

INTERNATIONAL OLYMPIC ACADEMY

9th INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

1 – 8 JUNE 2007

PROCEEDINGS



ANCIENT OLYMPIA



Commemorative seal of the Session.

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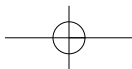
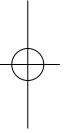
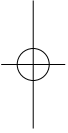
INTERNATIONAL OLYMPIC ACADEMY

9th INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

SPECIAL SUBJECT:

OLYMPIC PEDAGOGY

ANCIENT OLYMPIA



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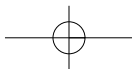
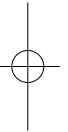
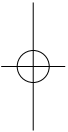
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FOREWORD

The 9th International Session for Directors of National Olympic Academies was held in Ancient Olympia on 1-8 June 2007. The Session was attended by 105 participants (78 men and 29 women) representing National Olympic Academies from 85 countries and its special theme was “Olympic Pedagogy”.

For the first time, more than 80 National Olympic Academies had sent representatives to the Session but only 35 NOAs were able to present the highly interesting educational activities they had implemented during the previous year, because of the Session’s duration.

The purpose of the Session was to help officials of National Olympic Academies all over the world to acquire knowledge and experience of Olympic Pedagogy, a novel scientific approach and to exchange views and ideas regarding research on Olympic issues in order to expand their knowledge about Olympism.

35.4% of participants came from European countries, 25% from Africa, 20.8% from Asia and 18.8%, finally, from America. The Session’s academic level was high with 63.6 % of participants holding a doctorate or post-graduate degree.

Invited lecturers (7 men and 3 women) who came from the Olympic Movement and tertiary education all had vast scientific experience of Olympic Pedagogy issues. The topics they developed were clear and included new elements and ideas. Moreover, discussions and interventions were substantial and contributed to the exchange of views and ideas and in-depth consideration of the different subjects.

The Session’s special theme was developed by the following lecturers: Professor Roland Naul (Germany), Simona Ionescu (Romania), Professor Vladimir Rodichenko (Russia), Dr Hermann Andrecks (Austria), Professor Dimitra Kout-

souki (Greece), Professor Conrado Duránte (Spain), Dr Michal Bronikowski (Poland), Nicole Girard-Savoy (Switzerland), Francis Gabet (Switzerland) and Professor Michael Krüger (Germany).

Top level officials of National Olympic Academies found the session's theme extremely interesting both during the meetings in the IOA's "Dimitrios Vikelas" conference center and during their participation in nine working groups (7 English-speaking and 2 French-speaking) where they discussed topical issues relating to the methodology, development and progress of Olympic Pedagogy before presenting their proposals at the Session's closing meeting. More specifically, the topics that were debated included, among others the following: how could Olympism and Olympic Pedagogy be integrated in each country's national educational system, methods for applying Olympic Pedagogy in today's society, the role of Olympic education in combating doping, cooperation among Olympic institutions, what could be the impact of Olympic values in the school system and society in general, the role of volunteering in improving Olympic education, etc.

Discussion groups proved to be the Session's core activity, with coordinators and participants using their time in a creative way. All participants were actively involved in the debate and enriched their knowledge.

The Session's evaluation that was conducted in Ancient Olympia showed on the whole that they had acquired useful qualifications for disseminating the Olympic idea.

The Session exceeded expectations in many of the areas that were evaluated. Attending Directors of National Olympic Academies expressed their satisfaction about its organization, the choice of topics, the lecturers and working group coordinators.

Organization was one of the Session's strong points with participants expressing satisfaction about all the sectors that were examined. They all agreed that organization was top level, there hadn't been any problems with their accommodation arrangements, the printed material was complete and the IOA staff always eager to help.

On the basis of this positive evaluation and resulting information, the following proposals could be made:

FOREWORD

- Keep up the efforts to have similar educational Sessions on the subject of Olympic education organized by the International Olympic Academy.

- Furthermore, because Olympic Pedagogy is a novel subject, further training on its teaching methods and techniques in the context of education should be provided.

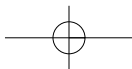
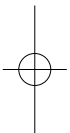
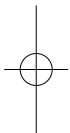
- More emphasis should be given to the working groups, more time provided for an experiential approach to Olympic Pedagogy questions and exchange of experiences and ideas among participants.

- Ensure better allocation of time, material and lecture presentation.

During the Session, from 4 to 8 July 2007, the members of the IOC Commission for Culture and Olympic Education held their meeting in Olympia. The President of the Commission, Zhenliang He and its members attended the work of the Session on the last day, when the conclusions of the discussion groups were presented. The President of the Commission warmly addressed the Session's participants inviting them to pool their efforts for the dissemination of the Olympic Ideal.

In conclusion, we would like, once again, to thank National Olympic Academies for the work they are doing in their respective countries and the International Olympic Committee and the Hellenic Olympic Committee for their unfailing support to the development of Olympic education programs. The objective of the International Olympic Academy is to help National Olympic Academies develop their own Olympic education programs, with emphasis on the cultural specificities and distinct features of their country.

Assoc. Prof. Konstantinos GEORGIADIS
IOA Honorary Dean



**Opening Ceremony
of the 9th International Session
for Directors of National Olympic Academies
ANCIENT OLYMPIA, 2nd June 2007**



Commemorative photo at the main stairs.

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

Today, 30 years after the establishment of the first National Olympic Academies, the primary aim of the International Olympic Academy and of each National Olympic Academy remains the enhancement and dissemination of the Olympic Ideal. In order to support the work of National Olympic Academies, the International Olympic Academy organizes since 1986 in Olympia special international sessions for National Olympic Academies, thus supporting their educational and cultural role, and it also develops international relations and cooperation projects with them on issues related to Olympism and the Olympic Movement.

Approximately 30 years after the establishment of the first National Olympic Academies, a number of objectives have been achieved in the field of Olympic education. Olympic education is now a widely accepted concept in the whole world and its ideas a subject of study and research in universities. Furthermore, today like never before the International Olympic Committee is lending its support to the work of the International Olympic Academy and therefore also to the activities of National Olympic Academies.

The Olympic Movement's cohesion and future course are defined by its humanist ideas. The cultural network of the International Olympic Academy, in cooperation with National Olympic Academies, is of pivotal importance for the propagation of these ideas worldwide. We have chosen for this year the theme of

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

“Olympic Pedagogy” for we realize that a new, rapidly developing, pedagogical discipline can provide us with the basis we need for the systematic promotion and teaching of Olympic principles.

In conclusion, on behalf of the Ephoria of the International Olympic Academy, I welcome you all to the 9th International Session for Directors of National Olympic Academies. I am certain that the proposals and experiences you will be sharing during this Session will make the methodology of Olympic Pedagogy richer with new ideas that will prove useful for its implementation.

I wish you every success in your work during the next few days.



Participants in front of the recently restored Philippeion during the guided visit to the archaeological site in Ancient Olympia.

**Works
of the 9th International Session
for Directors of National Olympic Academies**

ANCIENT OLYMPIA

Lectures

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



From the ceremony at the stele of Pierre de Coubertin.



Laying of wreath at the Pierre de Coubertin stele by the Section Manager of the IOC Olympic Solidarity and lecturer of the Session Nicole Girard-Savoy and the President of the Spanish Olympic Academy and Member of the IOC Commission for Culture and Olympic Education Conrado Durántez.

OLYMPIC PEDAGOGY AS A THEORY OF DEVELOPMENT OF ETHICAL AND HUMANISTIC VALUES IN EDUCATION



Assoc. Prof. Roland NAUL (GER)
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Olympic pedagogy: what did it mean to Pierre de Coubertin?

Today, there is neither a common definition nor an international standard article that precisely describes all aspects of the term and all facets of the objective of Olympic pedagogy. Even the term “Olympic pedagogy” is not commonly used by scholars and scientists as a global term in the same way as, for instance, “Olympic education” (cf. Binder, 2001). Whereas Olympic education describes teaching and learning about the Olympic spirit and Olympic ideals, Olympic pedagogy, in German-speaking countries at least, is understood as the theory – or at least as the philosophical-pedagogical background – of Olympic education for the purposes of learning physical, social, ethical and humanistic values and virtues in sport activities.

In certain respects we may assume today that Olympic pedagogy is somewhat like a theoretical or philosophical foundation for the aims and objectives of Olympic education. However, this assumption is not identical to the understanding of Olympic pedagogy in the writings of Pierre de Coubertin.

In his Olympic letter No. V, published in the Lausanne newspaper “La Gazette” in November 1918, Coubertin wrote: “This Olympic pedagogy which I

recently said was based at once on the cult of effort combined with the cult of eurhythm – and consequently on the love of excess combined with the love of moderation – is not sufficiently served by being glorified before the world once every four years in the Olympic Games. It needs permanent factories. The Olympic factory for the ancient world was the gymnasium. The Olympiads have been renewed, but the gymnasium of antiquity has not – as yet. It must be” (Coubertin, 2000, p.217). One can discuss whether the term “factory” is really appropriate for characterising an institution of education. But Coubertin was not thinking of real factories, just as the ancient gymnasium was not merely a factory for bodywork. Coubertin was thinking of new permanent places of education and exercise beside the Olympic Games to propagate the cult of effort and the cult of eurhythm to young people. In this Olympic letter he mentions “municipal institutions”, which “are going to play the foremost part in the world to come” (ibid) after World War I. And indeed, in the 1920s, in many European countries, schools and sports clubs became “permanent factories” for physical activities and sport education, which, since then, have at least been spreading the cult of effort.

Effort as a fundamental Olympic principle, which today is better expressed as “joy found in effort”, and the principle of eurhythm have indeed become two essential pillars of Olympic education. But the term Olympic pedagogy implies more educational tasks than just these two pillars.

Coubertin himself did not develop any system or further outline of what Olympic pedagogy meant to him. In the 1920s he more frequently used the term “pédagogie sportive”, which is the title of his famous book on physical education (1922). It is apparent that he used the terminology of “sport pedagogy” more after 1925 when he resigned from his IOC Presidency at the Olympic Congress in the city of Prague. But why did he not elaborate a theory or system of Olympic pedagogy? Even the term “Olympic education” was used by him less than “sport education”. This becomes clearer if we look at some of the other Olympic letters he published in the Lausanne newspaper “La Gazette” at the same time – in late 1918 and early 1919.

In letter No. IV we find his famous quote: “Olympism is not a system, it is a state of mind. The most widely divergent approaches can be accommodated in it, and no race or time can hold an exclusive monopoly on it” (Coubertin, 2000,

p.548). If Olympism is not a system of philosophical or pedagogical assumptions, then it is hardly striking that we do not find any theoretically based structure of Olympic pedagogy with Pierre de Coubertin. If Olympism does include divergent approaches, which may also change according to the cultural background as time goes by, then no unique system of Olympic pedagogy can exist without different approaches depending on the culture and the changing periods of societal developments. My interpretation therefore is: because the Olympic movement has changed rapidly during the last twenty years we also need, according to Coubertin, a new foundation for Olympic pedagogy today.

However and nevertheless, Pierre de Coubertin himself left us a number of baselines and essentials for his Olympism and for his vision of education in the spirit of Olympism.

In 1935, two years before Coubertin died, he referred to five principles of Olympism as a philosophical foundation. He alluded to these five principles of Olympism in his famous broadcast speech in 1935 (cf. Coubertin, 1966, pp.150-154 and Coubertin, 2000, pp.580-583).

The first and most essential principle is what he called the “*religio-athletae*”. Pierre de Coubertin assessed the athletes who participate in Olympic Games as “ambassadors of modern education” for the civilised countries who share with each other the religious spirit of sports as a means of moral character building.

The second principle is based on the “equality” of all human beings, as a further development of the mission “*citius, altius, fortius*” as a means of permanent striving for the individual self-perfection of athletes with the “freedom of excess” and the spirit to beat records.

The third principle is characterised with the term “chivalry”, as the behavioural pattern of men who compete against each other like the knights of the old days in the spirit of comradeship. In other parts of his writings Coubertin also used the term “fair play” to explain the meaning of chivalry.

The fourth principle is “truce”, with the idea of “rhythm”, which implies a specific time frame for the celebration of the Olympic Games, every four years. The idea of rhythm was linked with the desire for truce – to interrupt conflicts between countries and nations so that all athletes might participate in the Olympic Games.

The final fifth principle refers to “beauty”, the involvement of art and poetry as an element of the Olympic Games celebrations. This principle reflects Coubertin’s vision of eurhythm as another essential part of a harmonious development in education.

If we summarise these five principles we see that there is no clear system of Olympic pedagogy for Pierre de Coubertin. It is a mixture of the intentions of ethical and humanistic values for the development of Olympic athletes, a code of rules for their participation in the Olympic Games and a number of important elements for the ceremony of the Olympic festival.

Olympic pedagogy as a set of educational aims and objectives for school education

1983, when the IOC executive board decided to promote the foundation of National Olympic Academies, also saw the beginnings of Olympic education projects in many countries. Since that time the term “Olympic education” has become popular, and education programmes have been linked with schools as “factories of Olympism”, as Coubertin would say. In most countries the IOC Olympic Charter was selected as the foundation of Olympic education programmes. There are three “fundamental principles of Olympism” cited in the Olympic Charter, and these paragraphs are frequently chosen to identify the range and the purpose of Olympic education activities (IOC, 2004, p.9):

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles” (§ 1).

“The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity” (§ 2).

“The practice of sport is a human right. Every individual must have the possi-

bility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play” (§ 4).

These paragraphs of the IOC Charter can be characterized as a summary of the “constitutional demands of Olympism”, which of course do not describe a coherent system of Olympic pedagogy but rather the essential tasks for Olympic education programmes.

In Germany, however, the development of Olympic education programmes was closely linked with the writings of Pierre de Coubertin and his successor Carl Diem (1967) on the philosophical and pedagogical foundations of Olympism. To explain and justify the aims and objectives to achieve in Olympic education programmes the German sport pedagogue Ommo Grupe summarised five general principles under the headline of Olympic pedagogy. He has highlighted a couple of times five basic principles of Olympic pedagogy, which are translated here into English (cf. Grupe, 1993; 1997; 2001):

1. the principle of unity of body and soul, aimed at harmonious learning and holistic education;
2. the aim of individual self-fulfillment: “working for sporting perfection” as a “path to a better self”;
3. the ideal of amateurism as “training of virtue by means of worldly asceticism” with the aim of becoming immune to greed and materialism;
4. the ethical rules and principles of honesty and fairness; and
5. the task of promoting mutual respect between people and nations, with the peacemaking idea of the principles of sporting performance and competition (cf. Grupe, 1997, p.223).

To these five principles Norbert Müller (1998, p.393) added a sixth:

“The promotion of emancipatory developments in and through sport...” which include the “acceptance of all different forms of physical activities and competitive sports”.

Of course, these two foundations, the concept of Olympic pedagogy by

Grupe and the paragraphs of the IOC Charter for Olympic education do not contradict each other; indeed, when we employ the German approach of re-thinking the pedagogical heritage of the writings of Pierre de Coubertin and Carl Diem, they overlap. However, both foundations need to be examined theoretically and practically to see whether they are lacking in certain respects in educating young people today, with reference to their current socialization processes into sport, their present assimilation of the Olympic movement by mass media and today's aims and tasks of physical education at school.

Four Major Approaches of Teaching Olympic Education

Besides the two main foundations for Olympic education at school, we can identify four major teaching approaches world-wide from a pedagogical perspective (cf. Naul, 2002).

(1) In many countries the most popular and the dominant, globally disseminated approach is a “*knowledge based approach*” for teaching Olympic education. Many books, booklets and brochures, mainly published by National Olympic Academies, convey a national and international view on the ancient and modern Olympic Games in terms of names, dates and facts as appropriate for the age of the students. Geographical questions and discourses about Olympic ideals supplement and complement the reproduction of Olympic history as a means of transferring relevant knowledge of Olympism and the Olympic Games.

(2) This approach is very often supplemented by physical and social “Olympic Day Activities”. An “*experience-centred approach*” is linked to promoting meetings of groups of children and young people at sporting and cultural occasions, e.g. in the form of national and international school co-operation ventures, sports days with festivals and rallies, youth camps including special “fair-play campaigns” and get-togethers with students from other countries to learn from each other about the different national cultures. Norbert Müller (1998, 2004) has become a strong supporter of this approach to Olympic education.

(3) A third approach can be identified as a “*motor-skill-based approach*”. This approach is linked with the writings of Rolf Gessmann (2002, 2004) about Olympic education. His definition of Olympic education is this: “Olympic education is a sport-pedagogic doctrine that sees its educational potential in efforts to achieve a high degree of sporting performance for the individual through concentrated and systematic exercise and training” (Gessmann, 2002, p. 16). For Gessmann, individual sporting perfection is the basis for the development of social values, which depends on combative encounters with an opponent. The social potential of Olympic values is fulfilled only in a joint contest for individual perfection. Therefore, the basic pedagogic idea is not to determine which competitor has the better physical performance. This teaching approach is closely connected with an Olympic ideal that the IOC Charter describes as “joy found in effort” and Coubertin’s vision of individual self-perfection and personal self-fulfillment of the individual by the “*religio-athletae*” principle.

(4) A fourth approach of teaching Olympic education has become popular in recent years in Canada, Australia, New Zealand and the USA. This approach can be identified as a “*life-world-centred approach*”, which combines Olympic principles with the children’s and young people’s social experience in their daily lives. It understands Olympic ideals as a challenge to individual assignments in the overall context of the socialisation of social values for these children and young people’s moral behaviour patterns. A typical title of an Olympic education project supporting this teaching approach is “Be a Champion in Life” (Binder, 2000) – and not only in sport. This “life-world-centred” teaching approach has also become the baseline for the new OVED project of the IOC “Olympic Education Toolkit” introduced by Deanna Binder (2006) in Beijing at the 5th Olympic Forum in October 2006.

Re-thinking Olympic pedagogy and Olympic education approaches

The two traditional foundations, the historico-pedagogical foundations of Olympism dating from Coubertin’s writings, and the constitutional foundations repre-

sented by the fundamental Olympic Principles in the Charter of the IOC, exhibit a number of overlaps. The catalogues of principles underlying these two foundations have a number of things in common, such as their demand for “mutual respect”, “fair play” and other values. But the foundations also exhibit two common weaknesses: they both neglect modern characteristics of and current changes to the Olympic movement, and they both postulate their educational tasks without any link to individual educational tasks from the point of view of sport education and movement-socialisation of children and young people in their various spheres of life.

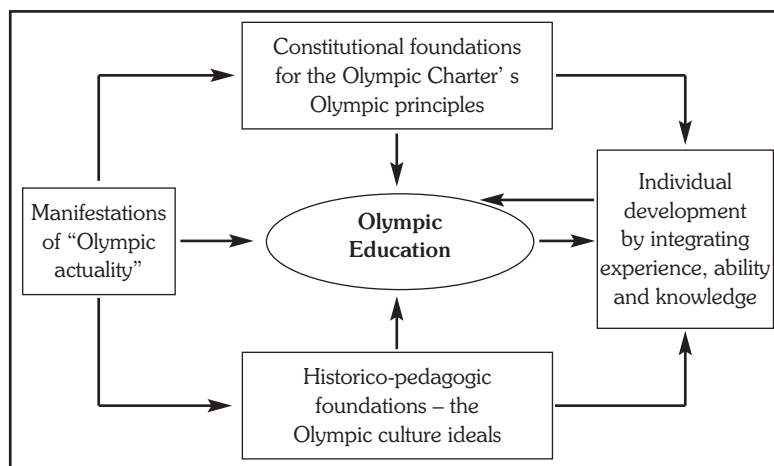
From this point of view, and considering modern manifestations of the Olympic Games movement and the problems currently encountered by children and young people growing up in their various life-worlds, these two traditional foundations no longer offer an adequate basis for formulating an appropriate perspective for Olympic education. For this reason, both of these approaches – Olympic pedagogy as a set of educational tasks, and the fundamental principles stated in the Olympic Charter – need re-evaluation. The relevant questions are: to what extent are the present-day Olympic Games and the current Olympic movement relationships included in educational demands, and to what extent are didactic transformations of Olympic principles represented into educational tasks.

As a consequence of our two criticisms we need to supplement the two traditional foundations with two additional aspects. The first of these takes into account the “manifestations of Olympic actuality”, because this relevance is necessary in order to re-legitimise the Olympic movement’s historically manifest humanistic and ethical values and may even lend them new accentuation, e.g. such as anti-doping education as an aspect of fair play.

The second supplement should be seen as transforming the constitutional and historico-pedagogic foundations in order to take into account the socio-cultural conditions which children and young people currently undergo, pursue and experience in their daily life and their movement, games and sports, and through which and about which they eventually encounter “their Olympic experiences” in sport activities and in their life-world. (cf. Naul, 2004).

An Olympic education in this sense is understood as an education that goes beyond the school as seat of learning, that depicts the school as just one educational setting among many. For Olympic learning we take the union of the three didactic concepts “experience”, “ability” and “knowledge” and integrate them into a global concept: Olympic learning as individual development within and through the individual’s life-world settings.

Fig. 1: The integrated didactic approach for Olympic education



Such an outline concept for Olympic learning includes our two supplements to the two traditional foundations and is described as an *integrated didactic concept for Olympic education*, whereby this “integration” is understood in a number of ways:

- As learning at a variety of locations that together embrace school and school sport, life-world and sport club, the world of sport and the Olympic Games as social settings;
- As learning in a number of subject areas at school, their individual didactic approaches being integrated to constitute an integrated Olympic education;
- As learning in the various forms of Olympic education, as the integration of experience, ability and knowledge.

Olympic pedagogy: Olympic learning in four subject areas

Our two supplements to the traditional foundations of Olympic pedagogy constitute an important basis for this integrated didactic approach to Olympic education. The following core educational task for Olympic education can be derived from this:

The integrative development of sporting, social, moral and intellectual education, which promotes individual sporting ability as accomplishment, as competition and as fair play, as a means of developing various positive social experiences and moral value orientations for the individual pupils. Experience of the ethico-moral principles of the Olympic idea in sporting activity, plus knowledge of moral behaviour and knowledge of the values and ideals of the Olympic movement, should enable pupils to experience and learn moral conduct in sport and should also convey knowledge about such conduct and shape their conscience for their daily life.

These two task complexes address standards and values in sport and in children's and young people's daily life. As an individual development task, children and young people should come to link *subjective sporting ability, social conduct, moral behaviour and Olympic knowledge* with the *objectively desirable, fundamental and historico-pedagogic, behavioural standards of the Olympic principles*.

Sporting effort, social conduct, moral behaviour and Olympic knowledge can be considered as four subject areas of an ascending spiral curriculum, i.e. each subject area is equally important, they are mutually dependent and thus complement each other. In this way they together define the integrated approach to Olympic education (cf. Naul, 2004).

