERMANY
 E-mail: theo.breuers@composoftware.eu

Mr Dorre BREUERS (NED) Digital Broadcast 1, GmbH
 VaalserStrasse 540
 D – 52074 Aachen,
 GERMANY
 E-mail: dorre@composoftware.eu

IOA PREMISES

Mr Evangelos FRIGGIS <i>Responsible for the Premises in Ancient Olympia on behalf of the IOA Electrician</i>	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: vaggelis_ioa@yahoo.gr
Ms Kalomoira NIKOLOPOULOU <i>Responsible for the Premises in Ancient Olympia on behalf of the NOC of Greece</i>	International Olympic Academy 270 65 Ancient Olympia GREECE E-mail: olympia@hoc.gr

LIBRARY

Ms Ourania GREZI <i>Librarian</i>	International Olympic Academy 270 65 Ancient Olympia GREECE E-mail: ioa@ioa.org.gr

IOA ADMINISTRATION STAFF

Ms Antonia BORBOTSIALOU <i>Administration Office</i>	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: a.borbotsialou@ioa.org.gr
Ms Alexandra KARAISKOU <i>IOA President's office NOAs Relations</i>	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: a.karaiskou@ioa.org.gr
Ms Marilena KATSADORAKI <i>IOA Secretariat Sessions' Coordination</i>	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: m.katsadoraki@ioa.org.gr
Mr Christos SKALIARAKIS <i>Finance Services & Logistics</i>	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: c.skaliarakis@ioa.org.gr
Dr Vassiliki TZACHRISTA <i>Archaeologist</i>	International Olympic Academy 52, Dimitrios Vikelas Avenue 152 33 Halandri, Athens GREECE E-mail: vastzach40@gmail.com

Ms Roula VATHI

Publications

International Olympic Academy

52, Dimitrios Vikelas Avenue

152 33 Halandri, Athens

GREECE

E-mail: r.vathi@ioa.org.gr

IOA TECHNICAL DEPARTMENT

Mr Panos GIANNARAS

IT Engineer

International Olympic Academy

52, Dimitrios Vikelas Avenue

152 33 Halandri, Athens

GREECE

E-mail: p.giannaras@ioa.org.gr

Mr Konstantinos KARADIMAS

Logistics

International Olympic Academy

52, Dimitrios Vikelas Avenue

152 33 Halandri, Athens

GREECE

E-mail: k.karadimas@ioa.org.gr

ASSISTANT ADMINISTRATION STAFF

Mr George MARGARITIS

Responsible for the Historic Archive Athens 2004

International Olympic Academy

270 65 Ancient Olympia

GREECE

E-mail: oma11043@gmail.com

Mr Apostolis MATSARIDIS

E-mail: matsaridisapostolos@gmail.com

Mr Konstantinos VASILEIOU

E-mail: vasilou17@hotmail.com

HELLENIC RED CROSS

Ms Katerina GRAFANAKIS

Doctor

GREECE

E-mail: grafanaki@med.upatras.gr

Mr Nikos GIATRAS

Rescuer

GREECE

E-mail: nikolakis60@gmail.com

Ms Eleni CHALIOTI

Rescuer

GREECE

E-mail: chaliotis1971@yahoo.gr

Ms Maria GIARKIA

First Aid

GREECE

E-mail: maria_giar_@hotmail.com