Sporting effort defines the starting point for Olympic education in the area of learning motor abilities and sport skills. But sporting perfection for its own sake is not an Olympic learning objective: it aims to promote *social conduct* as a specific behaviour in both sporting encounters and in situations of daily life. Just as sporting perfection is the foundation for promoting social conduct and should be a concomitant of it, so is social conduct a basis or preliminary stage of *moral behaviour* as a general behavioural pattern. We cannot conceive of moral behaviour without a decision for or against something. Moral behaviour as a decision

requires a socio-ethical, cognitive substantiation. *Olympic knowledge* is not primarily a question of knowing dates and facts from Olympic history, but of knowing and grasping the significance of the Olympic idea and its ethical standards and humanistic values for one's own moral conduct in the face of conflicts or dilemmas. Thus, it deals with the individual's own answer to the question of why one should behave fairly and respect otherness.

1. Sporting effort

Sporting effort is the physical subject area in Olympic education. We understand the term "sporting efforts" to mean the development of general basic motor abilities and the promotion of sport skills and techniques. The objective here is to systematically promote these abilities, skills and techniques by means of a continual process of learning and exercise. The schoolchildren should *demonstrate* their individual *motor abilities and sport skills*, which gradually improve as they interact with other boys and girls in shared competition. And over the course of this shared *competition* for the best personal sporting performance, the concept of fair play serves as orientation, in effect as a mutually accepted threshold, ensuring that they always *behave fairly* to the other participants in any sporting competition.

2. Social conduct

Social conduct is a subject area that arises from sporting ability, and which supplements and complements sporting behaviours and orientations in a social context. By *seeking models* we mean seeking "good examples", as the Olympic Charter puts it, i.e. those from whom we can and wish to learn. *Life-long learning* could be described as the core activity that requires individuals to continually strive to perfect their personal skills throughout their life, both in sport and in everyday life. Here, learning is understood as life-long learning en route to personal "self-perfection", as Coubertin formulated the associated educational principle. In this sense, life-long learning as "self-perfection" presupposes the search for a "model", a "good example". In following such an example, we orient ourselves on a standard with which we can declare soli-

ilarity. Showing *solidarity*, in this context, means aligning our own personal social conduct to conform to a code of behaviour exhibited by other people, not only in connection with sport; viewing our own actions in concert with the behaviours of other people with whose social behavioural pattern we personally agree, and which we support by adopting it for ourselves.

3. Moral behaviour

A third subject area makes use of sporting ability and the associated social conduct to promote moral decision behaviour. There are rules for moral behaviour, in sport as in daily life, *rules* that sporting rulebooks define as particular dispositions for sporting behaviour and which, as such, must be *adhered to*. On the other hand, sport itself contains “unwritten” rules, that morally suggest certain behavioural dispositions in certain sporting situations. These “unwritten” rules of sport imply certain values as dispositions, as value orientations for our own actions in accordance with rules that build on our individual *acceptance of values*. Behaviours in sport and behaviours at school, at work and in everyday life are often fundamentally different. It is all the more important to accept values for our individual behaviour that do not incorporate any “double standards”, whether in sport or in other areas of life: in this way we demonstrate our reliability to other people. These values constitute the basis of shared behavioural decisions which include “mutual respect” and respect for other cultures and different national heritages.

4. Olympic knowledge

A fourth, rather more cognitive subject area, imparts Olympic knowledge, partly as a complement and supplement to the other subject areas, partly as a critical reflection of sporting perfection and the resulting social and moral behaviours, and partly as an intellectual analysis of the particular tensional structure of standards and values between idea (tradition) and reality (present day) in the world of sport and the Olympic Games. Here it is necessary to convey *knowledge* of the development of the *Olympic movement* and for this knowledge to be *acquired* by the schoolchildren, who should also use this necessary knowledge to

justify and substantiate their social conduct and moral decision behaviour. It is also necessary for them to gain practical experience of the *Olympic ideals*, by means of intellectual re-enactment and *understanding* to comprehend the intentions behind those ideals. Finally, this calls for socio-critical and self-critical reflection, *comparing* the extent to which those existing and perceived *Olympic values* that ought to govern sporting and social actions and moral behaviour are genuinely fulfilled, and what actual *reality* in sport and in everyday life conflicts with and possibly diminishes them (cf. Naul, 2007).

My final comment is a reminder of Pierre de Coubertin's vision and concept of Olympism and education, which he briefly described in his Olympic letter No III in October 1918. According to Pierre de Coubertin, Olympism is a state of mind, not a system. Nevertheless, he also described four major tasks of education in the context of the harmonious development of body and mind. Coubertin wrote: "...to distinguish ... only the body and the mind, ... is too simplistic, but rather the muscles, the understanding, the character, and the conscience. This corresponds to the four-fold duty of the educator" (Coubertin, 2000, 547). Well, if the educator is to have a four-fold task as his duty to educate in the spirit of Olympism, then the pupils will have a four-fold subject area of Olympic learning, to learn about the physical, social, moral, and mental domains of modern Olympism in physical activities and sports competitions, at their school lessons and in the other settings of their daily life.

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LEARNING MULTICULTURALISM AS PART OF THE SCHOOL CURRICULUM THROUGH OLYMPIC PEDAGOGY



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School can be defined as the setting where we learn diversity and multiculturalism as the culture of diversity, the culture of others. If Canada today is a multicultural nation under its constitution, today's Europe is a multicultural Europe and the Union expresses "the will of living together". Even though there are today several countries where cultural diversity is the outcome of immigration, and it is true that schools and sports grounds are the places where integration is achieved this is not the only source of diversity. School teaches people with a different culture, history, ethnic origin, nationality, mother tongue, religion, or people with other personal differences to live together. The role of sport in this whole integration process is quite apparent, and sociological theories do indeed attribute this role to sport, but our purpose is to determine whether Olympic pedagogy could take on this role within the process.

Educational values (in our case the values of sport and Olympism) are "culturally determined distinct social constructions that depend on the conditions, context and institutions" (Lenk 1987, Schantz 1996). We shall have to ask ourselves whether Olympism and Olympic education can, in today's multicultural schools, establish a link between the universal level and human diversity.

Firstly, we shall be highlighting the relationship between school and the pedagogy proposed by Olympism, and then we shall analyze the values proposed by

this Olympic pedagogy and its compatibility with or divergence from school pedagogy.

1. School and Olympic Pedagogy

What we want to do is consider the place of Olympism in education. First of all, I wish to underline the fact that all universities have not included Olympism in their curriculum as a separate subject, and that it is still part of the sports history course.

Bertrand Durning (1997) is wondering about the reasons for this resistance on the part of universities, the place where technical, practical and scientific knowledge is concentrated, to integrate Olympism in their curricula. One main reason might be the fact that Olympism is conceived as an ideology and today's societies do not trust any ideology. Pierre de Coubertin had described Olympism as "seeking 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" and that its goal is to "place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity". There couldn't be in these words anything more educational that responds to the expectation of a multicultural society towards its members who are so different.

Then, there are schools that have integrated in certain disciplines the values of sport as enshrined in Olympism; they teach for example to children fair play, respect for the others and for the rules, cooperation, mutual assistance and solidarity, the value of victory and defeat, communication with team mates and opponents or referees, courage and loyalty. These schools recognize in Olympism educational values, but until it is considered as pedagogy, there is still some way to go.

If the eclectic Pierre de Coubertin had struggled in order to introduce physical education in schools in 19th century France, it is possible that the work that remains to be done in the 21st century is to make Olympism known not just as a life philosophy for adults, but also as an essential learning for children as they grow up.

2. The educational values of sport and multiculturalism

The concepts of Olympic Education in the 20th century include:

- a) Man's harmonious development.
- b) The idea of achieving perfection through top performance within which artistic and scientific achievement should be at an equal level as sports performance.
- c) Sports activities should be implicitly linked with ethical principles such as fair play and equal opportunities and the wish to comply with all one's obligations, as well as the ideal of amateur sport that has been almost totally abandoned in today's international sport.
- d) The concept of peace and understanding among nations, expressed by respect and tolerance at the level of relations between individuals.
- e) Promotion of physical education through emancipation from and by sport.

The characteristic of our societies and of 21st century schools is the culture of diversity, learning to live with others who are not like us; all democratic societies defend the right to be different in whatever way. The advantage of sport, however, is that within its context tools have been found to attenuate these differences, and what's more methods have been developed that recognize the right to existence as such. If there are children for whom being different is linked to the colour of one's skin on the sporting field all these differences are erased because the value of internationalism has always been present since the beginning at the modern Olympic Games. The images of Olympic champions are always "coloured" images and the power of good example is still valid in schools.

Coubertin has analyzed the relationship between tolerance and respect. To tolerate the opponent and implicitly accept the differences of a colleague, which are too evident, is not sufficiently encouraged in the educational process. Even if, to a large extent, schools are lay institutions, the obligation to tolerate the religious practices of another person, his ethnic origin, his mother tongue is not sufficiently emphasized. To learn to respect the other, learn to live with all these differences in a sign of universalism, a value so dear to Olympism.

The idea of continuous human improvement is not an idea that belongs only to sport culture. It is present in all fields of life, as man is continuously competing with himself, with the others or with nature. One of sport's characteristics is that it welcomes such a confrontation, but competition can develop in other areas, science, art or music. Trainers, however, (coaches in particular) have a primary role, and for them human improvement is a very important process the purpose of which is not just to produce sports performance or athletes; through sport we produce human beings, and this is the purpose of Olympic education.

Olympic sports have their own, very precise rules, but there are also unwritten rules that one learns at the sports field. If a sport encourages a form of violence (combat sports are one example), this violence is a codified violence and through it we learn the dividing line between what is allowed and what is not, what is admissible and what is a fault, what is possible and what will incur sanctions. Citizenship is taught at school by means that have much in common with Olympism.

In today's culture of diversity, the process of integration includes all those who feel that they are different because of a physical or mental disability. The fact that the term disability has been replaced by *special needs* or *special educational requirements* is a clear sign of the evolution of the culture of diversity. Alongside school pedagogy, Olympic pedagogy has certainly contributed to this development through the Paralympic Games and Special Olympics.

Otto Schantz (1996) had warned against the risk of reducing Olympic education to the level of a more developed sports education because certain aspects of the values described above are traditionally to be found in the teaching of sport, and can be effectively incorporated in sports education, even without any reference to Olympism. This is why an "Olympic curriculum" should clearly define Olympism's specificity, and present the ideas of Pierre de Coubertin in a contemporary form (Müller, 1991), together with basic historical and educational considerations.

Another value that Olympism teaches is the value of the fatherland. To know one's own national and traditional values without becoming a nationalist or going to extremes, and transform today's child into tomorrow's citizen is also the school's mission.

We find the concept of “*religio athletae*” in Pierre de Coubertin, a concept that can still be very relevant in today’s secular society (Ionescu, 2005). All children do not receive religious education at home, religion is no longer passed on to the young generation; but even in a secular society values derived from religion can have some educational impact. Coubertin was pursuing educational goals through the revival of the Olympic Games and, similarly, all religions have educational and ethical aims.

The values of good and evil, freedom and solidarity are values that the Olympic Charter attaches to Olympic education:

- The blending of sport with culture and education is the foundation of Olympism.
- The goal of the Olympic Movement is to contribute to building a peaceful and better world, mainly through sports education.
- The IOC supports and encourages the promotion of sports ethics, fair play in particular, and for this purpose it gives its support to the IOA and other institutions, which devote themselves to Olympic education.
- Calls upon National Olympic Committees to promote Olympism in all educational fields and to take initiatives, for example within the framework of National Olympic Academies, in favor of “Olympic education”.

3. The future of Olympic pedagogy

Diversity is a source of wealth for mankind, a driver of evolution (Morin, 1973), and Olympic education can contribute to it “on the condition that no attempt will be made to erase cultural differences or to impose a uniform morality, such education or teaching could contribute to preventing sport from sinking into barbarism and excessive commercialization; thus losing its legitimacy as a means of education” (Schantz, 1996).

To be a citizen today means learning to live with others and respect their diversity. Olympism teaches the culture of diversity, and it is this value that makes it humane. To learn the value of citizenship, involves abiding by all the rules that

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respect people's differences, whilst giving them something to connect with and relate to.

To conclude, there are a few things that can help today's schools and Olympic pedagogy to succeed where other educational endeavors have reached their limits. The first involves the university and the knowledge that the Olympic Games can give us about the human being whom we must accept as such and not as an ideology. The time for ideologies is past and, as we've said before, our societies are secular societies and therefore the values of Olympism can spring from general rules.

The other involves the Olympic Movement and all the efforts made so far to gain access to schools. If knowledge that comes from the university is the consequence of an earlier process, the practical knowledge that Olympic pedagogy brings, comes before and represents all that has been achieved and what needs still to be done for Olympic pedagogy to find its place within general education.

SOCIAL VOLUNTEERISM AS PART OF THE SCHOOL CURRICULUM WITHIN THE OLYMPIC PEDAGOGY



Prof. Vladimir RODICHENKO (RUS)
Honorary Vice-President of the Russian Olympic Committee

Allow me, first of all, to sincerely thank the International Olympic Academy for the kind invitation to take part in the session and make a contribution here.

I'm also pleased with the subject of my lecture proposed to me by the IOA, because fifteen years of my service to the Olympic Movement in my country have been devoted to the formation of the Social-State System of Olympic education.

1. As a first part of my lecture, permit me to share with you my personal view on the notions of the title.

Some of them are commonly, even globally, recognized. At the same time the notion Olympic pedagogy, which is the special theme for this Session, is not so clear. Let us start with this notion, because it totally influenced the whole content of the paper.

First of all, may I refer to the Russian pattern of the Olympic education system, which is aimed at the promotion in schools of knowledge of the Olympic Games, Olympic Movement and Olympism. Its peculiarity is that it has been organized within the theoretical part of the school discipline "physical education". May I add, that it is used in many other countries in the same way.

That is why I'm of the opinion that at present we must use the notion

“Olympic pedagogy” strictly within the frames of Olympic education, that is only within frames of the theoretical part of the school discipline “Physical education”.

It seems to me that the approach to consider Olympic pedagogy as the methodology of Olympic education mostly coincides with the opinion of the Honorary Dean of the International Olympic Academy professor Kostas Georgiadis, who in his contribution to 5th World Forum on Sport, Education and Culture in Beijing considered the basic ideas of Olympic pedagogy as a guideline for the Olympic education programme implemented in Greece for Athens 2004 Olympic Games [1].

May I add that while speaking of the part of the physical activity norms and standards in the school curriculum of the discipline “physical education”, I’m strictly applying other notions, in particular, “sport pedagogy”, “pedagogy of sport”, “pedagogy of physical education”.

This means that in the context of this lecture “Olympic pedagogy” is the pedagogical theory, pedagogical methodology and pedagogical techniques of Olympic education.

Naturally, a lot of opinions about the term “Olympic pedagogy” exist. Of course, this diversity may be a subject for debate. But it is not a significant influence on the main aim of the present lecture, which is to determine a way to place the values of social volunteerism in the curricula and practice of Olympic education in schools.

Now, to the notion “social volunteerism”.

First of all, there are two more notions which sound and are spelt much like this one.

The notion “voluntarism”. It is defined in many sources as any theory that regards the will, rather than intellect, as the fundamental agent or principle of reality [2]. To be simple, this means a way of actions that is not based on both the theory and practical experience. Or, as we say in Russian, what my left leg wants. Like, for example, the obligation to cultivate corn in my former country, or the intention to include rugby-7 into the Olympic programme. Of course, this is far from the “ism” we will speak about.

The notion “voluntaryism”. This word, which has been in use since 1855, is

undoubtedly close to the topic proposed to me by the International Olympic Academy. The definition of this very “ism” is the principle or system of supporting churches, schools, or the like, by voluntary contributions or aid, independently of the State [3].

Now to the term “Social volunteerism” itself.

Let me start from the second part of this notion. Even in the Oxford English Dictionary, dated 1989, we have the second meaning of the word “volunteerism” with the note “North American” which I quote: “The use of volunteer labor, especially in the social services”.

According to “A Dictionary of civil society, philanthropy and the non-profit sector” by H. Anheier and R. List, the United Nations offers a definition of volunteering as “contributions that individuals make as non-profit, non-wage, and non-career action for the well-being of their neighbors and society at large” [4].

2. Now, I’ll come to the social volunteerism in sport.

For all of us the extreme importance of the activity in the area of volunteers’ support of the Olympic Games for the Olympic Movement is clear. It was explained in details at the International Symposium on Volunteers, Global Society and the Olympic Movement, staged November 24-26, 1999 in Lausanne, by the joint efforts of the IOC Olympic Studies Centre and Olympic Studies Centre of the Autonomous University of Barcelona.

I quote below some ideas from the Symposium Conclusions and Recommendations:

- recognizing the contribution of thousands of volunteers to the organization of the Olympic Games and other sports events, whether major or minor, in every corner of the planet;
- many aspects and dimensions of volunteers’ contribution, ranging from organizational support and provision of services to volunteering in economic and labour terms;
- a connection between the community hosting the Games and the Olympic Family;

- a need to set up concrete programmes to give greater visibility to Olympic volunteers;
- a possibility by volunteering in sport and the Olympic Games to make a very positive contribution to the phenomenon of volunteer service in general;
- a possibility by social volunteering to help the Olympic volunteer service by recognizing its contribution to the values of solidarity, participation, democracy and altruism that they share;
- the need for volunteer service to be translated into the various cultural, social and technical contexts, avoiding the tendency to interpret Olympic education from the perspective of western culture alone;
- a need for the phenomenon of volunteer service to be clearly integrated into Olympic education programmes as an example of the commitment of the Olympic Movement to the values of solidarity peace, equality, and participation that are characteristic of the volunteer movement in general [5].

I consider this last conclusion (a recommendation as well) as the key element in the very context of my lecture in which I'll try to explain the links between my national Olympic Movement and Volunteerism.

The Olympic Movement in Russia has welcomed the declaration by the General Assembly of the United Nations of the year 2001 as the International Year of Volunteers as well as its objectives of increasing recognition, facilitation, networking and promotion of volunteering.

In this context may I explain the very special meaning of the Russian equivalent of English word "volunteer". Its sound in Russian "доброволец", originated from the notion "добрая воля" which means "good will". Consequently, "volunteer" means in Russian "person of good will". I do believe that this makes the meaning of this term more attractive.

May I add that a very significant point of the Russian Olympic Movement involvement in social volunteerism was our participation in the Russian Volunteering Conference on November 22, 2001. On behalf of the Russian Olympic Committee, we stressed in our presentation that:

- the Olympic Movement is, without any doubt, the largest mass voluntary movement in the World;
- over more than a century, the whole system of sport competitions and sport itself are developing on the basis of non-governmental, that is voluntary, organizations;
- the decisive role in the activities of the national Olympic Movement that has been played by volunteers including members of administrative and technical bodies of federations, sport societies, Olympic academies, judges, volunteer-coaches;
- the special Statement was adopted by the Russian Olympic Committee, which aimed at using the International Year of Volunteers to support all categories of volunteers in their enthusiastic work.

May I conclude this part of my lecture with my opinion that:

- social volunteerism is a fundamental basis of both modern society and modern sport;
- voluntariness is a moral choice of an individual;
- social volunteerism is one more proof of a practical opportunity to form the global ethics.

3. I do believe that until now in no country social volunteerism in its totality is included well in the state school curriculum, but a path for this phenomenon to become a part of the curriculum exists. My task here is to make this path clear by means of at least one national model of Olympic education.

This is why, I would like to present to you the Russian country-wide model of Olympic education, which has been used in more than 60 thousand basic and secondary schools and in about 1200 higher education institutions.

When the Russian Olympic Committee was formed, your obedient servant began to develop and implement the Organizational and methodological concept of Olympic education in Russia. Since 1990, the concept has been formulated step by step in the ROC administrative documents and supplementary materials [6, 7].

At the federal, that is national, level, the implementation of the concept means interaction between the Olympic Committee and the Ministry of Education. At the regional and local levels this is a cooperation between regional Olympic academies and physical education and sport institutions, on the one hand, and educational institutions, on the other.

To make a concept not only an attractive idea but the real practice as well, the special Department of Olympic education was organized within the Russian Olympic Committee with Alexander Kontanistov PhD as its head.

Since 1993, the Social-State system of the Olympic education was formed in Russia for school children and students of higher education institutions by the joint efforts of the Russian Olympic Committee and the Ministry of Education. On March 5, 1994, a joint decree "On the Organization of the Olympic Movement and Olympic Games Studies" was issued by these two bodies. Since then the conceptual Olympic issues have been included in the State curriculum of education.

The main basis of Olympic pedagogy in Russia is two textbooks.

"Your Olympic Textbook" for 60 thousand primary and secondary schools has been printed, since 1996, in 16 editions with a total distribution of 451 thousand copies free of charge [8, 9]. The financial sources were of the Olympic Committee, its sponsors and some enthusiastic regional Governors. The textbook consists, apart from three historical chapters, of chapter four "Olympic Movement: principles, traditions, rules", and chapter five "The Real World Movement", which give an opportunity for social content.

The "Olympic Textbook for Students" for all 1200 higher education institutions was printed in three editions with total distribution of 12 thousand copies free of charge [10, 11]. And social content in this textbook, of course, was stressed as well.

I believe that the main aim at the area of Olympic education for NOCs and NOAs is to enter schools with the Olympic textbook. We may perfect the content of textbooks endlessly. But if you do not enter schools with a textbook for students it means that there is no Olympic education in your country.

Anyway, Olympic education is actively finding now its way into many nation-

al educational systems. I believe that it may have a place in the dissemination and implementation of sport's ideals in society that is comparable with sport itself. But its impact is totally dependent on the contents of this education.

I'm coming to the next part of my topic, that is the content of education.

4. There is a very commonly accepted maxim that says that sport is a model of society. May I add that sport is one of the educational models of modern society.

Two very simple examples:

First, there are laws, and there are offenders in society. There are competition regulations and rules in sport, and there are offenders.

Second, one of the most valuable principles of sport is the equality of chances. At the same time, this is the most valuable principle for democratic societies.

I'm of the opinion that one of the main aims of Olympic education, apart from an awareness of Olympic facts, figures and personalities, is an understanding of the real problems of society and the discovering of the complicated social life by young generations. The general social and pedagogical aim that we set ourselves as an object of Olympic education, is to create an image of the Olympic Games, the Olympic Movement and Olympism as a vivid, lively and memorable model for modern society with its structural, moral, aesthetic and legal standards and features.

This is why the vital interests and crisis situations of society should be clearly associated with the concrete items and facts from the Olympic Games, Olympic Movement and Olympism, which are the knowledge basis of the Olympic education.

Following this way, I have chosen for the contents of the Olympic education 32 socially important notions to be divided into two groups.

Group A relates to the whole social life: the national identity; the common to all mankind identity; legal State; civil society; universal ethical principles; fair play in everyday life; social values; social progress; progress of culture and civilization; democracy; tolerance; cooperation; development of society; humanistic ideals; social optimism; harmony and harmonious development of a personality; world

system of international associations; international social movements; social value of environment; xenophobia; discrimination; terrorism.

Group B relates to sport itself: sport as a social phenomenon; the peace-making essence of sport; the Olympic Games as the modern social project; the Olympic Games as an economic project; correct interpretation of spectacular sport; ethics of sport; fair play in sport; the phenomenon of rivalry and negative sides of sport; use of sport for political purposes; the need for a healthy way of life and sport practice.

It is quite natural that the above list is more an initial than a comprehensive one. But at least these 32 notions have to be demonstrated by examples from sport in the contents of Olympic education. So in this way Olympic education may be a real contribution to understanding social volunteerism, which has been reflected not in one, but in several of the 32 notions.

5. Coming to the place of volunteerism in the school curriculum, may I note, that in my country, like in many others, there are three components of the school curriculum:

- national (in Russia – federal), which is the most influential component;
- regional;
- school.

Speaking of the federal level, may I begin with the state curriculum basis of Olympic education in basic and secondary schools, which consists of:

- the federal component of the State standard of the basic common education approved by the Decree of the Ministry of Education of the Russian Federation on 5 March 2004, N1089, in which the didactical material “Olympic Games of antiquity and modernity” has been included. “Performances at the Olympic games of athletes from the Motherland and from abroad” has been also included;
- a model programme in physical culture for the basic common education in which the study of the following themes has been included: “History of the creation of the ancient Olympic Games in myth and legend. Common

knowledge of the History of the rebirth of the modern Olympic Games and the role of Pierre de Coubertin in their rebirth and development, the Olympic Movement in Russia, outstanding successes of the athletes of Motherland”;

- questions concerning the Olympic Movement which have been included in model lists of questions for exams in 9th and 11th forms.

Speaking of higher education, I permit myself to point out “The model programme of the discipline ‘Physical Culture’ in the federal component of the course of humanitarian and socio-economical disciplines in the State educational standard of higher professional education of the second generation” [12]. We have seen there the topic “Olympic Games and University Games” related to the second year of education.

So, the acting path to link social volunteerism with the school curriculum is as follows:

- State (federal) educational standards
- notion Olympic Games
- Olympic education in the form of the theoretical part of the discipline “physical education”
- Olympic textbooks content.

Now, let me illustrate this path with the actual material on volunteerism from the two textbooks.

First, from “Your Olympic Textbook” aimed at schoolchildren. From its sub-chapter “Olympic efforts” I quote:

“And do you know what the word ‘volunteer’ means?

It means the assistant, acting on voluntary basis, who is ready to do some valuable work for mutual benefit absolutely free of charge, just of sincere heart and good will.

An Olympic city needs many thousands of such good volunteers. And what is it – a volunteer? Let us listen attentively to the very sound of this word. Volunteer is a person of good will. It is a real Olympic sense. Organizers of the Games should also be concerned with the preparation of assistants-volunteers”.

May I comment on this example. Regular Olympic education in the national level curriculum is not aimed at the training of Olympic volunteers, but only at their motivation. But Olympic host-cities or candidates for host-cities include training of Olympic volunteers into regional and/or school components of curricula.

Another example is from the “Olympic Textbook for Students” aimed at higher education. I quote from its subchapter “International Olympic Committee”: “The IOC is an international non-governmental organization. ‘International non-governmental’ means that such an organization does not stipulate membership of the states’ governments or interstate bodies formed by the governments. This contributes to the relative independence of the IOC from such political influences that could proceed from intergovernmental associations or governments of some countries... We will stress that... in accordance with the Olympic Charter all national Olympic cells of the Olympic Movement – National Olympic Committees – should also be non-governmental and fully independent.

And what about the governing of the different sports? The International Sports Federations, staging the majority of the official competitions, world championships, for example, also are, following their own statutes, non-governmental organizations. And they demand that only non-governmental National Sports Federations become their members in the corresponding sports”.

I should comment on this quote. Of course, the IOC, international and national sport associations members are partly or even mostly the professional sport administrators. But in their capacity as voluntary association members they are unpaid volunteers who give to sport their intellectual potential and labour voluntarily, that is free of charge.

And social volunteerism is an affective area of teaching democracy and liberalism, which are very important factors for most effective models of administering in sport.

Unfortunately, not all categories of volunteers, who support sport, have been reflected in national Olympic education systems, even very advanced ones.

Two categories of them, as you know, are included:

- Olympic Games volunteers;

- members of governing and technical bodies of international and national sport associations.

The categories which are not (or not yet) included are:

- coach-volunteers;
- the referees and judges at most levels of competitions;
- financial donors. (I promise you, my Greek friends, to include into the next textbook edition, at least, George Averof's name).

Finally, may I tell you, that I have intended, as in my previous lectures here in Olympia, to make my paper mostly optimistic. But, as usual, there is a gap between an optimistic theory and actual practice. I understand that the main aim of the present session, including the discussion that follows, as well as the whole activity of the International Olympic Academy, is to decrease this gap.

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AIM, OBJECTIVES AND CONTENTS OF OLYMPIC PEDAGOGY



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When I was first confronted with the topic I was rather confused in spite of the fact that I had worked for more than 40 years in the field of education. Education is a phenomenon in which almost everybody feels to be an expert having experienced years of schooling him/herself or having been a parent, and, at least by this, one also knows the great gap between theory and practice. And as far as Olympism is concerned we find ourselves in a similar situation.

From definition pedagogy is the science, the theory of education and considering the practical part of it we could speak of the art of educating.

But is Olympic Pedagogy a theory in itself?

In terms of science it might be difficult to affirm this question. So far we do not have a full notion of the subject, we do not have a system of elements and theories by which we could inquire the normative, the scientific and the socio-political basis of a phenomenon called Olympic pedagogy. Maybe this lack is also an advantage as far as Olympism has not been stuck in a corset.

However, we are lucky to have a great number of indications, of references in many written contributions of Pierre de Coubertin in his never ending endeavour to promote Olympic education. In the Olympic Principles, a guideline for the IOC and the Olympic Movement, based on Coubertin we find two definitions of Olympism which we should keep in mind:

Fundamental principle No.2 says: "*Olympism is a philosophy of life, exalting*

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

And No. 3: *“The goal of Olympism is to place everywhere sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity. To this effect, the Olympic Movement engages alone or in cooperation with other organizations and within the limits of its means, in actions to promote peace.”*

One problem with the Olympic education is, that there is no legitimacy. While governments by their title are forced to care for the population of their country and therefore also to supply education for all, and while churches can oblige their members to follow the rules and to influence people of their beliefs, there is no such obligation in the field of Olympic education. There are no “members of the Olympic movement” who could be prompted to follow the regulations. And in spite of the fact that we are here meeting in the IOA there is no general school dedicated to Olympism. And therefore though there might be many similarities in the aims, goals and objectives with the syllabus of physical education we’ll have to take a different approach.

The aims and objectives e.g. in the Austrian curricula for sports education give differentiated answers to the question of what pupils should be able to do, to know and to have experienced in order to manage their health, their body etc. in our society, in sports, to live reasonably and act in a competent way and responsibly. They ought to be trained in key qualifications.

In this process the teacher is given the important task to harmonize the interests of the pupils with his own concept of education and that of society and future developments. Yet, the teacher is trained for this purpose, he or she has undergone an academic process of several years to learn about the why, the what and the how –to put it in a nutshell– of their professional tasks.

Which are the basic motives for Olympic pedagogy, or Olympic education from which the aim can be derived?

Why should we have Olympic education in schools, in clubs, in institutions? Is there a special need for it? Don't other subjects take care of the contents we want to sell as Olympic education e.g. physical education? The answer would lead us to the aim of Olympic education.

When Pierre de Coubertin argued for the reintroduction of the Olympic Games more than one hundred years ago, his objectives were primarily educational. Sporting competition between the world's youth was meant to promote virtues such as striving towards one's personal best, mutual respect, the ethos of amateurism and working together for a peaceful world. A well-balanced education through interaction between the body, mind and character was the goal that participants in sport were supposed to obtain.

The early Olympic Games had not yet great response in the public. However, with the development of mass media the interest in this phenomenon has grown very fast. Today, we can well say that there is almost no event that can draw more attention in the world than the Olympic Games. Coubertin probably sensed how strong the impetus of such games could become and therefore felt responsibility to generate the impetus for educational aims. One reason why the Olympic Games have become such important sports events is their basis on a set of ideals and principles which ought to be followed by the people organizing and participating in the Games. This spiritual background, called Olympism, is promoted not only by athletes and officials but also by many educators and organisations.

Since the Olympic Idea is constantly evolving, it needs continuous explanation both within and on behalf of our society. It is therefore not surprising that in its Fundamental Principles, paragraphs and rules, the Olympic Charter frequently stresses the educational aspects of Olympic sport.

For a long time olympic education was no topic of special interest. However, in the seventies of the last century issues of sports education and also Olympic education became more important. Reasons for this change might be found in the loss of old traditional values in society, in the increase of tendencies to violence going along with a lack of tolerance towards other nationalities and because of a more egotistical way of life involving also a loss of orientation.

In the world of sports you could find these tendencies in an increase of foul play, aggression and violence, in the greater influence of commerce and doping as well as in the instrumentalization of great sport events like the Olympic Games for show and profit.

Even in school sports you could notice a decrease of former “virtues” such as fair play, team spirit, the joy of effort and endurance (fun and short term events prevailing).

The Olympic Movement is therefore called up to help constructing a peaceful and better world by educating young people through sport. The Olympic education is considered to be a far-reaching pedagogical concept, closely linked with Coubertin’s ideas. N. Müller described it as “a combination of common experiences of a richer life development process through the practice of sport, through systematic efforts to improve sports performance, through social experiences based on fairness and cooperation and through accompanying cognitive experiences in the necessary discussions on Olympic themes” (Olympisches Feuer 1991, 3, pp. 49-53).

The IOC according to the Olympic Charter is to foster the promotion of sports ethics and fair play and support not only the IOA as the “Olympic education institution” but also other bodies that have made Olympic education their goal. The IOA ever since its foundation in 1961 has fulfilled this task with the many Sessions for students, officials and coaches and in the specific field with its Sessions for Educationists from 1973 onwards.

Another institution is the International Pierre de Coubertin Committee (CIPC). As the protector of Coubertin’s body of thought, it endeavours to promote careful interpretation and dissemination of his ideas. It has made its own contribution to Olympic education by holding International Youth Forums every two years since 1997 for students of Pierre de Coubertin Schools.

Other bodies involved with Olympic education are the NOAs which follow the IOA’s example by organising their own events and projects, as well as is the Foundation of Olympic Sport Education (FOSE); the EDI (Educational Design International), a professional body concerned with the development of educational programmes and projects; and the International Schoolsport Federation (ISF), which promotes Olympic education in a practical way by organising international

schoolsport competitions. The ISF officially declares that the Olympic principles should be followed in all its competitions.

Mention should also be made of the national educational authorities which have already fulfilled the Olympic Charter's recommendation that they "propagate the fundamental principles of Olympism at national level within the framework of sports activity and otherwise contribute, among other things, to the diffusion of Olympism in the teaching programmes of physical education and sport in schools and university establishments."

There is, however, as I pointed out the handicap of Olympic education that there is no professional teacher training in this field.

The objectives of Olympic education related to Coubertin and interpreted in several lectures by Ommo Gruppe can be comprised in five principles:

- Eurhythmmy, or the balance between body, mind and soul.
- Striving for the best performance.
- Amateurism. The joy of doing without material reward.
- Chivalry and fair play.
- Mutual respect and work for peace.

And these objectives are not restricted to any age group, but they are directed in slight differentiations to all of us. What it could mean in detail:

Ad 1) *Eurhythmmy*.

For top athletes fully engaged in the winning of laureals it is necessary not to forget the other realms of life and culture; for young sporting people not to neglect school as an important part of their later career. But it also means for all those that are far away from any physical exercise to do something for reasons of health, mental balance and social contact. (I think this is especially important for elderly people in order to keep up their mobility, their self confidence and their social integration).

Ad 2) *Striving for the best performance*.

It does not only mean records, top performances and good results. The main thing is not victory – except the one over oneself – but to have fought well. The utmost goal is participation, not in the Olympics but in the idea. It is the never

ending endeavour to improve, to become a better person by way of sports practice.

Ad 3) *Amateurism.*

Because of the problems with participants in the Games the IOC has pushed aside the question of being an amateur. Of course, preparation over years for an outstanding result requires full devotion of the athlete. And as the training process takes about ten years for full development sports people cannot work to earn a living besides. For this group the amateur status cannot be requested. However, amateurism is an objective to be cultivated highly.

It is one of the virtues without which sport could not be organized. Just think of the many small clubs, of the great number of enthusiasts who practice sports for the mere sake of it, and who pay to do so. And there are the millions that consume sports on television in daily, small talk; without their interest sport would be without audience, no spectacle; there would be no sponsors and great moments would lose their attractiveness.

In my opinion amateurism, or volunteering is a gift of individuals to society; it is an act of devotion to mankind and an asset to self estimation and sense of living.

Ad 4) *Mutual respect and fair play.*

Coubertin always defended the passion for life and the freedom of excess. A sport without risk and the opportunity to transgress one's own limits would make no sense. It is this freedom however, that shapes the character offering a great responsibility as to health, to honesty in the building of equal chances and to modesty in triumph.

Ad 5) *The work for peace.*

This principle is closely related to fair play and mutual respect. For Pierre de Coubertin it was an important issue taken up in many of his writings. The necessity of peace between individuals and peoples was a basic idea of Olympic education and the Olympic Games, and sports in general should serve this purpose. Sport has a simple language which is easily understood in our very complex society. In the field of sports people of the most different origin, religions and ideologies meet and accept each other in their being different. Mutual respect may come from getting to know each other, or from the same enthusiasm for a sport.

Of course, there are situations of conflict, but they have to be settled immediately. Team sports especially are a good chance to develop conflict solving strategies and to practice fair play.

The Content of Olympic education

Let me rather speak of methods, of the way in which Olympic education is structured, organized and brought to effect. There are a number of initiatives to contribute to Olympic education.

Olympic youth camps are among the oldest short-term initiatives that Organising Committees are urged to carry out by the IOC. It would be good if they were made compulsory. However, to the organisers' great credit, they also make considerable efforts to familiarise visitors with the Olympic principles by holding exhibitions, displaying posters, opening their own Olympic Museums devoted to the Games and organising cultural events.

A number of publications and brochures and activities also serve this purpose.

In Germany "Olympisches Feuer" is the longest-standing periodical. The Austrian Olympic Academy has produced over a dozen years twelve issues of "Sport in unserer Zeit. Arbeitstexte zum Verständnis der Olympischen Idee". The Spanish OA has published numerous reading books (*La Historia Olímpica*, *Historia y Filosofía del Olimpismo*).

The new East European republics are very active in this area too. The Czech OA has created an "Olympic Reader", Latvia a guide book on Olympic education, while the Hungarians organised Olympic summer camps and a nationwide Olympic quiz for schoolchildren. The Finnish NOC produced a video called "hand in hand" for schools. A unique action was set up by the Netherlands with a "Mobile Olympic Academy". A bus carrying a variety of informative material and visual aids visits individual primary schools in an attempt to enthuse the youngest schoolchildren.

There have been major efforts in various countries to promote fair play. Australia's Fair Play Code is particularly noteworthy, as are the initiatives in Belgium, Germany and France. The most comprehensive publication on the subject, con-

taining numerous interesting educational examples, is the Swiss Olympic Association's "Erziehung zu mehr Fairplay. Anregungen zum sozialen Lernen – im Sport, aber nicht nur dort." (D.Luther/A.Hotz).

Educational projects

A few years ago I made a survey of all the material I had got from friends all over the world on occasions like the one we are sharing here. Of course it is far from being complete, but it gives some insight of what has been done in this regard.

Only recently some institutions have begun to set up specific educational projects in the field of Olympic education. The first attempt was probably made by Canada in conjunction with the 1976 Olympic Games at Montreal. F. Landry reported on it at the 1977 IOA Session and urged other NOAs to carry out similar projects. Here are a few examples:

In Germany a project named "Mach mit bei der Schülerolympiade" (Join in with the schools' Olympiad) was linked to the Olympic Games in Seoul 1988, addressed many pupils and due to its success it was continued at each of the following Games.

Australia has also made huge efforts to provide Olympic education. To coincide with Melbourne's bid for the 1996 Games, the "Olympic Schools Project" was launched in 1990 in order to foster enthusiasm and understanding of the Olympic Movement. The teaching resources, which included excellent graphics, were intended both for elementary and in a more sophisticated form, for secondary schoolchildren. The project was repeated for subsequent Olympic Games under changing titles. The "Olympic 2000 School Strategy Project" e.g. contained information and ideas on the following themes: Olympic 2000 Overview, Network of Friendship Program, Pierre de Coubertin Awards, Adopt an Athlete Program, Recommended Sites to Visit, Student Projects, Ideas for Teachers, Resources and Coming Events.

Norway: Hosting the Olympic Games is always a major challenge for the organisers, even in the educational field.

Unlike many educational projects that are run by national institutions, the initiative for Olympic educational programmes connected with the 1994 Olympic Winter Games at Lillehammer was launched by local schools. A national, multi-media programme was developed on the basis of a project originally intended for the schools of the host city. Following an experimental phase with 9th grade pupils of Lillehammer three tapes were produced for three different age groups and master copies sent to every school in the country.

Ten school radio programmes on the subject were also broadcast for use in class. The success of this project could be seen by visitors of the Games and TV viewers in the sporting, fair attitudes of the enthusiastic Norwegian spectators.

Canada as mentioned above was the first country to implement an Olympic education project.

After 1976 several programmes were launched like “Junior Olympics” including a leadership developing program, an “Award Programm” a “Facts and Information” booklet, “The Olympics and Playing Fair”, “The Olympics, Something for Everyone” and others.

I would like to mention two more examples initiated by international bodies.

In 1995 the IOC Commission for the IOA and Olympic Education published a teachers’ handbook for a model Olympic education project under the title “Keep the Spirit Alive. You and the Olympic Games”. It was extremely useful for countries that have not developed any Olympic educational material of their own.

The Foundation of Olympic and Sports Education, an international body based in Greece has issued a teachers’ handbook of Olympic and sports education, the title of which is: “Be a champion in Life”. It should give interested teachers all over the world a foundation for inspiring young people about Olympism and teaching them sport in the Olympic spirit.

Content

The introduction to individual projects explains, in a varying level of details, the reasons behind Olympic education in schools. This is because teachers and head

teachers first need to be convinced that Olympic education should form part of school activities. It also promotes the various ideas contained in the projects resource book.

In terms of structure almost all projects distinguish between information, practical lesson plans (both aimed at teachers) and worksheets for pupils. Many brochures also contain hints on how to organise an Olympic school festival.

The specialist information usually begins with historical details about the ancient Olympic games, describing the important developments and influences, followed by information about the modern Games. Reference is always made to the founder of modern Olympic Games, Pierre de Coubertin, and to the objectives he had in mind when reviving them.

Since most projects are linked to current events, information on the forthcoming Games (Summer/Winter) is also given with references to the host country, host city, particular features of the Games and the social environment in which they are to take place.

Young people are especially interested in participants from their own country, which is why most brochures include a “patriotic section” devoted to previous national successes, sport idols and traditions.

Specialist information also deals with the Olympic Movement’s aims and messages, the Olympic institutions and symbols.

Educational projects spanning all the different academic subjects are ideal and this is easy to achieve in primary schools which adopt a holistic approach to education. However, when different subjects are taught separately by specialist teachers, Olympic themes are usually chosen on the basis of a link with the academic subject. A well-balanced, overall view can therefore be attained if the various subjects are combined.

All suggestions for individual topics or themes are meant to be ideas which individual schools or classes should be free to add to or alter. Teachers should be encouraged to use their creativity and schoolchildren their imagination, since these are an inexhaustible source of ideas for more ambitious projects.

A summary

Olympic education is a comprehensive concept, not prescribed, but wanted and necessary for a better understanding and conduct in the world of sports.

There are no special teachers of Olympic education yet, however, many convincing and enthusiastic educators, coaches and officials on the basis of their own experience and knowledge are eager to hand on the Olympic idea.

The aim is challenging: to convince as many people as possible by way of sports at any level for the task: to fully develop one's potential in physical, mental and social categories, for mutual respect, responsibility and love for peace.

As objectives, the following could be mentioned:

To be eager to learn, to make use of one's talents, to develop self consciousness, to have fun in achievement/performance, to respect and cooperate with others, to communicate also to clear conflicts, to act fair in sports and in every day situations, to be active in the individual organisation of life and in society, to take responsibility for health and environment.

The content (or the components) in this endeavour comprises everything that is offered by the syllabus, by the interests of the pupils and the inspiration of the teacher.

I imagine that at the end of our efforts, our lifelong learning – no, not at the end but on our way to this goal – the Olympic man might be found.

It is the man who has won by his sports activity a better understanding of his body, of its abilities, of its strength and its frailties, for the mastering of difficulties and the joy of success, and who by these experiences might have a better access to other people.

It would be a person who tries hard to fully develop his talents, not to impress others by this, but by way of these virtues to shape his/her world and to help others to master their lives by his example and his courage to fight for the good.

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THE EDUCATIONAL NEEDS OF SCHOOL CHILDREN TODAY IN RELATION TO PHYSICAL EDUCATION AND SPORT



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Laboratory of Adapted Physical Activity /
Developmental & Physical Disorders*

It is scientifically and generally acknowledged that physical activity is an important aspect of man's life and physical education an integral part of the official educational program (International Council for Health, Physical Education, Recreation, Sport, and Dance: ICHPER-SD, 2001). Physical education is education achieved through movement and physical activity that contributes to the overall development of young people (Pangrazi, 1997). Physical exercise is provided in schools through the physical education course, which is compulsory for all pupils, 7-18 years old, who participate in organized and controlled physical activities.

In teaching physical education, special emphasis should be given to the following objectives:

1. developing and maintaining fitness and increasing the level of activity (biological objective);
2. maintaining a good health condition (biological objective);
3. learning and improving a variety of motor skills for effective participation in selected activities (kinetic objective);
4. providing the necessary knowledge for the acquisition of motor skills and the practice of sports (movement objective);

5. encouraging socialization and peer interaction (social objective);
6. building a strong moral character through recreation, entertainment and the joy of success through performance (psycho-pedagogical objective)
7. developing a “hobby” for “lifelong exercise” (life objective)

These objectives can only be achieved through school physical education (Pangrazi, 1997; Koutsouki, 2001).

The importance and status of physical education in schools represents a worldwide challenge, because of the decrease in teaching hours devoted to this course, the interference of other cognitive subjects and activities, as well as negative interventions in physical education programs (ICHPER – SD, 2001). Unfortunately, physical education is not given the appropriate place in the general curriculum as evidenced by the fact that Greece, England and Ireland have the lowest percentage of school physical education in Europe with less than two hours per week. An international survey has shown that the largest amount of time for physical education is enjoyed by children 9-14 years old, which then decreases as they grow older. In Sweden, the time devoted to this lesson has been shortened to one third in the last decade (Sollerhed, 1999). Similarly, a teacher in Brazil reports that “for many years there were 3 or 5 classes each week in high schools... Now there are only one to two physical education classes per week” (International Council of Sports Science and Physical Education: ICSSPE, 2007).

According to international literature, the quality of physical education and school sport (PESS) depends on the goals, the results and the benefits of the program. There are five sectors, which relate to the development of children and young people and satisfy their educational requirements through physical education and sport. These sectors are now widely accepted internationally (by 167 countries) and cover:

1. Physical development.
2. Social development.
3. Lifestyle development.
4. Affective development.
5. Cognitive development (ICSSPE, 2007).

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Each of these sectors includes many thematic aspects and directions that reflect the different values and priorities of educational systems and individual cultures. For example, social development may be understood either as group co-operation or teamwork.

1. Physical development

It has been shown that school is a proper environment for structured sport and physical activity, with parents feeling safe and relieved from economic worries as nowadays fewer children can play games in extracurricular settings (ICSSPE, 2007).

The beneficial effects of physical activity on health have been highlighted by many research projects conducted mainly in the US, Canada and Australia (WHO, 1995; Jones-Palm & Palm, 2005). The relationship between physical education and health problems among children such as diabetes, blood pressure, obesity and skeletal abnormalities has been established. According to Pate et al. (2000), young people who took part in organized sports at school had lower smoking rates and were less likely to use drugs like marijuana, cocaine, heroin and hallucinogens, compared to those who had no sports activity. Other studies have shown that young people consumed less alcohol (Australian Institute of Criminology, 2000), ate fruit and vegetables and were less likely to be overweight (U.S. Department of Health and Human Services, 2004).

2. Social development

Social development has been associated with the practice of sport. Intervention studies, in particular, have shown positive effects regarding moral development, fair play and personal sense of responsibility (Romance, Weiss, & Bockoven, 1986; Gibbons, Ebbeck, & Weiss, 1995; Hellison, 2001). It has been demonstrated that girls' participation in sport improves body image, self-esteem and self-

confidence, as well as academic performance, whilst decreasing school dropout rates and the risk of depression (Girls, Inc, 2000). The Australian Sports Commission also considered whether sport and organized physical education programs have a positive effect on young people's antisocial behavior. Furthermore, crime prevention programs and strategies worldwide involve physical education and sport as deterrents to crime (Australian Institute of Criminology, 2000).

School sport is used to promote positive behavior and to inhibit negative behavior (U.S. Department of Health and Human Services, 2004). Children, however, who have not developed basic motor skills, may be excluded from participating in organized sport, which means that they will not be able to enjoy the experience of playing with friends and classmates because of the absence of these basic skills (Seefeldt, Haubenstricker, & Reuschlein, 1979).

3. Lifestyle development

A sedentary way of life has been identified as the main cause of coronary heart disease and linked to early mortality and obesity (Paffenberger, Hyde, Wing, & Hsieh, 1986; Sallis & Patrick, 1994). Research has shown that physical activity is an integral part of a healthy lifestyle.

It has been established that health habits learned during childhood often remain in adult life (Kelder, Perry, Klepp, & Lytle, 1994). Other studies have found that youth activities continue through adulthood (Kuh & Cooper, 1992; Barnekow-Bergkvist, Hedberg, Janlert, & Jansson, 1996), while sedentary lifestyle leads to diseases (Raitakari, Porkka, Taimela, Telama, Rasanen, & Viikari, 1994).

Pregnancy during adolescence and sexual problems are considered as some of the most serious social problems in the whole world. (WHO, 2004). Several studies have revealed that girls who participate in school sports and physical activity have lower pregnancy rates, engage in sexual intercourse less frequently, have fewer partners and begin sexual activity later than those who do not practice sport (Sabo, Miller, Farrell, Melnick, & Barnes, 1999; Reijer, Chalimba, & Ayazikwa, 2002; Wade, 1998).

4. Affective development

International studies have found that physical education has a positive effect on children's and young people's psychological well-being, although the deeper mechanisms that explain such effect are not yet clear (Dishman, 1995). In particular, children's self-esteem (Fox, 2000) and positive feelings about themselves (Leary, 1999) have been associated with physical education and sport.

In addition, reduced stress, anxiety and depression indicate that well-planned sports activities, can improve young individuals' mental health. Furthermore, when these activities are presented in an attractive way, participating in them may be fun for boys as well as girls (Bailey, Wellard, & Dismore, 2004).

5. Cognitive development

There is a long tradition and an ancient saying "*mens sana in corpore sano*", which affirms that a healthy body leads to a healthy mind. According to this tradition, sports activities at school may contribute to children's intellectual development (Piaget, 1954). Researchers contend that physical education at school can improve academic performance by increasing the flow of blood to the brain, mental awareness and also improve disposition and self-esteem (Hills, 1998; Thomas, Landers, Salazar, & Etnier, 1994). There is a positive relationship between intellectual function and physical activity in children as well as adults (ICSSPE, 2007). Recent researches have revealed that in many children academic performance improves when more time is devoted to physical education and sport during their school day (Sallis, McKenzie, Kolody, Lewis, Marshall, & Rosengard, 1999). In general, higher physical activity levels at school are linked to improved academic performance.

The educational needs of pupils, as experienced in today's multicultural societies, are summarized in seven (7) international standards qualified as fundamental by the International Organization for Sport and Physical Education (NASPE/AAHPERD, 1995). These standards have been adopted by UNESCO (United Nations Educational, Scientific, and Cultural Organization, 1978) and

the International Council for Health, Physical Education, Recreation, Sport, and Dance (ICHPER-SD, 2001), and are:

STANDARD 1: MOVEMENT COMPETENCY AND PROFICIENCY

«Demonstrate competency in many movement forms and proficiency in a few movement forms».

STANDARD 2: KNOWLEDGE AND APPLICATION OF MOVEMENT CONCEPTS

«Apply movement concepts and principles to the learning and development of motor skills».

STANDARD 3: HEALTH – ENHANCING FITNESS

«Achieve and maintain a health-enhancing level of fitness».

STANDARD 4: PHYSICALLY ACTIVE LIFESTYLE

«Exhibit a physically active lifestyle».

STANDARD 5: PERSONAL AND SOCIAL BEHAVIOR

«Demonstrate responsible personal and social behavior in physical activity settings».

STANDARD 6: UNDERSTANDING AND RESPECT FOR INDIVIDUAL DIFFERENCES

«Demonstrate understanding and respect for differences among people in physical activity settings».

STANDARD 7: PERSONAL MEANING DERIVED FROM PHYSICAL ACTIVITY

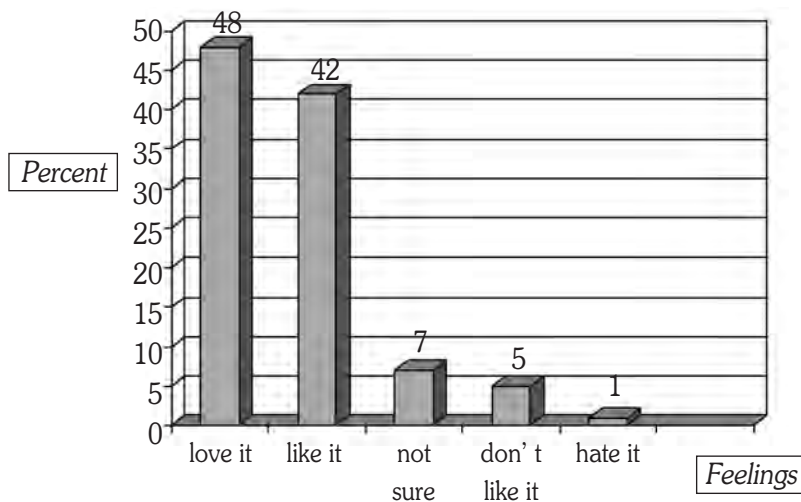
«Understand that physical activities provide opportunities for enjoyment, challenge, self expression, and social interaction».

Children's perceptions of physical education and school sport were examined in a recent study of the International Council of Sports Science and Physical Edu-

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cation (ICSSPE, 2007). The total sample included 4,232 pupils ($n = 4,232$) from Europe (England, $n = 1,034$), South America (Colombia, $n = 1,099$), Asia (Japan, $n = 1,266$) and Africa (South Africa, $n = 923$). The purpose of the study was to collect data on pupils' feelings about physical education and school sport, as well as data on their perceptive ability and opinions regarding the importance of the course in relation to the other courses the school curriculum. Their views on the results of their participation in the class were also recorded. The study has shown that, on the whole, responses concerning their feelings about physical education and sport were extremely positive. 86% of the school sample either loved or liked the lesson while only 6% stated that they did not like it or hated it. 7% of pupils were not sure what their feelings were about the class.

Figure 1.
Feelings towards PESS



Source: ICSSPE, 2007, p. 75.

The analysis of the data for each country separately indicates that the majority of pupils loved or liked the class (86% in England, 95% in Colombia, 78% in Japan, 84% in South Africa). The strongest expression of feelings towards the les-

son came from Colombian pupils and was attributed to several factors. Probably because young people in Colombia suffer from poverty, physical education and school sport give them “happiness, enthusiasm, leadership responsibility, fair play and self-control to achieve objectives”.

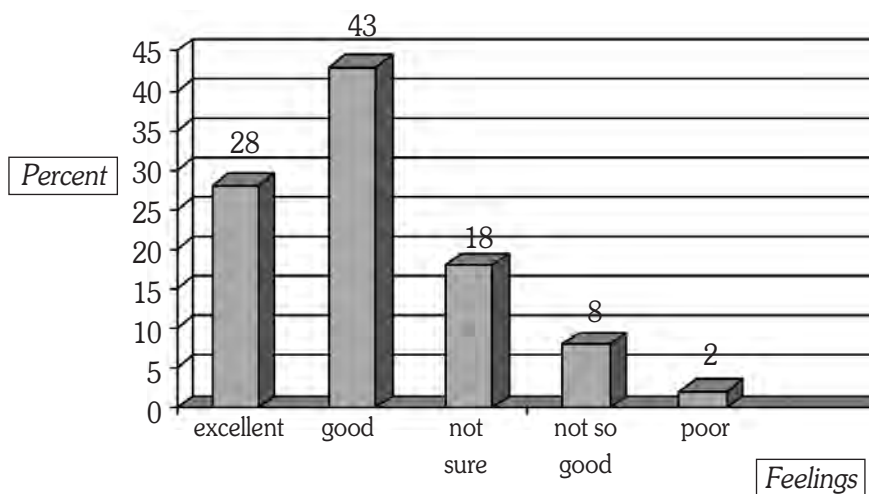
Table 1. Feelings towards PESS according to country

	(a) England		(b) Colombia		(c) Japan		(d) South Africa		(e) Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Love it	435	42	482	48	523	41	421	45	1.861	44
Like it	455	44	473	47	471	37	364	39	1.763	42
Not sure	90	9	15	1	155	12	61	7	321	7
Don't like it	35	3	28	3	91	7	26	3	180	4
Hate it	16	1	6	5	23	2	24	3	69	2
Missing	3	1	5	5	3	1	27	3	38	1
TOTAL	1.034	100	1.009	100	1.266	100	923	100	4.232	100

Source: ICSSPE, 2007, p. 75.

Moreover, 43% of pupils described their competence as “good”, while a significant percentage of the sample felt that it was “excellent/outstanding” (28%). 18% stated that they were not sure about their competence in physical education and school sport. A small percentage answered that they were not so good (8%) or had low or poor competence (2%).

Figure 2.
Perceived Competence in PESS



Source: ICSSPE, 2007, p. 75.

The importance of physical education and school sport (PESS) was then surveyed in comparison to the other courses on the school curriculum (Maths, Science, English, Religious Ed., Design and Tech, Citizenship, Foreign Lang., History, Art, Music, Geography). The national curriculum of British schools was used in the research as it includes the same list of classes for all schools and age groups, including the schools in Colombia and South Africa. The courses' list was slightly different in Japanese schools. Results showed that British pupils had varying views on the importance of the other lessons in relation to physical education and school sport. Colombian pupils were more positive, saying that the other lessons were equally or more important than physical education, In Japan and to a lesser extent in South Africa, pupils stated that physical education was as important as the other classes.

Regarding the curriculum's results, the majority of pupils in each country agreed that physical education and school sport had contributed to their remain-

ing fit and in good health (93% of pupils in England, 97% in Colombia, 86% in Japan and 93% in South Africa). In addition, a very high percentage agreed that physical education helped them to prepare for sports competitions and to be physically active, while a large number of pupils, (86%) from England, (88%) from Colombia and (82%) from South Africa agreed that they became a member of a team as a result of their participation in physical education and sport.

The research showed that the largest number of participants from all countries did not agree that physical education and sport helped them to do better in the other lessons (53% in England, 31% in Colombia, 46% in Japan and 26% in South Africa). Moreover, when asked about their favorite sport and how often they practiced it, answers varied in each country. In Colombia the most popular activities were football and basketball, in England gymnastics and in Japan dodgeball (ICSSPE, 2007).

Pupils generally reported that they particularly liked taking part in entertaining and recreational activities, games, as well as activities involving teamwork, which encouraged social behavior and improved their motor skills.

From the pupils' replies to the questionnaire it is obvious that physical education and school sport (PESS) can bring significant benefits. The qualitative and quantitative data show that pupils realize that the most important benefit from physical education and sport is fitness and health (ICSSPE, 2007).

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TRAINING AND PREPARATION OF PHYSICAL EDUCATION TEACHERS AND THE LEADERSHIP OF THE OLYMPIC MOVEMENT FOR THE TEACHING OF OLYMPIC VALUES



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Although this subject, as indicated by its title, has a broad application, it can be handled, nevertheless, only on the basis of reliable information and after an analysis that takes into consideration the specific situation of individual countries, Spain in this case, without precluding certain more general considerations, as I will be explaining below.

Before talking about education and teaching of Olympic principles, it is necessary to recall the level of knowledge about these principles that exists within society and the public at large. In my country, the view that generally prevails is that all things *Olympic* relate to the concept or characteristics of excellence, even though this colloquial understanding is generally expressed in negative terms. Indeed, when someone is not at all interested in an issue we say *pasa olímpicamente de él* (“is olympically indifferent to it”) and when we want to express arrogance, disdain or contempt towards a person or situation, we use the expression *adoptar un olímpico desprecio* (“feel Olympic contempt”)¹.

At the level of conceptual specialization we also find mistakes with respect to the correct and official definition of Olympism, which is considered as a blend of

1. *Diccionario de la Real Academia Española*. 2001. Page 1098.

sport and culture, when it should be sport itself that generates culture.² Olympism should be conceived as a philosophy of life that uses sport as a means to disseminate its principles of education, pacifism, democracy, culture and ecology.³ The Olympic Ideal relies on three fundamental principles: non discrimination, the pursuit of peace and man's mental and physical development through sport.

Ignorance of information about Olympism or Olympic issues reaches its peak when it comes to the founder, Pierre de Coubertin, whom I had personally described at the time as *the most misunderstood famous figure in history*.⁴

Two anecdotes on the absence of knowledge about Olympism one finds among sports leaders and journalists. In 2001, I was in Vigo for the promotion of a school campaign focusing on the figure of Pierre de Coubertin, which included the distribution of an information brochure; I met on that occasion a colleague from the Olympic Committee, the President of an Olympic Federation. When he wanted to know what I was doing in Vigo, I explained that I was responsible for an educational campaign on Pierre de Coubertin. "What?", he asked. A campaign, I repeated, on Pierre de Coubertin. "Who is that?", he asked.

In November 1991, I was in Caracas (Venezuela) for a conference organized by the capital city's Bar Association on Coubertin's humanism. At the end of my presentation, a journalist of a certain age came to me and after congratulating me profusely on my speech from which he had learned extraordinary things of which he was totally unaware, he praised the extraordinary figure I had described whom he did not know of ... Pierre Cardin!

These two little stories confirm the very limited knowledge in society about the principles of Olympism and its values, to say nothing of the humanitarian dimension of its founder.

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3. Duránte, Conrado. *El movimiento olímpico moderno y su filosofía. El ideario*. Madrid, 2002. Page 11.

4. *Coubertin de, Pierre, ce méconnu*. International Pierre de Coubertin Committee, Lausanne, Switzerland, 1988.

So, how can we inform teach and educate physical education teachers and sports administrators about Olympic principles?

In the case of the former, their curricula do not include any course that deals concretely with Olympism, and the Olympic phenomenon is generally considered only in relation to the Games, as an additional annex to the teaching of the History of Sport. This absence of knowledge on Olympic values is a deplorable gap in the knowledge of future professors or competition coaches for whom today, as a result of a generalized trend towards Machiavelism in sport, everything focuses on the objective of victory. Pierre de Coubertin had already warned us in 1920 against such absurdity:

*Progress in sport, technical progress in particular, has never stopped since sport found its place in the field of education. Let's make sure that technical views will not override educational principles... it wouldn't be progress if scientific pedantry were to invade this field and sports teachers mostly concerned with the search of a method, a training model for the muscles, were to develop into exclusive proponents of physiological Jacobinism.*⁵

It would also be advisable to include in the physical education curricula a course on Olympism, including the study of its historic progress and its philosophy, as well as the values it expresses, as recommended in the Olympic Charter.⁶

In Spain, we have adopted a system under which we always organize the official seminars of the Olympic Academy for the selection of the students that will be coming to Olympia in physical education departments, with the view to *investing in those who will be sowing later*.

Moreover, the Spanish Olympic Academy, the first national academy that was established to work with the International Olympic Academy on 25 November 1968, under the auspices of the National Institute of Physical Education in Madrid, as the first school of physical education in Spain, which had at its first seminars among its lecturers the prestigious deans of the International Olympic

5. Coubertin de, Pierre. Speech delivered at the opening ceremony of the 18th Session of the IOC at the Antwerp Town Hall. In *Ideario Olímpico*. Madrid, 1973. Page 139.

6. Olympic Charter in force since 2004. Rule 28-2-1

Academy Otto Szymiczek, Prince George of Hanover and Frantz Lotz among others.⁷

However, even after these 39 years of activity, we realize that the physical education schools in Spain are able to propagate the Olympic principles among their students thanks to the official or occasional seminars scheduled by the Spanish Olympic Academy and also with the help of the books on Olympism published by it, as there are very few publications on Olympic subjects compared to the abundant literature on sport in general. This is the reason why university students who enroll in the courses of the Spanish Olympic Academy receive, in addition to an attendance certificate, a series of publications on Olympism.

Since 1989, the establishment of Centers for Olympic Studies has given a new impetus to the dissemination of Olympism in universities. These Centers operate as permanent regional Olympic academies, on the basis of a cooperation agreement concluded between the University and the Spanish Olympic Committee and Olympic Academy (SOC-SOA), under which the two institutions undertake to conduct dissemination and research activities on Olympic values, within the above academic framework and to contribute to the expenses incurred by the university and the SOC-SOA.

At present, these agreements have led to the establishment of the following centers:

1. Autonomous University of Barcelona, 28 June 1989
2. University of Coruña, 2 May 1990
3. University of Granada, 6 April 1995
4. University of Cáceres, 6 March 1996
5. University of León, 12 March 1997
6. University of Almería, 14 July 1998
7. University of the Basque Country, 20 February 1999
8. University of Murcia, 12 April 2000
9. University of Santiago de Compostela, 17 May 2002

7. Durántez, Conrado. *Las Academias Olímpicas Nacionales*, Madrid, 2001, pages 42-43, 21-25.

10. University of Seville, 4 November 2003
11. University of Cordoba, 8 March 2005
12. University of Alicante, 4 October 2005
13. Rey Juan Carlos University of Madrid, 24 April 2006
14. University of Valladolid in Segovia, 9 May 2006
15. Autonomous University of Madrid, 16 June 2006
16. University of Valencia, 2 July 2006
17. European University Miguel de Cervantes de Valladolid, 21 July 2006
18. University of Cadiz, 26 September 2006
19. Alfonso X El Sabio University, 20 December 2006
20. Municipality of Noja, 2 February 2007
21. University of La Rioja, 14 February 2007.

Students who attend the courses on the dissemination of Olympic values organized by the Centers for Olympic Studies (COS) can choose between three options and receive at the end an attendance certificate.

Each new COS receives from the SOC-SOA reference material on Olympic issues that is progressively enriched with the publications issued by the SOC-SOA.

The COS's establishment and operation procedure is presently used as a model by the members of the Pan-Iberian Association of Olympic Academies, which have received on their request, a version of these Agreements in order to set up similar institutions in their country.

COS operate on the model of the Spanish Olympic Academy, inspired by the words of the poet Antonio Machado: *no hay camino, se hace camino al andar* ("there is no path, it is opened by walking").

The work of COSs, encouraged and supported the SOA, is of fundamental importance as they represent centers for the continuous dissemination of Olympic values, at university level, in the different sectors, with the view to coordinating the latter's activities, developing a common strategy and obtaining financial resources for its implementation. The SOA has thus organized at the University of Granada, the 1st National Congress of SOCs, on 21-23 March 2007, with the participation of 20 Centers.

Again in the academic context, I wish to underline the establishment, in 2003, at the Camilo José Cela University of Madrid, of the Marques de Samaranch chair of Olympism during a solemn academic ceremony, which is entrusted with the organization of courses for the propagation of Olympism, at higher level, as well as the establishment of the International Olympic Chair at the Center for Olympic Studies of the Autonomous University of Barcelona, that has wide-ranging activities, including many conferences, seminars and publications.

Regarding the Olympic education of sports administrators, the task is more complex. At personal, as well as general level, the presidents of federations or big clubs are supposed to know everything about sport, but their knowledge is often limited to matters of organization and competition for their sport. On the other hand, the work schedule of the leadership of major clubs and federations does not give them much choice, over and above their statutory obligations, which do not of course include education and teaching of Olympic values.

In this respect, we should underline the fact that last year, in 2006, the SOA launched a unique initiative for the promotion of Olympic values in the field of professional football, following a number of agreements signed by the SOC-SOA with FCs Atletico (10/10/06) and Real Madrid, Santander's Real Racing Club (29/11/06) and the Spanish Professional Football League (02/11/06), with the view to disseminating Olympic values among the administrators and athletes of these clubs. To this end, in cooperation with the IOC, a small manual, *"Olympism and Sport, Values and Symbols"* that bears on its cover the emblems of the SOC and the logos of the relevant clubs was issued in 140,000 copies. On 17 and 18 October, Madrid's Atletico FC, in cooperation with the SOA, organized a Congress in the SOC's facilities on Olympic values and another on Olympism and Art, convened on 22 and 23 May at the Prado Museum.

The above views are based on personal experience, from seminars on Olympism held in the 27 member countries of the Pan-Iberian Association of Olympic Academies (PAOA).

Having outlined the possibilities that exist for promoting Olympic education in the above mentioned institutions, it should be clear by now that the main instru-

ment for teaching Olympism is the Olympic Academy, whose work and regulatory framework we shall now present.

The IOA was created in 1961 and the first NOAs appeared in 1968. On 16 July 1990, the OA as an institution was given for the first time a regulatory framework in the Olympic Charter during the IOC's 96th Session in Tokyo. Rule 31 of the Charter was extended in paragraph 2-1 that lays down that the NOCs main mission is to propagate the fundamental principles of Olympism at national level and its diffusion in the teaching programmes of physical education and sport and to see to the creation of institutions, which devote themselves to Olympic education: *"In particular, they concern themselves with the establishment and activities of National Olympic Academies"*. In accordance with the provisions of the Olympic Charter, in its version that remained in force until 4 July 2003, the OA created the *Official School for the propagation and teaching of Olympic ideals and values* both at world level, in cooperation with the IOA (rule 2-15) and national level for the establishment and promotion of NOAs by NOCs.

This wording has been modified, however, following the amendment of the Charter's text (the relevant provision is now Rule 28-2.1, which has come into force since 2004), restricting the role of official school of Olympism entrusted to the Academy since, under the new wording, NOCs now encourage *the creation of institutions dedicated to Olympic education such as National Olympic Academies, Olympic Museums and other programmes, including cultural, related to the Olympic Movement*.

As a result of this, the Academy which had enjoyed before a predominant and specific role saw itself included in a broader group of similar institutions.

On the occasion of the meeting of the IOC's Cultural Commission, in Bangkok on 27 April 2005, I expressed my consternation regarding this deplorable change and the Commission accepting my recommendation proposed to the IOC an amendment to the rule in order to reintroduce the original version.⁸

In summary, we can conclude that:

8. Duránte, Conrado. *La Función de las Academias Olímpicas Nacionales*. 5th World Forum on Sport, Culture and Education. Beijing, 22-24 October 2006.

1. NOAs are official schools that devote themselves to the propagation and teaching of Olympic values, that NOCs, as the IOC's delegations, are the trustees of the Olympic Ideal⁹ and that NOAs are institutions that are part of this overall structure.¹⁰
2. The diffusion and teaching of Olympic values, both at university and at sports leadership level, are basically the duty of NOAs, without of course forgetting the need to propagate and teach these values in the schools, a mission of fundamental importance during this particularly sensitive learning phase; we should not forget that all battles in life are lost or won in school and those that were not confronted during that period will prove very difficult to conquer later. Pierre de Coubertin, in his educationist's role, agreed with this when he stated in 1886 that *education should be ... life's preface* or, two years later, speaking of the values of sport in school, a *pleasurable process of ethical and social education hidden under the cover of school sport*.¹¹
3. NOAs should receive the necessary assistance and support, in accordance with the Charter, a task of which some NOCs are not always fully aware. It would therefore be important and advisable, for the efficient operation of NOAs and the establishment of Academies where they do not yet exist (officially there are at present only 133 NOAs and 202 NOCs), that each year, Olympic Solidarity allocates a *specific* amount for the NOAs activities, on the condition that this money will solely be used by the Olympic Academy for the diffusion of Olympic values and the history of Olympism and not for any other purpose.
4. NOCs that wish to establish an Olympic Academy could receive advice from an expert nominated by Olympic Solidarity who would travel to the country to provide training to NOC members for that purpose.

9. Coubertin de, Pierre. *Les dépositaires de l'idéal olympique*. Speech delivered by Pierre de Coubertin on 24 June 1908 in London. In *Esprit Olympique*. Pages 36-39.

10. Duránte, Conrado. *La Academia Olímpica Internacional*. Madrid, 1988. Pages 41 and ff.

11. Duránte, Conrado. *Pierre de Coubertin y su ideario*. Madrid, 2001. Pages 23 and 24.

It would also be useful if an expert, remunerated by Olympic Solidarity, were to participate in the official courses of NOAs in order to work together with the country's lecturers. This expert should have been a sportsman and have academic qualifications of an appropriate level.

ANOC's publication *National Olympic Academies* available in three languages (Spanish, French and English) aims to be a useful guide for NOCs wishing to establish their Olympic Academy as it contains information on the profile of a National Olympic Academy, its creation process, its scope of action, its curricula, etc.

As mentioned before, the disproportion between NOCs and NOAs is obvious and it is known that for 202 NOCs today there are only 133 Academies officially in existence.

5. The promotion of NOAs on the basis of linguistic or cultural affinities finds its positive implementation in the Pan-Iberian Association of Olympic Academies founded in Madrid, in 1990, with only five active NOAs as members (Argentina, Spain, Portugal, Ecuador and Peru). Within ten years of activity and with the support of Olympic Solidarity, the Association has contributed to the establishment of 15 OAs in this region where there are at present 27 Academies which, apart from the Academies of Spain and Portugal include the NOAs of the following countries: Andorra, Angola, Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Chile, Ecuador, Salvador, Guatemala, Equatorial Guinea, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, the Dominican Republic, Sao Tomé, Uruguay and Venezuela.

The Association's congresses held every two years have helped all member Academies to become really operational. The 9th congress was convened in 2002 in the city of León (Spain), the 10th in San Juan, Puerto Rico in 2005, the 11th in Seville in 2006, while the 12th congress is scheduled to take place in Sucre (Bolivia), in 2008.

In this respect, in the context of the efforts for the promotion and development of NOAs through a common language, the organization of a seminar in Benin (Africa) on 1-8 December 1997, with the support of the

Olympic Committee's international cooperation department and thanks to the valuable help of our colleague Mario Francisco, proved to be a highly edifying experience. 25 representatives from 9 French-speaking West African countries (Togo, Mali, Niger, Benin, Ivory Coast, Burkina Faso, Mauritania, Equatorial Guinea and Senegal) received information on the objectives of the Olympic Academy, the procedure for its establishment and its operation resources. The outcome of this seminar was the creation of a number of academies, in Niger and Senegal among others. The proposal to set up an Association of African Olympic Academies was taken up again during the first continental seminar in Cairo (27-30 March 2001) as several African countries had indicated their interest. It would be important that our African colleagues decide to create an Association of African Olympic Academies as this would certainly have a decisive impact on the establishment, promotion and operation of Olympic Academies on the continent, following the example of the work presently under way for the creation or an Asian Association of Olympic Academies.

6. The efficient operation of NOAs facilitates and improves the work of the International Olympic Academy in Olympia (Greece), which is assisted and supported by the Hellenic Olympic Committee and the International Olympic Committee and which governs at world level, the mission and activities of NOAs¹².
7. NOAs should undertake to guide the operation and activities of COSs which might be established in their countries because if these institutions include the term of Olympic in their denomination, in accordance with the definition of the Olympic Charter and national legislation, they must be established with the consent and authorization of the NOC of the country concerned and it will be important to ensure that the Olympic phenomenon will not be studied as a lab specimen but as a lively, exciting and participatory philosophy.

12. Durántez, Conrado. *Creación impulso de las Academias Olímpicas Nacionales*. General Assembly of AC-NO, Athens, 22-26 June 2004.

A CRITICAL REVIEW OF COGNITIVE, VISUAL ARTS AND KINETIC METHODS OF TEACHING IN OLYMPIC PEDAGOGY



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Into the Olympic Matters

The change from the primitive forms of existence, based on no other regulations than natural survival instinct, which was common to all biological world, towards well-established and respected regulations existing nowadays in almost all spheres of life (sportification of life) seems to be one of the biggest cultural achievements exclusive to mankind only. No other domain of human activity has produced such outstanding values accepted and functioning in general cross-cultural and cross-national dimensions. At the same time de-sportification of sport values alerts all those worried about human mankind condition.

Olympism is one of the fundamental cultural achievements of human civilization. It is an abstract (but philosophical) concept, which needs to be considered on two equally important levels:

- 1) values and ideals recognized and accepted over centuries (lasting cultural achievement of human civilization),
- 2) widely accepted values (especially by sportsmen and youth), which can be an ideal starting point for global education based on Olympism.

However, recently the idea of Olympism has been threatened and endangered by negative life influences such as: discrimination in law, “winning at all cost” syndrome, approval of aggression or dependence on politics and media. At the same time growing ignorance of fundamental life principles such as: respect to other people and their efforts and work, right to individual dissimilarity, honesty and responsibility for the life of oneself and other people, with simultaneous sportification of many spheres of life, has two parallel sources: natural (biological) selection and educational ignorance and incompetence. And in my opinion, this is where Olympism can contribute a lot with its Olympic pedagogy and education. According to Nissiotis [1981, p.47] “Olympic education has to face here one of the most difficult problems today. The difficulty is that one cannot and should not oppose in the name of ancient philosophy and coubertinian thinking this philosophical development or defending Olympism and its spiritual value. Apart from the fact that, tactically, this would have been a serious error, the nature of Olympism as an ideology is beyond all kinds of political or economic ideologies or schools of philosophy. The value of Olympic Movement and education consists precisely in the fact that it is never against anyone who is of good will and works in the service of humanity and its progress both in the intellectual and material aspects of human existence”.

There are two ways of promoting Olympism in the world:

- 1) in countries organizing Olympic games it becomes an integral part of the Olympic preparation schedule.
- 2) Olympic education programs (regular or occasional) in other countries having some associations with the Olympic movement – mainly through academic staff involved in works of International and National Olympic Academies and some research study in that area.

But today the most difficult seems to be the “battle” for establishing universal standards of cultural behavior codes common at the international level and accepted by the nations and cultures. And I believe there is a chance for Olympic education (with its well-established and world-wide recognized values) to serve as a theoretical framework and to develop practical, pedagogical tools upon the experience-based learning strategy.

In some countries National Olympic Committees have already developed and published educational packs based on Olympic ideas. Some are in a wide range of subject areas including: art, language, mathematics, geography and physical education (ex. The British Olympic Association Education Pack, 1996). Others cover even more areas: music and movement, creative dramatics, games, social studies science, health/maths, arts and crafts and even cooking (ex. Share the Olympic Dream – Volume 1, USA Olympic Committee, 1995). In the Olympic Resource Kit produced by the Canadian Olympic Association students take an “imaginary” journey across the age and time exploring values that can be applied to all aspects of life. Similar packages were produced by Norwegian, Australian, German and Greek Olympic Committees (as a part of the Olympic Games Bids) and probably by many other national committees. The IOC Commission for IOA and Olympic Education purposes has its own version of (Keep the spirit alive – you and the Olympic Games, 1995) a handbook for educators.

In all of the materials mentioned above activities are usually organized in a form of discussion tasks or other tasks designed for pupils to study, employing problem-solving, use of memory, selective attention or analogy strategies, though mainly in a “sitting position”. And this brings us to another, more advanced level of looking into the pedagogical matter.

Research into the relationships between sport participation and moral development indicate some issues worth considering:

- sport is ruled with regulations suspending ordinary rules of life [McIntosh 1979];
- aggression seems to increase with competitiveness in games or sports [Shields, Bredemeier 1995];
- without appropriate understanding of moral development skillfully included into pedagogical material (accordingly to its stages – Kohlberg 1970, developed later by Haan 1985, considering factors determining its development Rest 1984 and pedagogical concepts - Binder 1993 or Hellison 1985) there is little chance for cognitive, moral and emotional effects;
- there are some studies pointing at effectiveness of such moral education programs [Gibbons et al. 1995, Bronikowski 1999];

- Olympic ideals (as their related in some ways to sport) need to be included into movement didactics through the experience-based learning strategy.

Cognitive, kinesiology or aesthetic development strategies – separate or together

In my understanding educational strategy will be a set of complex cognitive operations using both content knowledge and context in which educational interactions are occurring. Age-related cognitive development, socio-cultural setting, educational experiences and backgrounds (of both pupils but equally, if not more importantly, educators), access to available educational resources and funds will all play their role in achieving lasting pedagogical effects of any programs. To make learning meaningful, integrated and transferable to social life out of school, teachers need not only to consider the content and organization of a lesson but also the cognitive strategies. Binder [1993] points at some factors determining whether an educational resource material will be successfully used by teachers: curriculum fit (flexibility to fit into school's curricula), design (attractive, user-friendly, well-designed in graphic, formatting, illustrations), promotion (teachers' awareness of the area, promotion workshops). But it also needs to be age-adjusted. At the early stages of education role-plays (providing children with opportunities to different matters from various perspectives) and identification (with values represented by role-models) should be employed. Later other strategies can be used equally effectively (problem solving – usually solving moral dilemmas, analogy strategies or team cohesion building strategies).

Understanding basic pedagogical and moral approaches will help teachers (and educational designers) avoid some primary pedagogical mistakes. For example forcing cooperation tasks too early when children are on the egocentrism stage of moral development will probably give insufficient effects. But introducing it as a preparation for later team work will enable children to take into consideration the needs and feelings of others and thus will help to develop themselves from egocentrism into the next stage of moral development – conventionalism.

It seems that the development of pupils' metacognitive ability is one of the major influences determining whether a particular cognitive strategy and its use

will be efficient (for ex. should holistic or analytic cognitive style be used and whether in verbalized or imaginary style dimension) [Luke and Hardy, 1999]. However, teaching style plays also a crucial role in the educational effectiveness of the development of moral and social values. Direct instruction style (teacher-centered) is associated with “transmission”, while indirect methodologies are more holistic in approach and content (constructivist perspective). The first involves more behavioral and information processing based theories of learning whereas the second involves more cognitive strategies, emphasizing the role of perception and social learning theories. Constructivist theories of learning emphasize that learners learn more and better, when they are encouraged to find their own way through the tasks rather than being given explicit detailed information on how the task is to be accomplished [Rink, 2001]. But it is not only knowing how and why something works. A potential educator (designer of educational tasks) also needs to have a general idea of how to develop an appropriate pedagogical content (concept and tools). Developing one’s morality from one stage into another can not be based on a “sense of duty”, but should come from a sensitive consideration of possible course of action (and side-effects affecting all parties involved) in order to choose a solution to the moral dilemma autonomously. Some simple reactions and skills can be learnt just by watching others, but advanced moral skills can not be learnt by a mixture of trial and error and watching. Nor can a moral rule be learnt by verbalized techniques only. A child has to understand its application in a variety of situations. Resource teaching materials can certainly serve as reinforcement, but educational (and especially moral) development requires learning processes to occur in the most possible controlled way.

The educational designer (or teacher) will need a model of moral development as a base for the framework. Rest suggested [1984, p.24] that moral behavior involves four components: 1) interpreting the situation and identifying a moral problem (involving empathy, people-talking, and figuring out how the participants in a situation are each affected by various actions), 2) figuring out what one ought to do, formulating a plan of action that applies the relevant moral standard or ideal (involving concepts of fairness and justice, moral judgment, application of social-moral norms), 3) evaluating the various courses of action for how they

would serve moral or non-moral values and deciding what one will actually try to do (involving decision-making processes, value integration models, defensive operations) and 4) executing and implementing the moral plan of action (involving “ego strength” and self-regulation processes). And this approach breaks away from customary division into behavior (mainly conditioned and modeled), affection (feelings) and cognition (conflict and equilibration). Rest’s multidimensional model is a manifestation and result of the above mentioned, inner, cognitive-affective processes and should serve as a theoretical framework for education designs on moral development (ex. Olympic education designers).

Effectiveness of this model has been tested in our own research presented in table 1 [Bronikowski 1999].

Table 1. Comparison of means and standard deviations for group analyses on 4 dependent variables in Pre-test and Post-test scores.

Variables	Group	Pre-test scores			Post-test scores		Student's test		Es
		N	X	Sd	x	Sd	t	p	
Judgement	Control	117	2.39	0.288	2.37	0.285	T=0.53	p=0.596	Es=0.07
	Experimental	107	2.37	0.280	2.61	0.251	T=6.56	p=0.000***	Es=0.81
Motivation	Control	117	3.51	0.412	3.60	0.395	T=1.70	p=0.091	Es=0.22
	Experimental	107	3.46	0.280	3.91	0.316	T=10.96	p=0.000***	Es=1.60
Intention	Control	117	2.32	0.228	2.36	0.277	T=1.20	p=0.232	Es=0.17
	Experimental	107	2.29	0.284	2.59	0.251	T=8.14	p=0.000***	Es=1.05
Behaviour	Control	117	2.27	0.290	2.24	0.280	T=0.80	p=0.425	Es=0.10
	Experimental	107	2.35	0.310	2.01	0.260	T=8.65	p=0.000***	Es=1.10

Es≤0,40 small in magnitude; Es≥0,41≤0,70 moderate in magnitude; Es≥0,71 large in magnitude

*p≤0.05 **p≤0.01 ***p≤0.001

The pre-test analyses of mean values gained by both groups (at the beginning of the school year) indicated no significant differences in moral development among pupils. Post-test examination carried out at the end of the experimental project (end of the school year) indicated statistically significant differences between groups in favor of the experimental group in all 4 examined variables. The most effective techniques used in the project appeared to be: discussions and talks on the moral conflicts within both ancient and modern Olympic Games, modeled situations requiring moral reasoning, analyses of profiles of sportsmen (sport heroes profiles) but also some experience-based learning strategies. The least effective were discussions on Fair play code (no increase of moral reasoning and intention). Findings suggested a further need for in-depth, detailed analysis of effectiveness of various teaching approaches, strategies, techniques and methods.

In a similar research Gibbons et al. [1995] proved that a teacher resource *Fair Play for Kids* developed in Canada revealed that treatment groups were significantly higher than the control group for moral judgment, reason and intention scores. And teaching was based on educational assumptions: use of ideals of fair play and different types of strategies consistent with structural-developmental theory designed to enhance moral growth (moral dilemmas, dialoguing, problem solving). The activities were designed to focus on the development of attitudes and behaviors that exemplified the five ideals of fair play: respect for the rules, respect for the officials and their decisions, respect for the opponent, providing all individuals with an equal chance to participate and maintaining self-control at all times [Gibbons et al 1995]

Results of both mentioned studies support the hypothesis that moral development needs to be enhanced as it is not an automatic process nor a consequence of participation in physical education or any other classes. To achieve some changes, implementation of specially designed education programs (including moral development theory) is required and only then teachers (and schools) can influence changes in several facets of moral development.

Final remarks

In order to intentionally influence moral development, systematically organized programs, containing real-life dilemmas and processes and curricula based on theory and practice grounded in moral development model should be employed. According to Parry [1998] Olympic education can give a context and route for PE teachers to a number of important aims relating to moral education:

- To further their traditional concern for the whole of the person whilst working at the levels of both the activity and ideas (because the practical work can be seen as a kind of laboratory for value experiments).
- To show coherence between approaches to practical and theoretical work (because the physical activity is designed as an example and exemplar of the ideas in practice).
- To explore in upper years ideas implicit in work in lower years (because the practical work encapsulating the values and ideas can be taught well before the children are old enough to grasp the full intellectual content of the ideas).

However, in creating educational resources it is important to rely on professional skills and knowledge coming from cooperating specialists of different educational areas (pedagogues of various subjects, curriculum specialists, movement/kinesiology experts, art and visual effects designers). Because as Nissiotis [1981] said, that it is also a question of how one teaches the Olympic principles, who is teaching and for what purposes.

Peters [1981] points at some factors improving effectiveness of school moral programs:

- 1) moral education programs need to include situations of high probability of occurring in life outside school and therefore providing possibility of identification with a problem,
- 2) the program should consider pupil-teacher-parent relationship with common moral standards accepted and introduced by all the parties involved,
- 3) the program should employ age and psycho-moral development adjusted methods and techniques.

In my opinion Olympic education has to be designed by educational specialists, professionals in different social areas, but deeply rooted in the Olympic idea and aware of some problems (tab.2) the Olympic movement is facing today.

Table 2. Advantages and disadvantages of the Olympic Movement

ADVANTAGES	DISADVANTAGES
• well known idea over the world • sportsmanship • cross-national • universal/easily adopting new cultures (although for the purpose of cultural presentations of the host country at the Opening Ceremony “sport festival” of a big value and social recognition held at a regular basis of four-year intervals) • developing both physical and moral abilities • rejects discrimination of any form (religion, culture, race, nationality) • co-existence with natural environment • equality of opportunity • taking part in competition • international understanding and acceptance • world-wide net of volunteers waiting to join in	• known, but not well enough, at least not everywhere • bribery, doping, injuries • political arena for showing supremacy of political systems • aggression on the sport field • money-oriented business (commercialisation) • concerning only very few athletes (the “elite”) • dissonance between ideals and reality • based on western-tradition originated sports • concerning only two periods of European history (ancient Greek and modern neo-olympism) • media influence (changing and creating images) • profitable (while the original idea was for no one profiting from the Olympic Games) • security and safety regulations and regiments for keeping peace during the Games

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EDUCATIONAL PROGRAMMES OF OLYMPIC SOLIDARITY



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It is a real pleasure to be back in Olympia, in this magnificent setting of course, but also to see again some of you or meet new people whose common denominator is their knowledge of Olympism and the wish to share and teach this knowledge.

To work for Olympic Solidarity and therefore for National Olympic Committees is a privilege for me. Indeed, this work has opened my mind, given me a better understanding of cultural, social and economic differences, which personally made me richer, but are also very important for my daily activities. Perception and approach will vary depending on world realities and this is a source of daily learning.

Partners for many years now, the International Olympic Academy and Olympic Solidarity work closely together in order to enable NOCs and their NOAs to fulfill their mission as outlined in the Olympic Charter: to promote the fundamental principles and values of Olympism in their countries, in particular, in the fields of sport and education.

In the course of this presentation, I will describe the role and mission of Olympic Solidarity, as well as the philosophy of its programs, with special emphasis on their educational dimension, which is the theme chosen by the Academy for this 9th International Session.

The founders and their visionary spirit

In 1962, Count Jean de Beaumont, an IOC Member, with the view to providing assistance to countries in Asia and Africa that had recently achieved independence, established the International Olympic Assistance Committee, which had been approved by the IOC's Session. This idea that was inspired by a noble proposal has a deep, ethical meaning.

In 1969, the NOCs permanent General Assembly met for the purpose of finding a way to contribute effectively to the development of NOCs, in particular those who have the greatest need for it. The Assembly approved the establishment of an International Institute for the Development of NOCs. The need to apply the concept of solidarity to the relations between NOCs was the fundamental reason behind such an important decision.

In 1971, the IOC and the representatives of NOCs decided to merge the Assistance Committee and the International Institute for Development into one joint IOC/NOC structure called the Olympic Solidarity Commission.

During the decade, efforts were continuing in order to provide assistance and cooperate with NOCs, which have the greatest need for it. The feeling solidarity was growing as an integral part of the Olympic Movement. However, the absence of financial resources practically prevented any progress in this direction. It should be noted that in the '60s and '70s, more than 50 new NOCs were created in countries that had very few resources and needed help in order to develop sports. As a result of this new reality, it became urgently necessary to implement, in a permanent way, major actions in favor of NOCs.

In 1980, the election of Juan Antonio Samaranch as the new IOC President led to a major change in the concept, the objectives and projects of Olympic Solidarity. It was right after his election in fact that the office of Olympic Solidarity, located until then in Rome, moved to Lausanne.

We can therefore consider this period of the first 20 years as a period of consolidation and development.

Basic principles

Olympic Solidarity's main mission is to plan, organize and oversee the implementation of programs of assistance to NOCs, in particular those which have the greatest need for it, in accordance with the Olympic Charter.

The objectives of the programs adopted by Olympic Solidarity are, inter alia, to contribute to:

- the promotion of the fundamental principles of Olympism,
- the development and improvement of the knowledge and technical level of athletes and coaches,
- the training of sports administrators,
- cooperation with organizations and institutions, which are responsible for Olympic education and the propagation of sport,
- the promotion of joint bilateral or multilateral cooperation programs between NOCs.

The mission of Olympic Solidarity is naturally closely linked to the NOCs mission and role, which is to develop, to promote and protect the Olympic Movement in their respective countries.

Financing

The activities of Olympic Solidarity are solely financed by the percentage of TV rights for the broadcasting of the Olympic Games that is allocated to the NOCs. It was only after the 1984 Summer Games in Los Angeles, which generated substantial revenues that Olympic Solidarity was able to organize its assistance programs in the form of quadrennial plans.

Because Olympic Solidarity's only source of financing is the share of TV rights allocated to NOCs, they are the sole beneficiaries of all its programs and resources. Certainly, NOCs in the context of these assistance programs cooperate in joint projects with their national sports organizations, universities, NGOs or their government.

Olympic Solidarity's budget for the 2005 – 2008 quadrennial plan is USD 244 million.

Decision-making structure and decentralization

The Olympic Solidarity Commission chaired by Mr Mario Vasquez Rana, President of ANOC, is composed for a large part of members representing the continental Associations of NOCs. It has decision-making power with respect to programs and funds developed and allocated on the basis of the quadrennial plans. Since 2001, a decentralization process is under way, which means that continental Associations now receive a portion of the funds and manage continental programs that meet the requirements and priorities of their respective continent.

Since Olympic Solidarity is not an independent legal entity, but belongs to the International Olympic Committee, its Commission reports to the IOC's President and Executive Board on its decisions and activities.

The role of Olympic Solidarity's international office in Lausanne is to implement the decisions of its Commission, to plan and carry out the world programs of assistance to NOCs, to control and coordinate actions with the offices of continental Associations and to report to the Olympic Solidarity Commission on follow-up activities and overall progress.

Strategy and achievements

As part of its mission, Olympic Solidarity offers the NOCs an advice service to help them gain access to financial, technical and administrative assistance through continental and world programs.

Continental programs are developed and managed specifically by Continental Associations in order to meet some of the specific needs of each continent and represent an essential supplement to world programs.

Indeed, the programs and initiatives launched by NOCs these last few years

clearly reflect a variety of needs in all fields, different priorities and different levels of development, specific to each NOC's situation. This continuous evolution implies for Olympic Solidarity the need to adapt in order to respond to NOC expectations.

World programs managed by Olympic Solidarity's office in Lausanne cover all the aspects of sports development and the promotion of Olympism. They are divided into four main areas of action, totaling 20 highly diversified programs aimed at the different actors of the world of sport and Olympism: athletes, coaches, sports administrators and educators. The main objective is to promote and develop sport from grassroots to elite level, everywhere in the world. This separation of programs in four main areas enables each NOC to find appropriate answers to its own needs. All programs are closely connected and complementary in essential areas.

Programs for *athletes* are our priority if we want to maintain the principle of the Games' universality and offer athletes equal opportunities for qualifying and participating. The programs proposed in this area are structured in such a way as to enable NOCs to offer technical and financial assistance to athletes of all levels who are preparing for national, regional or international competitions and not only for the Olympic Games. Through its programs' structure, Olympic Solidarity wishes to invest in the athlete's development at all levels. The philosophy of the programs is based on a pyramid structure, which allows a clear reference to each athlete's technical level, variations in the degree of investment per athlete and interactivity between the levels.

The role and training of a *coach* are decisive elements in the life of an athlete. It is in fact vital for an athlete to be able to rely on a high level coach for his/hers technical and mental preparation. In order to be able to respond to the athletes' present-day coaching requirements, Olympic Solidarity proposes three levels of training that are also connected to one another as in the case of the athletes' programs.

Nowadays, a large majority of sports officials are still working as volunteers. The demands and complexity of *managing a sports organization* are the result of sports professionalism that has led to new basic needs for marketing skills, knowl-

edge of legal and financial aspects, as well as communication techniques. The training and exchange programs proposed by Olympic Solidarity, thus allow NOCs to strengthen their administrative structure in order to perform their tasks more efficiently and accomplish their mission and role within the Olympic Movement.

As indicated in the Olympic Charter, the NOCs mission is to propagate the fundamental principles of Olympism at national level within the framework of sports activity and otherwise contribute, among other things, to *the diffusion of Olympism and its values* in the teaching programs in schools and university establishments and the creation of institutions, which devote themselves to Olympic education. In conformity with the IOC's policy, Olympic Solidarity has developed a number of programs to help NOCs to improve their knowledge and implement activities at national level. These programs are an important contribution to NOCs, depending on their needs, their individual situation and their culture.

Education and Training

Education and training are the common denominator of all Olympic Solidarity programs. The concept of the proposed programs is quite clear. However, behind all these programs and the resources allocated by Olympic Solidarity, there is a structure and an approach for achieving this objective.

Building a *technical and academic network*:

For its technical programs, Olympic Solidarity cooperates with more than 40 high level training centers for athletes in all 5 continents and 9 major institutes for coaches. This network makes it possible to respond to the need of NOCs to find adequate centers and universities offering high quality training, both at technical and academic level. This world network means that athletes will no longer have to go to other continents systematically and that the local development of certain centers can be promoted.

The Executive Master in Sports Organizations Management supported by

Olympic Solidarity was created on the initiative of several NOCs, the European Sports Science Institutes and many universities. Originally, MEMOS objective was to offer high level training to European sports administrators. Very soon, MEMOS attracted the interest of sports leadership in other continents and this program has now been expanded to worldwide participation in English and then in French and Spanish.

Scholarship programs enable athletes from underprivileged countries to train under optimum conditions, to improve their performance and to benefit from a suitable environment thus enjoying the same opportunities to qualify for and participate in the Games as their colleagues from developed countries.

The IOC has signed an agreement with a world human resources company for the follow-up of athletes' career in cooperation with NOCs. It is true that the period that follows the end of a sporting career is often difficult and this program provides support to athletes thus allowing them to choose the best training and begin a professional activity after sport. Olympic Solidarity will participate in this program in order to help athletes who are presently the beneficiaries of an Olympic Beijing 2008 scholarship. The network of participants in the sports management Master's has also allowed a number of them to find new professional prospects.

Olympic Solidarity works in close cooperation with the International Federations of Olympic sports that contribute their technical expertise to the development of its programs and make available to NOCs qualified experts for the teaching requirements of courses and the development of training at national level. Several coaches, who have attended Olympic Solidarity's scholarships program, were thus able to implement their own programs for the development of their national sports structure.

Olympic Solidarity's programs aims at enhanced professionalism, confidence building among participants through increased knowledge, at gender equality, awareness campaigns in the fields of health and sustainable development. The programs also contribute, in a broader sense, to respect for human rights, cultural diversity, improved well-being and education in school settings.

The NOCs mission is aimed at all population groups since it covers all the aspects of sport, both for the development of sport and sport at the service of de-

EDUCATIONAL PROGRAMMES OF OLYMPIC SOLIDARITY

velopment. Through Olympic Solidarity's programs, our goal is to contribute to this world phenomenon that is a powerful instrument in support of development, whether we are talking about physical activity for all, organized sport and competition, or the teaching of universal values.

THE OLYMPIC MUSEUM AND ITS ROLE IN OLYMPIC PEDAGOGY



Francis GABET (SUI)
Director of the Olympic Museum, Lausanne

Foreword

I intend to deal with this subject in three stages:

- First, I will make a short presentation of the Olympic Museum, its history, its mission and its development for those of you who do not or barely know it.
- Then, I would like us to try together to define what the concept of “Olympic pedagogy”, its scope and objectives could encompass, from the viewpoint of the Olympic Museum.
- Finally, I will try to describe to you what role or roles rather the Olympic Museum can play not for itself but for the benefit of the Olympic Movement as a whole.

I hope that this presentation will lead to a lot of exchanges, or better still to concrete and fruitful cooperation. In fact, this is the first message I wanted to convey to you: the Olympic Museum has of course its own life and objectives in Lausanne, but because of its status as the IOC’s official Museum, it must contribute to, assist and cooperate with all the components of the Olympic Movement that

devote themselves to culture and education and in particular with the International Olympic Academy and National Academies.

This is our mission and our dearest wish.

1. The Olympic Museum, its history, its mission and its development

The Olympic Museum, which was already part of Baron Pierre de Coubertin's dreams and projects, is in fact a very young museum, since it was inaugurated on 23 June 1993.

A few figures:

A 20,000 m² park, with the works of internationally famous artists (Graham, Tapiès, Berrocal, Botero, Mitoraj, ...), works that symbolize, in conformity with the Olympic Charter, the blending of Art with Sport.

- An 11,000 m² building on five levels, with 4,500 m² devoted to exhibitions of which 900 m² to the temporary exhibitions. The Museum stages several such exhibitions each year.
- Rich collections of more than 100,000 objects (artworks, medals, torches, sports gear, memorabilia, stamps, coins...) supported by the IOC's huge photographic and video collection presently managed by the IOC's Information Management Department.
- About 100 collaborators, 50 of whom are permanent IOC staff, covering more than 20 different fields of expertise.

Our mission is very broad. In his inaugural speech, President Samaranch had defined it as follows:

"The Olympic Museum is more than a Museum" or

"The Olympic Museum is aimed at all those who have a passion for Sport and the Olympic Movement, all those who are not indifferent to the future of our society".

Alongside the traditional functions, which consist in managing the collections and curating exhibitions, you will find at the Olympic Museum a cultural and ed-

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educational service, which is responsible not only for developing programs aimed at young people and teachers, but also for proposing activities to the broader public in the form of lectures, concerts, festivals, activities that focus on a theme by means of an original and dynamic approach thus promoting knowledge about Olympism and its philosophy.

This know-how and experience is available to all as the products that are thus generated can be disseminated outside the Museum, facilitating in this way cooperation with many partner institutions.

The Olympic Museum does not want to be an instrument for academic research; within the IOC, this is the role of the Information Management Department. The Museum operates as a platform that introduces, propagates and passes on the Olympic Ideal. It is aimed at a very broad international and multicultural public, of all ages and social backgrounds.

• Yesterday

In the first ten years of the Museum, development efforts focused on providing it with a strong base. It had to be built, operated, given an image and reputation and a secure future by drawing upon, in the best possible way, the wealth of its collections and guaranteeing a steady flow of visitors.

This first stage was a success as evidenced by its 200,000 visitors every year, a relatively high figure compared to the 130,000 residents of Lausanne or by its prominent position among the leading Swiss museums.

• Today

The second stage that started three years ago involves expanding its activity and cooperation at international level, so that it can respond to its role as the IOC's official Museum and its "genetic" mission of reference institution and pole of attraction.

This is what we are presently working on through a number of programs, which I will be describing to you a little later.

- **Tomorrow**

Finally, the third stage will lead us to 2010/2011 and calls upon us to reflect on the new dimension we want to give to the place itself, almost twenty years after its inauguration.

2. Olympic pedagogy

Pedagogy is defined as the “science of educating children and ensuring the intellectual development of adults”.

Pedagogy is thus not restricted to childhood, but participates in the moral and intellectual development of human beings. Through adapted language and programs, it is aimed at all the phases of life.

In the Olympic Charter, the first fundamental principle provides that “Olympism is a philosophy of life” and I would even say that it is a “utopia” through sport that goes well beyond it.

We therefore have to find the way of not simply teaching a technique or knowledge, but rather to *facilitate the practice of values* like those underpinning the Olympic Movement: Respect, Friendship and Excellence. Our priority should be the young, but also athletes, their circle and all the people who belong or not to the Olympic Family. This is certainly more difficult, but it is also a fascinating and modern mission in a world that is looking for guidance.

I’m often asked whether the values defined by the IOC: Respect, Friendship and Excellence are accepted by young people in the whole world. The answer is clear: yes and what’s more they are trans-generational. Coca Cola, the oldest TOP sponsor of the Olympic Movement, has invested in this question these last few years, through millions of interviews all over the world, in order to be absolutely certain about this positive and enthusiastic answer:

- our values are modern
- our values are trans-generational
- our values are trans-cultural.

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It is up to us to find the appropriate language and the best ways of putting them into practice.

In this respect, I will now present to you a number of principles on which our work is based:

It is interesting to look at and understand the historic progress of museums in general. By definition a museum is a tool of knowledge and education. Open to the public at large after the French revolution, the museum has become in the 20th century a democratic and citizen-oriented institution. In the last decades, this institution has undergone deep mutations; it has expanded its offer and, above all, has opened its doors wide to children. This has had an effect on how exhibits are presented, on the information provided, on the products proposed. The museum has become a pleasant, friendly destination for school outings that cleverly combines learning and recreation.

The Olympic Museum is no exception to this general trend. Its Educational and Cultural Department works on scenarios that promote the discovery of Olympism and its values. For that purpose it trains the staff members who will be taking care of the children and adolescents. The Olympic Museum has a double advantage. First of all, because it is a museum it differs from the school by offering a setting, tools and methods that are different: a *participatory approach*, a *stimulation of the senses* that are not the same as in the classroom. Secondly, thanks to sport and Olympism, the Museum possesses an extraordinary medium for tackling the most varied subjects, from an attractive and even unexpected angle, as for example:

Studying antiquity by jumping, feet together, with dumbbells, do physics by activating poles made of bamboo or fiber glass, learn about tolerance, respect, equity by discovering the epic moments of the history of the Olympic Games or listening to athletes' testimonies.

The Olympic Museum is also a *platform* that allows *exchange of information*: meeting with teachers (Teachers' Day), the activity leaders of sports clubs, specialized trainers or the people in charge of the educational programs of NOCs, OCOGs, etc. This contributes to a global vision of what is being done, of what is required or expected. This platform function helps to *evaluate needs*, such as the

need for a data base bringing together all the expertise of the actors of Olympic education, to benefit from experience, *to build together* instead of imposing!

It is important to respect and enhance the vision and action of educationists, whether teachers or trainers, in the field. They are our mediators, so we must provide them with the resources that will allow them to promote our values, our vision in their teaching instead of handing them a ready made course. We need to start from their views and objectives and ensure that our “utopia” will act as a facilitator for them rather than just another degree course.

The variety of subjects considered through sport and Olympism is an opportunity to target audiences whose sensitivities and interest may be very diverse. Let me give you an example: work on the athlete’s mental process has enabled us to establish, *in a very concrete manner*, links between sport and the performing arts. For example, this year with an exhibition (“The mind makes a Champion”) as our starting point we organized a Festival of the Mind bringing together not only personalities from the sport world, but also musicians, dancers, actors, humorists... They all spoke about the importance of the mental process in their work. Thus, parallels could be made between fields which, at first sight, are not necessarily connected.

I would like to conclude this part with a message:

- The Olympic Museum, very different from the classical image of a museum of the past, is building along the years an approach, methods and curricula that can and demand to live outside its walls.

And a question:

- Wouldn’t it be wiser to talk about pedagogy or education through Olympism instead of Olympic pedagogy?

3. The Olympic Museum at the service of the Olympic Movement and the public

As I have just explained, the Museum mainly remained focused on itself during the first ten years. Now, we have started working on the “second generation”.

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What I will be describing now is presently under development, but it is the direction that we intend to follow. I am happy to put to your consideration, ideas and opinions.

In its educational mission, the Olympic Museum is in perfect complementarity with the other departments or actors of the IOC and the Olympic family:

- The IOC's Information Management Department, run by M. Philippe Blanchard, which is responsible for managing the photograph and video collections and historic archives, as well as relations with the academic community. It provides to all the components of the Olympic Movement essential sources and material.
- The IOC's International Cooperation Department that is promoting many initiatives, programs or publications and organizes many different events.
- The International Olympic Academy, the IOC's independent *think tank* and education and information center on Olympic education in a broad sense.

The Olympic Museum for its part follows a *direct approach* with the public. It produces or co-produces field projects aimed at many different target groups (30,000 young people 6-16 years old visit the Museum annually, 50,000 are reached through the Museum's extramural collaboration projects, 15,000 adults who simply attend lectures, evening events and other activities and another 20,000 who come for company seminars). It is much more involved in operational aspects, even though its mission as a reference institution and pole of attraction is very much evident.

The Museum could be considered as a *laboratory* where throughout the year "experiments" are conducted for the purpose of enabling all audiences, including the Olympic family, to *experience the Olympic ideal* in a very real way.

We certainly cannot say that this is an experience that could be "exported" to all the other cultures or parts of the world, but Switzerland's very international situation because of the impact of tourism and the diversity of its resident population, allows us to claim a certain level of expertise.

Moreover, many important projects outside Switzerland or Europe even, allow us to move towards a more trans-cultural working method. This is our ambi-

tion and our will, but it is also a necessity when you progress within the Olympic Movement.

The Museum is also a *center of expertise and resources*. Supported by this incredible laboratory and our amazing collections, we are trying to build a center of expertise and resources for you, including:

- a complete data base on all major educational and cultural programs implemented by OCOGs, NOCs and some Olympic Academies and NGOs working in related fields. We believe that you cannot reinvent the wheel every morning and that outstanding work is already available in the field that just needs to be promoted and shared thus making the work of all of us more efficient. This data base will be completed by the end of 2007 and we are presently studying ways of making it available to the largest possible number of people;
- products such as exhibitions, brochures, games, educational programs, ready for use or that could be the basis for local adjustments;
- a support program – brochures, workshops, training courses – under development to provide assistance to all the entities of the Olympic Movement that might wish to make use of it.

All these areas of work and reflection are open to discussion. I would also like to stress once again that the Olympic Museum is not there just to provide a prestigious showcase to the IOC in Lausanne, the Olympic capital city, but also and above all to enable the Olympic Movement as a whole, which means all of you, to benefit from its resources, capabilities, experience and skills. My teams and myself look forward to sharing and working with you. Thank you for your attention.

THE EVOLUTION OF OLYMPIC PEDAGOGY AND ITS PLACE IN THE MODERN EDUCATION SYSTEM



Prof. Michael KRÜGER (GER)

Institute of Sports Science, Westfälische Wilhelms University

“Everyone knows that the Games are more popular than ever before, that billions of people are fascinated by them, and that the Games have achieved incredibly much in all different areas. And it is for sure that the Olympic Games themselves are the essential part of the mysterious phenomenon known as the ‘Olympic idea’. The Games are, however, more important than the idea” (Daume 1990, S. 273-288).

This is a quotation from Willi Daume, the most prominent representative of the Olympic movement in the Federal Republic of Germany and longstanding vice-president of the IOC.

This sentence was formulated in 1989, when the world had to face radical changes and the future of sports, of the Olympic movement and of the Olympic Games was unknown.

In the era after the end of the cold war, which was marked by the dynamic process of globalization, the Olympic Games became one of the few uniting elements of global culture.

Today, the Olympic Games are not only a sports event among others, but they are the most important event in the field of sports.

However, the Olympic Games are more than an ‘event’. They are the embodiment of a worldwide idea of modern sports. In spite of the fact that commercial advertising is not allowed in the context of the Games, companies are eager

to profit from the positive effects generated by the Olympic Games. Media groups pay incredible amounts of money for the rights to broadcast the Games and to report on them.

Hardly any other event is being watched by so many people. In spite of the fact that these people speak different languages, they all comprehend the message which is delivered through the Games: "Achieving one's best by means of strong commitment in a fair and rule-based competition whereas no competitor is discriminated against: that is what lies at the heart of the idea" (Daume 1990, S. 274).

The pedagogic idea of the Olympic Games

The Games are more important than the idea because they let actions speak louder than words; this is how one can understand Willi Daume's statement. The Olympic idea may be interpreted in different ways by philosophers and ideologists of all shades in all parts of the world, but its true message consists in the Games and the practiced sports themselves.

The language of the Games and of sports is international and universal. It is and it can be understood even by those who have never read a single line about the Olympic idea and who have never heard a speech on Olympism, but who simply watch and experience the Games and who are filled with enthusiasm by them.

The ones who take Olympic athletes as examples, who practice sports themselves and who want to act according to the Olympic ideals outside the world of sport are inspired even more by aspects like: the will to exert oneself, the will to make progress, fairness towards others, giving everyone a chance, not excluding anyone who obeys the rules.

It is very important that this message is regularly spread and made visible by the Games. The Games are inaugurated and closed with ceremonies. These events have developed into total art works that include music, movement, dance and stagecraft. In the course of these events, famous artists of the host country,

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whose art and culture is presented, perform. Each NOC is represented by its own flag and its own hymn. The athletes take a solemn oath. During the presentation ceremonies the victorious Olympians are awarded their medals and their respective national anthems are played in honour of them.

These examples represent only a small part of the solemn ceremonies and rituals which mark the event as a whole. For Pierre de Coubertin, the founder of the modern Olympic Games, the steady rhythm of the Games was of particular importance because he wanted to provide each new generation, with new ways and with new kinds of sports, with the Olympic experience.

At the same time Coubertin considered the Games as a special kind of initiation ceremony with which a new generation of humans was to be celebrated: The future of mankind depends on the young people. Olympic sport and the Olympic Games stand as symbols for the fact that the future can be mastered with youthful courage, energy and hope for success. Olympic athletes are concrete examples for the behaviour which is necessary for doing so.

The Olympic Message

The IOC president Avery Brundage said the following famous as well as disputed sentence during the obsequy for the terror-victims in Munich 1972: "The Games must go on."

This utterance can be interpreted according to Willi Daume: The Games had to go on (and still have to) and the Games are more important than the idea because the Olympic message cannot be understood without the Games. At its heart this message is a pedagogic one.

Put in different words: The Olympic Games are, after all, a pedagogic event – at least as far as Pierre de Coubertin was concerned.

But also his successors as IOC presidents, up to Juan Antonio Samaranch and Jacques Rogge, have supported this view. In the Olympic Charter, especially in the version that was passed during the Olympic Congress in Paris in 1994, the pedagogic orientation is already stressed in the preamble: "The goal of the

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

Apart from that, institutional efforts have been made for years in order to establish Olympism and Olympic Education as the central ideas of sport. Carl Diem founded the International Olympic Academy in 1961 after the Second World War together with Jean Ketseas in Olympia (Greece). Annual meetings, conferences and workshops with athletes, sports students and representatives of Olympic sports from all parts of the world have been taking place ever since. The goal of the IOA, as a “university of Olympism”, as Carl Diem called it, which is supported by the Greek NOC and the IOC, is to study, enrich and promote Olympism. Meanwhile Olympic Academies have been founded in nearly all countries around the world that have a NOC. These academies promote the goals and ideals of Olympism in their respective countries and try to transform these ideals into pedagogic and didactic concepts for physical education in schools and other fields.

In spite of all the differences that are evident in speeches on Olympism and Olympic Education at the IOA, because of the different cultural, regional, national and social conditions in the different countries, a common understanding of Olympic Education becomes clear.

Accordingly the goal of the Olympic Games, and of Olympic sport in general, is to strengthen, to promote and to support people all around the world, regardless of their race, religion and gender; not only the few outstanding athletes but everyone striving for a high performance in the field of sport in compliance with the fundamental beliefs of Olympism. By doing this, every athlete works on the development of his character and personality. The top-athletes have to be role models for all others regarding physical fitness and social qualities before, while and after a competition alike.

Practice and competition in the field of sport are closely related to the development of the human character and to social competences like fairness, tolerance, mutual respect and the ability to maintain peace. This is what the Olympic

idea and the Olympic peace-ideal have always meant since Coubertin's time: Helping to promote a peaceful understanding between humans, peoples and nations.

The term "Olympic Education" summarizes the various pedagogic possibilities of sport. These possibilities are related to the ethics of Olympic sport, which find their expression in the practice of sport and in its written and unwritten principles alike. Three essential elements can be stressed. They can be seen as the outcome of proposals and opinions put forward by various experts in the field of "Olympic Education":

1) Working on the "self"

Firstly, there is the "will to be better" and the longing for perfection, as the German sport-pedagogue Ommo Grupe described the anthropological essence of the idea of competition in Olympic sports. This does not only hold true for the outstanding performances of some athletes but for all humans, whether they are able to achieve world records or not. The only thing that counts is the "will to be better", the will to rise above oneself, even if there are obstacles in one's way. The handicapped athletes who take part in the Paralympics, which have taken place directly after the official Games since Barcelona 1992, show in a most impressive way how one can challenge limits that have been set by nature, illnesses, accidents or fate.

This goal of Olympic Education is rooted in the ancient, new-humanistic ideal of "Selbstvollendung" (perfection of the "self") and "Selbstgestaltung" (creation of the "self"), which is still up to date in the form of terms like self-determination, personality development or emancipation. "The will to be better" also means not to take limits and restrictions for granted but to fight for changes in the fields of individuality, society, politics, economy and culture.

This idea of progress and perfection of modern sports finds its expression in the Olympic motto "altius, citius, fortius". However, this saying has to be seen critically from a pedagogic standpoint, as the unconditional striving for more

might happen at the cost of one's own health or the health of partners and opponents. Therefore, any competition should be ordered and restricted by sound and humane rules and norms.

The striving for being better, however, is the exceptional feature of Olympic sport; even when it is not successful in the end. True character becomes only visible when much is at stake. The one who plays by the rules, gives a chance to his opponents and obeys the unwritten rules of fair play in the face of success and failure alike, shows true Olympic spirit.

Therefore, as the philosopher Wilhelm Schmid (2000) pointed out, the field of sport is ideal to learn "the art of life" as not only defeat and loss, which belong to every human life, but also winning, success and triumph can be experienced. In no other part of life pride, arrogance or the resting on one's laurels is being punished as quickly as in sports.

2) Flow

Secondly, the feeling of complete and energized focus in an activity, with a high level of enjoyment and fulfilment. This element of Olympic pedagogy is closely related to concepts that can be found in Asian, especially Japanese, philosophy and pedagogy.

Otto Friedrich Bollnow, a German philosopher and pedagogue, whose works are widely read in Japan, speaks of the "spirit of practice", which plays a decisive role in Japanese culture and education. This spirit can be observed in the art of archery but also in the learning of Japanese script or in the art of *ikebana*.

Japanese athletes do not count among the most successful athletes in the world but in the sports where they show outstanding performances, for example in judo or gymnastics, the Japanese spirit, which has become a universal virtue of Olympic sports, becomes visible.

Every athlete who wants to call himself "Olympic" and who wants to be victorious, should learn this special kind of practice.

The American social psychologist Mihaly Csikszentmihalyi, who is of Hun-

garian ancestry, showed and proved in several publications that the complete focus in an activity, called “flow”, is not dependent on what one is doing or what one gets out of the activity. What is more important, is the setting up of realistic goals for oneself and the constant will to achieve them. This can be learned from Olympic sports. Every athlete has to do this if he wants to be successful; if he does not, he will fail. Financial gains fade into the background in the face of this primarily intrinsic kind of motivation.

3) Social training

Thirdly, Olympic education includes a specific and modern concept of social education or social training, namely the voluntary observance of rules, norms and principles, reaching from the written rules in a sports competition to more abstract principles of equality, fairness and modesty in the face of success and defeat alike. It is of high importance for life in a democratic society that these guidelines are accepted, especially in situations when something is at stake. Fairness must not be a luxury good. The difficulties that arise when this theory is to be put into practice cannot only be observed in the field of sports.

Coubertin referred to sport as a school for democracy; and he regarded the support of democracy and internationalism as the most important task of the Olympic movement.

Accordingly, the term “Olympic Education” defines an education towards internationality and universality in the field of sport as well as by sport. Like hardly any other area of life Olympic sport has become a symbol for universality and internationality. Already Coubertin stressed the fact that athletes from all over the world should treat each other with tolerance and “mutual respect”. According to Coubertin, these meetings and peaceful contests in the field of sport contribute to peace and the understanding among nations, if they are carried out in the spirit of sport and fair play. This is the central idea of Olympic education, invented by Coubertin, which can still be found in the Olympic Games and in Olympic sports and which has been advanced theoretically by various philosophers and peda-

gogues from all parts of the world. Perhaps this is also a reason for the worldwide fascination the Games create.

There is a link between this point and the pedagogic ideas of one of the most important psychologists and social scientists of our time. The Genevan developmental psychologist Jean Piaget was convinced that a modern and advanced pedagogy had to prepare children and youths for life in a world which is growing together, international or – as we would say nowadays – global. This “peace-education” does not take place automatically but it has to be based on psychology, namely on the developmental processes in children and youths, as Piaget pointed out. According to Piaget, these processes can only be regarded as successful if the quasi natural egoism or egocentrism of children (or humans in general) can be overcome and be complemented with actions and thoughts marked by solidarity. As Piaget states, this cannot be achieved by an education that is characterised by obedience and lecturing – Piaget calls this “internal solidarity” as distinguished from “external solidarity” – but only by activity and experience, meaning “self government”, by getting to know each other, by communication, cooperation and combined action.

The role of Olympic education in the modern education system

The term “Olympic education” summarizes in a special way the international perspective of a modern pedagogy, demanded by Piaget; a pedagogy at whose centre peace and solidarity are situated, whose morals cannot only be mediated by reasoning but also by means of feelings and actions. This pedagogy works by means and methods which are known, popular and diffused all around the world – namely sports.

Sport-pedagogy in terms of Olympic education does not ignore the minds and bodies of people but it addresses them with the universal language and symbolism of sport.

Olympic Education plays an independent and extraordinary role in the modern and international system of education. Olympic education reaches people all

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around the world in the form of the Olympic Games. In some countries Olympic education has been included in the systems of public education as special projects have been established in schools. All this is very important for the promotion of the Olympic idea and the pedagogic goals of the Olympic movement.

The most important thing is, however, that the pedagogic message is transported in a credible way by the Games themselves.

It is in this point that I see the greatest dangers for the future of Olympic education. Nowadays, many people relate the Olympic Games to a lesser extent to education than to commerce, show, doping, television, scandals and the like – in short, to things that have to be regarded as negative, harmful, and unpedagogical. Olympic sports are often perceived as elements of international commerce and entertainment industry and not as a means of sophisticated education and culture that is diffused globally.

Pierre de Coubertin left an important legacy as the president of the IOC when he addressed the IOC members in his farewell speech in 1925 in Prague. Today, the words he spoke seem more important than ever before. Coubertin said, “Marketplace or temple, sportsmen have to choose. They cannot have both but they have to agree on one thing. Sportsmen, make your choice!” (Coubertin 1925/ [1967], 115). For Coubertin this was not a dilemma. He decided in favour of the temple: “The temple will stand forever, everything else will fade away.”

Short Presentations by the Participants



Presentation of Olympic Education Programmes and initiatives by the participants of the Session. From left to right: Pablo Durántez (ESP), Nour Elhouda Karfoul (SYR), Dr Nattaya Keowmookdar (THA), Dominic Asabia (GHA).

NATIONAL OLYMPIC ACADEMY OF ALGERIA

Mohamed DAHO (ALG)

Director of the NOA of Algeria

Just one year ago, we were announcing here from this podium the signing of a convention between the Algerian National Olympic Committee and the Ministries of Education and Vocational Training of Algeria under which Olympic education will be taught in all educational institutions as a compulsory subject on the same level as history and geography.

To this end, a pedagogical resource was developed by the National Olympic Academy of Algeria as a basic guide for sports educators and teachers in primary and lower and higher secondary education, as well as vocational colleges that are attended by a large number of young people.

On December 19, 2006 the President of the International Olympic Committee Mr Jacques Rogge visited Algiers and was present at the public presentation of the document.

By bringing in the Ministry of National Education we wanted this project on the introduction of a basic course of Olympic education in the schools to become a reality and thus on May 19, 2007 the first class on Olympic education was given in an Algiers high school, in the presence of the competent ministers.

To date, 40,000 copies have been issued and will be distributed in all schools. We know of course that this is a derisory figure given the number of young people in our schools.

So this is why we want to profit from the presence of charming Ms Nicole Girard-Savoy and her generous resources in order to obtain from her the necessary

funds for printing the remaining 7 million copies that we must distribute to school children at the start of the next school year.

In order to overcome our financial difficulties, we are also envisaging putting the Olympic education manual on the website of the Algerian Olympic Committee thus making it available to a larger audience via the Internet.

Now, please allow me to quickly present to you the educational resource that was developed by the Algerian Olympic Academy for school children with slight variations depending on their age and level.

THE PROBLEMS OF OLYMPIC PEDAGOGY ON THE THRESHOLD OF THE TWENTY FIRST CENTURY IN ARMENIA

Prof. Vahram ARAKELYAN (ARM), *President of the NOA of Armenia*

Anahit HARUTUNYAN (ARM), *Vice-President*

Harutun BABAYAN (ARM), *Dean**

The term “pedagogic” fell into the scientific sphere since the 80s-90s of the 20th century with the help of Russian and foreign specialists such as: O. Grupe, 1986, Kan-Kulik, N.D. Nikandrow 1990, V.B. Stolyarow 1999 and others.

Since antique times mankind has tried to find the moral bases of behaviour. The best known philosophers have always tried theoretically to motivate the image of the ideal person, as the center of fundamental charitable values.

In Europe and Greece (550-470 BC) the notion of “kalokagathie”, which is an ideal physical and moral perfection and develops in the other sciences, concerning education, was conceived by Socrates, Platon, Aristotle and other well-known philosophers.

For the Greek as for the Armenians, Olympic games were an inalienable part of historical, cultural values and the base on which Olympism and Olympic education, which are the main concerns of Olympic Pedagogy, developed.

Cultural and educational reforms realized after the Armenian Independence enabled us to form such an educational structure, the aim of which was Olympic ideology agitation. On the threshold of the new millennium considerable changes took place in the Arm. NOA structure and activity spheres.

* The presentation was made by Harutun Babayan.

The heterogenous changes of lifestyle, emotional and physical overstrain became the social, objective conditions for fully-fledged personality development.

Olympic pedagogy is a new sphere of general pedagogic science which is directed to the realization of the new forms, methods and facilities of the Olympic education regardless of age, formation, nationality and faiths, which leads to harmonious soul and body development.

Olympic pedagogy is a social order of the new millennium for the public education of the new generations.

The subject of Olympic pedagogy is modeling psychological and pedagogical sport technologies, which provide the harmonious developmental process of personalities.

Olympic pedagogy is not only the theory but also a difficult pedagogical process, with practical and educational contribution.

The Centrality of purpose of the new pedagogical direction is reflected in the UNESCO physical education and sport international charter, where it is said that in any educational program necessary attention must be paid in the process of education, based on co-operation of sport, society and culture.

In the other international document “Young people and sport”, the European manifesto accepted in Lebanon in 1995, it is referred that at the base of Olympic pedagogy lies Olympic education, Olympic ideology, methodical approaches of the Olympic movement organizations beginning from preschool age – school – institute – and worker groups.

Since 1996 the Arm. NOA represented the educational program of Armenian State Institute of Physical Culture including special lessons on Olympism, where great attention was paid to Olympic pedagogy.

Now the Arm. NOA using the experience of leading specialists develops the pedagogical technologies, and publishes the educational collections in Armenian for pupils and students. For teachers and coaches city and regional seminars are organized, where the pedagogical, historic, cultural, social and psychological needs of Olympic education are presented.

ARGENTINEAN OLYMPIC ACADEMY

Prof. Mirta BARDO (ARG)

NOA Member

The creation of the International Olympic Academy and the consequent surging of National Olympic Academies, has demonstrated that the word *Academy* (from Greek *ACADEMO*) means “*body of people that integrate and diffuse knowledge*” (its significance comes from Plato school that in the past was a great house located in *ACADEMO*) giving an important and substantial support to the diffusion of Olympic Pedagogy that carries on the diffusion of ethic and moral values that integrate the Philosophic code of Olympic Movement.

With the Executive Council Resolution, the Argentinean Olympic Committee (COA) decided in 1982 the creation of the Argentinean Olympic Academy, which began to be conforming by a President, a Vice-President, members, collaborators and an administrative secretary. The Commission integrates in its organization more people who collaborate in a direct way in each Province of the Argentinean country, who receive the denomination of Delegates of the Argentinean Olympic Academy and whose functions are: to promote the participation in the National Sessions, organize Educational activities, to form relationships with Physical Education Institutions, schools, colleges, universities, Educational Ministries, in order to teach Olympic Education and Olympism in their respective places covering a huge part of the National Territory.

From its creation (directed at that moment by its first president Alberto Echeverria) till today, the AOA has been working in an organized and constant way on the diffusion and protection of the principles and values announced in

the Olympic Charter that determines the function and organization of the Olympic Movement. This Olympic Movement that in a meticulous and silent manner flows, grows and sets up the values it represents, looking for a world peace culture. General Juan Carlos Uriburu who was the successor of Alberto Echeverria, consolidated and improved the diffusion of the activities of the AOA.

It is important to establish the Argentinean Olympic Academy in its basic mission: diffusion of the "Olympic Doctrine", organization of sessions, courses, conferences and use of all the means that allow to promulgate those ideals and values that constitute a patrimony of the humanity.

The AOA makes an annual session, during which academic, sport and social activities are held on which all the participants assist.

The activities of one AOA session are similar in their content to the IOA ones and go on in a similar manner with the programmatic lines recommended by the IOA.

The themes from the last two Annual Sessions were: The Olympic Movement, Olympism, Olympic brief, The woman and the Olympic Movement, International Olympic Academy and Argentinean Olympic Academy, The International Olympic Committee and the United Nations, Winter Olympic Games, Right and Sport, Doping, Sport, Education and Olympism, Olympic Marketing.

The invitation to participate is made through each government of each one of the 24 Provinces that integrate our country and the National Sport Federations, that makes a selection of two representatives (a female one and a male one) that fill the form of the request asked by the Academy. From this Session two younger members emerge, that will assist the session of International Olympic Academy next year.

Customarily doctors, teachers, students, practitioners, leaders and every person who is near sport participate in the Session.

The students from AOA are distributed in working groups and they present at the end of the session their group work, where they express opinions about themes proposed by the AOA related to the applications and diffusion of the knowledge acquired during the session.

The proposal of our AOA is that every job of diffusion should be planned in a

SHORT PRESENTATIONS BY THE PARTICIPANTS

manner that it could be realized from our places of work or where our daily life takes place, adapting it to the necessities and possibilities of each one, remembering that meticulous, constant and silent work always bears fruit. The former pupils will begin to work in Educational Institutions, mass media, medicine places and every place where the Olympic values can be announced and transferred to the population.

Once the session of AOA is ended, all participants are invited to take part in the APAOA (Argentinean Olympic Academy Participants Association) a civil organization surged by the idea of the former participants of AOA (who could have taken part or not in the International Olympic Academy) and the target of which is to promote the Olympic Education and collaborate with COA and AOA.

The AOA has increased the number of agents, allowing them to play an active role in their own provinces.

New horizons have been created for the Institutional participation of its former students and participants.

The AOA has been part of the academic growing and has accompanied with happiness the students called by the organisms even by the IOA to participate as lecturers.

The AOA tries to promote between its assistants the commitment of collaboration for the development and diffusion of the values that support the Olympic Movement in a frame of respect, friendship and cordiality considering the sport as *Baron Pierre de Coubertin said: as a means to the healthy development of the body, mind and spirit*, following the values announced by the International Olympic Academy of *permanent overcoming*, acting in a frame of a really *Fair Play*, with *Respect* being one of its pillars and the *happiness in the effort* where the most important thing is the *Attitude* in front of the shared work.

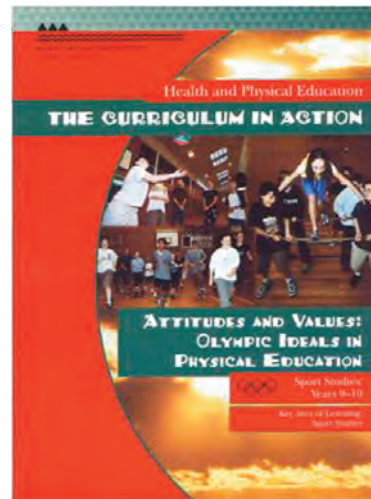
- Today, 25 year after the AOA creation with its constant actions always looking for a new step of diffusion and application of the values that support the Olympic Movement, this Commission can be considered as a successful one, but recommending always the words of Pierre the Coubertin "*Success is not an end but a means to get always far away*".



Olympic Education actions in France



*Olympic Education textbooks published
by France and New Zealand*





*Details from Olympic
Education textbooks
of Belarus*

REPORT OF THE ACTIVITY OF THE BELARUSSIAN OLYMPIC ACADEMY DURING 2006

Uladzimir RAZUVANAU (BLR)

Executive Director of the NOA of Belarus

The Belarusian Olympic academy (BOA) is a republican public organization, a legal entity. The Academy stands in close connection with the NOC of Belarus, the Ministry of Education, the Ministry of Sports, and other public organizations and state structures.

The leading bodies of the Academy are the Conference (general meeting), the Presidium (21 members, representing all Belarusian regions) and the Direction.

The chairman of the Belarussian Olympic academy is a Doctor of pedagogical science, vice-president of the NOC, rector of the Belarusian state university of physical culture, professor Mikhail Kobrynsky. The executive director of the BOA is Uladzimir Razuvanau.

According to the statute the main aim of BOA is the popularization of social ideals and the cultural wealth of the Olympic movement by means of Olympic education, assistance to mental, ethical and physical perfection of an individual for the sake of making peace and international friendship.

Nowadays the activity of BOA has a regular character and is aimed at the formation of the national system of Olympic education (according to the resolution of NOC of the 6th of June 2006 "About the application of Olympic education to schools and other educational institutions", initiated by the President of NOC, the President of the Republic of Belarus). In compliance with the resolution since the academic year 2007, the Olympic education must be applied to all educational

institutions and involve all educational levels from kindergarten to institute of higher education.

During 2006 the Belarusian Olympic academy realized the following activities:

The group dealt with working out the project “National Olympic education”, which involves leading specialists (pedagogues, scientists) who are representatives of NOC, BOA, the Ministry of Education, the Ministry of Sports, the Belarusian state university of physical culture and the State college of the Olympic reserve of Minsk.

The introduction of Olympic education at kindergarten, in the system of secondary school education, higher education and post-graduate education was initiated.

At kindergarten, the new forms of the Olympic education “Olympic day”, “Olympic family” have been approved, the “Olympic nook” is being designed, contests of children’s drawings “Sports in my family”, “Sports in my life” are held, and the school-books for psychologists, pedagogues and medical staff “Child preschool health diary”, “Therapeutic physical training”, “Mathematics as a guest of Olympiad” are published. The publishing project “Olympishka”, which includes developing games “Olimpishka’s lotto”, “Olympishka’s domino”, “Olympishka’s puzzles”, alphabet “Olympishka’s ABC”, “Olympishka’s tales” and “Olympic encyclopedia for children” has been worked out and published.

In the system of secondary school education the action “Olympism and youth”, including “Olympic quiz” and “Olympic lectures” were held in Minsk. The Olympic champions Alexander Medved and Romuald Klim and other famous sportsmen participated actively in this action.

For the methodical providing of Olympic education the curriculum “Fundamentals of Olympic knowledge” for secondary school education, “Advice to young Olympian” for primary school and “Integrative technology in the Olympic education” for pedagogues have been published.

It’s important, that the conceptual basis of providing Olympic education is multidisciplinary, that is providing Olympic knowledge to all educational disciplines including “World artistic culture”, “History”, “Geography”, “Arts”, “Physics” and others.

The Olympic knowledge is provided to the higher education system by course of lectures “Civilization and Olympism” given at the Belarusian state university of physical culture, the State university of Mogilev, and others.

For the methodical providing of Olympic education at higher school the “Belarusian Olympic textbook”, expounding on the basic concepts of Olympism and its history, including national Olympic history, has been published. Various Olympic activities such as exhibitions and theatrical performances are popular among students.

The electronic informational bank of BOA, and the Olympic library (more than 300 books) are permanently enriched.

The Olympic education is an important component of the postgraduate pedagogical education system, so the course “Theory of Olympic education” is included in the program for trainers and physical educators.

One of the main objects of BOA is researching to work out strategical perspectives of Olympic education development. So in 2006 two dissertations: “Organizational and methodical fundamentals of the Olympic education in Belarus” and “Olympic culture as a component of national Olympic education system” were defended under the leadership of prof. Kobrynsky.

A series of seminars-trainings “Olympic education” were organized at the end of 2006 along with regional representatives of NOC. Leaders of the regional administrations of education and sports participated in it.

The publication of the quarter scientific and theoretical magazine “World of sports”, where articles about sports, Olympic problems and healthy way of living are published takes a considerable place in the informational activity of BOA.

The magazine is distributed in Belarus, in the Commonwealth of Independent States, and abroad.

Realization of these projects is impossible without good financing. For that reason the marketing sponsorship program is also elaborated. The leading enterprises-producers of healthy way of life goods and goods for children prefer BOA’s projects.

NATIONAL OLYMPIC ACADEMY OF BELIZE

Patrick HENRY (BIZ)

Director of the NOA of Belize

The National Olympic Academy of Belize is only 4 years old. Despite our infancy, the Academy has been able to achieve a number of its objectives in spreading the ideal of Olympism in the country.

The Academy successfully launched its gallery in late 2004, where it was able to depict outstanding Belizean sporting personalities in life size effigies. Today, these effigies are very popular among school children that do research from time to time on outstanding Belizean sporting personalities. These researches carried out by the school children form a portion of the Physical Education Curriculum in the school system.

In 2006, the Olympic academy played a pivotal role in the observance of Olympic week in Belize. The academy was at the forefront of disseminating information to the general public as it relates to the educational aspect of the Olympic ideals and values through various radio stations in Belize City. The Academy in conjunction with the Belize Olympic and Commonwealth Games Association was responsible for the hosting of some 200 school children at the Olympic Gallery, where they were able to meet and interact with Belizean Sports legends on a daily basis. The Academy was also involved in putting the Sports Quiz and Essay competitions together for school children. The Academy also participated fully in the annual Olympic Run that was held in commemoration of the Olympic Day.

At this very moment the Academy is meeting with the various National Feder-

ations in getting the Olympic Library started. Although, Olympic Week is still a couple of months away, plans are already underway for the observance of the week. Again, the Academy will be leading the way forward in creating the hype necessary for successful celebrations.

Physical Education is a subject on the National curriculum of Belize and the Caribbean Examination Council (CXC). As the Director of the Academy, I am positive that we can create the necessary links, between the primary, secondary schools, Quality Assurance and Development (QUADS) and the Ministry of Education for the inclusion of the Olympic ideals and values into the syllabus of the Physical Educational Programme.

As I have stated earlier, our Academy is still in its infancy, but by the end of the year we ought to have achieved the plans that we have put forward for this year.

Please keep in mind that we are nowhere near where the other National Academies are, but we are determined to make this work and to have one of the best academies in the Caribbean and the Americas.

CENTRAL AFRICAN NATIONAL OLYMPIC ACADEMY

David TANDJIO (CAF)

Member of the NOA of Central Africa

It is an honor and a great pleasure to speak to you on behalf of the President of the National Olympic Academy of Central Africa (NOACA), Professor Anicet Clément Guiyama Massogo de Bangui, who wanted to be present at this 9th Session but has been prevented by his heavy professional duties. This is why I wish, in his name, to present his excuses to you.

And so I have been given the opportunity to take the floor before this academic sports assembly, after many distinguished lecturers who have shared with us their experience for the propagation of the Olympic Movement founded by Baron Pierre De Coubertin on June 23, 1894 in Paris with the view to contributing to build a better and more peaceful world by educating youth through physical and sports education in accordance with the Olympic spirit.

I will briefly present to you the general situation of the Central African Republic before speaking about our Central African National Olympic Academy (NOACA), its activities, its plans and its short, medium and long-term prospects.

I. General context

I.1. Demographic context

The Central African Republic covers an area of 623,000 km². It borders on the North with Chad, on the East with Sudan, on the West with Cameroon and on

the South with the Democratic Republic of the Congo and Congo. It achieved independence on August 13, 1960. It has a population of 3,895,035. Life expectancy has dropped from 49 years in 1988 to 42.7 years in 2003. The male population represents 48% and 47% for the age groups from 15 to 35. This shows that the proportion of women is much larger than the men's. Moreover, the proportion of young people is 23% for the 15-24 age group and 29% for the 15-35 age group. These data indicate that young people constitute the largest share of the Central African population. We must, however, point out that it is among these age groups that we find a very high percentage of AIDS, with a prevalence rate of 15%, which ranks the Central African Republic in the 10th place among countries most affected worldwide and in the 1st place among African countries. 22% of the population has access to drinking water. Sanitary problems still persist and require multilateral cooperation.

1.2. Socioeconomic conditions

According to the UN Report on Human Sustainable Development, the Central African Republic is in the 165th place among 174 Less Developed Countries (LDCs). Economic growth ranges from 6% to 2.5%. The real GDP per capita is estimated at US \$ 260, in contrast to 1990 when it was US \$ 514 and presently US \$ 360.

It should be noted that 50% of the Central African population live below the poverty threshold and this exacerbates health, education, housing, sanitation, nutrition and other problems. 45% of the population mostly young people who make up a large part of the nation, are living under extremely precarious conditions. This terrible destitution has led young people to become the main actors in the political and military conflicts that the Central African Republic has been facing these last ten years. These conflicts have had a negative impact on the Central African economy at all levels. As a result of the destruction of the country's enterprises and the State's property, unemployment is high among the active population making the situation of young graduates from the University of Bangui extremely serious these last ten years. In rural areas, the average poverty index is 70% compared to 17.5% in urban centers. Young people who live under appalling conditions in rural areas are obliged to move to the cities to improve

their situation while successive mutinies have accelerated the movement of rural populations to urban areas. Young people in despair, resort to crime, theft, prostitution, drug and alcohol abuse, etc.

I.3. Socio-cultural context

Poverty in the Central African Republic that has hit all social and professional strata makes it impossible for the state to find solutions to the needs of young people who will be the future citizens, tomorrow's actors. Support structures aimed at youth that were built at the time of colonial rule are no longer operational. School attendance is steadily dropping. In 1994, the schooling rate was 37% before falling to 24% in 1999. Today, 40% of children aged between 6 and 11 attend school. In rural areas, however, the rate is 26.7%. On the whole, the illiteracy rate in the Central African Republic is 57.3%. Resources available to the Ministry of National Education and the Ministry of Youth, Sport, Arts and Culture for providing training and professional integration to young generations are derisory compared to certain countries of the Central Africa sub-region.

The Central African Republic does not have any intermediary institutions for extracurricular training and economic and social integration and re-integration. In the whole country there are no more than ten or so young people's homes.

II. The birth of the National Olympic Academy of Central Africa (NOACA)

II.1. Background

The Central African Republic, under the auspices of its National Olympic Committee, participated in the International Olympic Academy's session for young participants as an observer from 1989 to 1992.

In 1992, however, Mr Gilbert Gresenguet, the present General Secretary of the Central African National Olympic Committee, attended the 1st Session for Directors of National Olympic Academies and took the necessary actions for its official constitution, with statutes and rules of procedure, under the auspices of the Central African NOC.

III. Establishment of the National Olympic Academy of Central Africa (NOACA)

The NOACA was founded in 1993, under the patronage of HE Mr Jacob Gbeti, the President of the Central African NOC. It has its headquarters in the NOC's premises.

From 1993 to 2001, the first Bureau was chaired by the late Professor Théophile Touba and from 2001 until today the second Bureau is chaired by Professor Anicet Clément Guiyama Massogo.

IV. Aim

The NOACA's aim is to contribute to the dissemination of the Olympic Movement's ideals through the programs of the International Olympic Academy (IOA) at local and national level.

V. Objectives

Its objectives are:

- to introduce young people to the Olympic ideal and the study of Olympic philosophy,
- to identify requirements for the teaching of Olympism and its propagation,
- to reveal the values of Olympic philosophy by means of research work and monographs,
- to popularize sports ethics and its practice in everyday life,
- to contribute to and cooperate for the universal knowledge of Olympism,
- to promote any initiative aimed at strengthening its role.

VI. Organs

The NOACA is governed by three organs, i.e.

- the General Assembly
- the National Bureau
- the National Chapters

VII. Operation

The NOACA is an autonomous institution under the supervision of the National Olympic Committee of Central Africa to which it submits quarterly and annual reports on its activities. Two NOC members are ex officio members of the NOACA's Bureau and vice versa.

VIII. Resources

The NOACA's resources are mostly derived from the grants it receives from the NOC. It can also obtain exceptional funding from the IOA, accept gifts and bequests, seek sponsorships and derive revenues from publications and cultural events it may organize.

IX. Activities

IX.1. Organisation of national Sessions

- 1998: 1st Session on the theme "Olympism and its Philosophy", Bangui, 13–15 July 1998
- 2000: 2nd Session, Bangui
- 2001: 3rd Session on the theme "Fair Play", Bangui, 13-15 March 2001
- 2002: 4th Session on the theme "Olympism and the Culture of Peace", Bangui, 2-4 May 2002
- 2004: 5th Session on the theme "Introduction of Olympism in School and University Curricula of the Central African Republic", Bangui, 14 – 16 April 2004
- 2005: 6th Session on the theme "Artists' contribution to the Diffusion of Olympism and the Culture of Peace in the Central African Republic", Bangui, 4-6 August 2005
- 2006: 7th Session on "the educational role of sports journalists in society", Bangui, 6-8 July 2007

It should be noted that each of these main themes includes 6-8 sub-themes developed by university professors, professional decision-makers, representatives of socio-economic and cultural sectors and the armed forces.

IX.2. Forthcoming activities

- 8th Session of the NOACA on the theme “Involvement of sports leaders in the promotion of sports ethics”, Bangui 28 – 30 June 2007,
- Olympic promotion campaign on the theme “Olympism in the Central African Republic”, Bangui, 12 – 17 November 2007
- Community activities “The combat against violence and drugs in sport”
- Providing the NOACA with its own premises, equipment, furniture and teaching material

X. Short-term prospects

- creation of a video library
- opening of a media center
- creation of a review for exchanging views
- training of members of regional chapters
- working with young people in difficult situation
- training of judges and young leaders regarding the CAS

XI. Medium and long term prospects

Involve young people in the Central African Republic and the Central Africa sub-region in the process of social and economic development for the attainment of the Millennium Development Goals (MDGs) promoted by the United Nations in the following strategic areas:

- A1 – Strengthening regional and sub-regional security through civic education of youth

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- A2 – Promoting youth leadership with the view to establishing a culture of Peace, Democracy, and Good Governance
- A3 – Initiating young people to community life and responsibility
- A4 – Institutional capacity building of youth organizations
- A5 – Promoting educational leisure time and sports activities of young people
- A6 – Functional literacy of young athletes
- A7 – Encouraging entrepreneurship and North/South integration of young athletes
- A8 – Promoting reproductive health and combating sexually transmitted diseases and HIV/AIDS among young people
- A9 – Promoting gender equality in sport
- A10 – Protection of the environment by young people
- A11 – Improving the NICT skills of young sportsmen and sportswomen
- A12 – Improving the technical skills of youth trainers
- A13 – Improve facilities for social and educational activities

Conclusion

The NOACA although still young has been able to undertake a few activities despite its limited resources. We hope, however, that solidarity among NOAs of the North and South will allow us to implement all our plans and programs at local, regional and sub-regional level for the propagation of Olympic ideals everywhere in the world.

SPORTS & ENVIRONMENT COSTA RICA OLYMPIC ACADEMY PROGRAM

Edwin SUAREZ ARAYA (CRC)

President, NOC Sports & Environment Commission

1. Costa Rica Olympic Academy

The goal of the Olympic Academy of Costa Rica is to disseminate the philosophic principles and history of sports, both of humanity as a whole and of the country itself. Instruction is given on a number of related issues by the Academy, which works together with the National Olympics Museum as well as doing academic research with the country's universities. This classroom work is intended to spread the concepts of the founder of modern Olympic thought, the Baron Pierre de Coubertain, whose ideas deal with Democracy and Sports, Politics and Sports, Education and Sports, Sports and Environment, Medicine and Sports, Architecture and Sports, among other areas.

Our national Olympic Academy has enriched the education of children, teens, and young adults from elementary schools, high schools, universities all over the country, as well as the general public.

The Costa Rican Olympic Academy's outreach work consists of:

- Seminars and videos on the Olympic Movement, and dealing with Olympic Sports in general.
- Athletic demonstrations carried out with the participation of local athletes.
- Visits to the Costa Rican Olympic Museum, presently in the final planning stages.

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- Educational Olympic-related activities for young learners (murals, drawing contests, crosswords, word jumbles).
- Events held at the Olympic Committee's facilities, with traditional games and refreshments.

2. Ozone and Sports

With the assistance of the United Nations Environmental Program, through UN-EP Ozone Secretariat, and especially thanks to the collaboration of its executive secretary, Mr Marco Gonzalez, the Costa Rica National Olympic Committee and its Olympic Academy have developed an environmental educational program focused on the importance and protection of the Ozone Layer.

The Ozone Secretariat serves as the Secretariat for both the Vienna Convention for the Protection of the Ozone Layer and the Montreal Protocol on Substances that Deplete the Ozone Layer. Its duties include arranging for and servicing the major conferences and meetings of the conventions as well as their bureaux, working groups and assessment panels.

The Program takes place in three different scenarios: the first one in special events such as conferences, and seminars organized by the Costa Rica NOC and the OA with the assistance from the Secretariat, the second scenario is the multiple sports events organized by our NOC such as seminars and courses under the Olympic Solidarity program, the last scenario are students and active groups of communities to increase their information about Ozone and develop a proactive initiative in them.

All the costs regarding this environmental project are covered by the Secretariat, and our NOC contributes with its facilities and personnel to the accommodation and attention of participants in the events.

3. Integrated Waste Management in Sports Facilities and Events

The Costa Rican National Olympic Committee has a waste management program in its main building in San Jose, Costa Rica. Basically, the project consists in the separation of waste at the source; inside the building there are different waste disposals for each kind of waste. The first disposal is for clean paper only; the second disposal is for hard materials that can be recycled such as: glass, plastic and aluminum; the third one is for materials that have to be taken to a landfill; the last disposal is for all the organic materials.

This last disposal is very important because once the material is collected it is converted with the use of efficient micro organisms (Japanese technology) and any material high in Carbon, into fertilizer to be used in the Olympic Park.

This project required environmental awareness and training program on waste management and recycling issues for all the staff of the NOC and also informative posters of the program, for visitors. Special training was required for some staff to elaborate the fertilizer based on the organic residues.

The IWM project also represents a social program for the NOC, all the recyclable wastes are donated to low income families allowing them to trade these materials for money and increase their income.

The National Olympic Committee also has a very important project regarding the management of hazardous or dangerous wastes. These special residues have become a problem worldwide; the NOC as part of the programs and benefits offered to high performance athletes has a medical institute inside its facilities. All these wastes are collected and buried in special containers in previously selected and prepared places.

This IWM program applied by the NOC is based on the principle of the three R's: Reduce, Reuse, Recycle and it minimizes the landfill disposal and therefore the ecological impact of the NOC activities. The Costa Rica NOC is promoting this project to all its federations providing them, with the technical assistance.

4. From: Sports – To: Earth

This is a geo-referenced reforestation campaign that directly relates sports and environmental initiatives. The campaign consists in a reforestation project organized by the Costa Rica NOC with the participation of athletes. The athletes of each Olympic delegation representing Costa Rica in sports competitions of the Olympic Cycle, receive a commemorative gift to remind them of their contribution to the planet. A commemorative wall with commemorative plaques with information of all the athletes becomes the memory of all the athletes and their effort.

Once the reforestation project is finished in the Olympic Park, the project will be included under the project payment for environmental services held by the Ministry for Energy and Environment, following the Kyoto the Olympic Park and the Care will become part of the projects controlling carbon emissions.

5. Olympic Parks

The creation of Olympic parks that include the concepts of environment and olympism is a major project developed by the Costa Rica NOC and our OA.

A 5.93 acres park is part of environmental projects and part of the facilities where the main building of the Costa Rican National Olympic Committee is located; this is an ecological park created to allow visitors to get in touch with the environment and raise their awareness of the importance of plants, animals and water. The idea is to qualify and identify all the species in the park for the information of the visitors, giving them an open “green living library” where they can learn about plants and their importance.

Special monuments for organizations and people with an environmental dedication are being placed in the park. Mascots of all the Olympic Games are also being placed in the Olympic Park to relate Olympism & Olympic History with nature and environmental awareness.

6. Green Sports

As part of the Olympic Solidarity Program and as part of the Itinerant School Project the Costa Rica National Olympic Academy and the Costa Rica Olympic Committee, have included a educational program for athletes and communities that takes into account environmental issues and workshops related with environmental projects.

The idea is to renew the concept of sports not to change it. As the IOC president Jacques Rogge remarks: Sports is about development of mankind, and environment is a major need for society. Our Olympic Academy Sports & Environment program aims to promote awareness among and educate the members of the Costa Rica Olympic family and sports practitioners in general of the importance of a healthy environment for sustainable development.

7. GSA Costa Rica

Global Sports Alliance (GSA) is one of the most important organizations in the sports & environment field. It was started in 1999 by sport enthusiasts that wanted to be able to enjoy sport in a healthy environment, and to secure a healthy ecosystem for our future generations. Global Sports Alliance (GSA) is an official partner of the United Nations Environment Programme (UNEP).

Costa Rica National Olympic Committee and the Olympic Academy decided to create the GSA Team Costa Rica. GSA Costa Rica plans to expand its projects such as Ecoflag, Recyclart and many other GSA projects in Latin America, also promoting the creation of more GSA teams in the region.

8. High Performance Ecological Olympic Training Centre

The objective of the project for establishing a High Performance Ecological Olympic Training Center is geared at satisfying one of the greatest needs faced by

SHORT PRESENTATIONS BY THE PARTICIPANTS

national sports today – developing adequate infrastructure in order to prepare those athletes that represent our country at national and international athletic events every year.

A High Performance Ecological Olympic Training Center will provide our youngsters not only with sports training but will also help keeping them within the national educational school system through agreements with the Ministry of Public Education and other schools.

This Centre will also allow athletes and general public to include agricultural and environmental issues as part of their training and their education.

THE CONCEPT OF OLYMPIC EDUCATION IN THE CZECH SCHOOLS

Antonín RYCHTECKÝ* (CZE)

President of the NOA of Czech Republic

Josef DOVALIL (CZE)

Different types of Olympic Education are encountered in schools. There are also opportunities outside the school system for children and the youth to learn about Olympism.

Three factors play an important role in Olympic education:

1. The delineation of the aims and the content of Olympic education, Olympic principles, ideals and Olympism.
2. The internalization of knowledge and its conversion into motives, attitudes, values, behavioral patterns.
3. The monitoring of the benefits of Olympic education.

The Role of Schools in Olympic Education

In the Czech Republic, the content of Olympic education was formerly not specifically defined in the school curricula. The role of school in comparison with other forms of information was rather an unsystematical source of information about Olympism.

* The presentation was made by Antonín Rychtecký.

SHORT PRESENTATIONS BY THE PARTICIPANTS

Table 1. Information Sources about the Olympic Movement
in Czech Youth by Gender and Age (%)

Age	12-year-old		15-year-old	
	Boys	Girls	Boys	Girls
School	49.5	36.4	30.8	62.9
Parents	68.6	57.1	59.1	55.7
Siblings	15.4	20.9	16.4	13.0
Friends	32.4	25.3	33.6	27.8
Radio	38.1	25.3	60.0	56.5
TV	73.3	59.3	97.3	96.5
Newspapers	45.7	29.7	80.9	79.1
Coach	24.8	7.7	8.2	8.7
Others	19.2	13.2	18.2	13.9
Nobody	4.8	11.0	2.7	0.9

Interviewed students identified their school as a source of information about Olympism (30.8 – 62.9 %). Among school subjects, history and physical education were the ones that offer most information about Olympism. Similar experiences were documented in other European countries (Telama, Naul, R. Nuppenen, Rychtecky & Vuolle, P, 2002).

The Process of Olympic Education: from Cognition and Knowledge toward Attitudes and Values

The fundamental role of the process of Olympic education is to enable students to know and identify themselves with the Olympic ideals. The attitude supposes the identity of cognition, emotional feeling and volition. Therefore the declared beliefs, ideals etc. as a cognitive component have crucial importance for the

process of formation of positive attitudes toward Olympic ideas. Active participation in sports and in organized competitions, sporting festivals as well as physical education classes, school competitions, etc., should reinforce the intimate feeling of Olympic ideals. School, physical education at school and out-of-school sport activities should play a more important role in the strengthening of the cognitive and emotional components of the attitude towards Olympic ideals. When today's young people participate in sports or physical activities they internalize Olympic ideals either as active sportsmen or as passive spectators. These young people are well aware of the discrepancy between theory and practice and of the contradictions between the ideals and practice which are often found in sport

Olympic education at school should not be limited only to the subject of physical education but should also include the interdisciplinary themes that are, or can be a component part of the curricula, for instance: philosophy, languages, history, geography, social and humanitarian sciences can contribute to the creation of the fundamental principles of Olympic education. Such values as: fair play, the mastering of tolerance, ethics in competitions (victory and loss), anti-doping education and prevention etc., should be systematically reminded and stimulated not only in physical education classes and during sport activities but also in the above mentioned educational subjects.

Cooperation between the Czech Olympic Academy and the Ministry of Education, Youth and Sport

The Czech Olympic Academy in collaboration with the Research Pedagogical Institute (responsible body for educational program at schools) formed a proposal for including some themes of Olympic education in the framework of educational programs in primary and in the secondary school curricula. The CZOA prepared for the main topics of these curricula the basic didactical manuals and other aids (videotape) for this purpose.

SHORT PRESENTATIONS BY THE PARTICIPANTS

Table 2. Olympic Topics in Educational Programs in Primary Schools

Topics in the Curriculum	<i>Pupil's competences</i>
The man and his world	
Co-existence and gathering people into groups	<i>To be conscious of the importance of concerns and sports activities as a means of gathering people into groups. Olympic Games</i>
Behavior of people, national minorities, foreigners	<i>To Know the Olympic Charter, Olympic ideals concerning respecting people of different nations, races and cultures</i>
Personal safety, violence in sports matches (soccer, ice-hockey etc.)	<i>To be conscious and distinguishes the differences between an orderly cheering of sports teams and different forms of direct or indirect aggressiveness</i>
Men and society	
Getting acquainted with other people	<i>The Olympic movement as a means of getting acquainted with and understanding other people</i>
Relation between people	<i>Perceives and differentiates between good and bad behavior of people, unfair acts and fair-play in life and in sport</i>
Interpersonal communications	<i>Sport and sports competitions in human communications</i>
Human solidarity	<i>Olympic and paralympic games</i>
People's activities, work and leisure	
Leisure time and its use	<i>Understands sport as a mass form of leisure</i>
Forms and favors of culture	<i>Understands sport as a form of physical culture</i>

9th INTERNATIONAL SESSION FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

Topics in the Curriculum	<i>Pupil's competences</i>
History	
Sport and games, "Ancient Games"	<i>Understands the ancient traditions in modern Olympism</i>
Advent of international sport and Olympic Games (Pierre de Coubertin)	<i>Understands the importance and the mission of the Olympic Games, the International Olympic Committee, the Czech Olympic Committee</i>
Men and health	
Importance of physical activity in health prevention	<i>Understands the importance of physical activities and sport for health</i>
Addicting substances and health, doping	<i>Is conscious of the harmfulness of stimulating substances on human performance, performances in sport, fair-play</i>
Doping and its prevention	<i>Understands the substance of doping in sport and the reasons for fighting against its abuses</i>
Physical education	
Olympic Charter, Olympic ideals, Olympic symbols	<i>Endeavors to fulfill the fundamental Olympic ideals (fair-play in tense situations in games and competitions, protection of nature in sport activities, giving help to handicapped people)</i>

At present the COA has just prepared the didactic bulletin for teachers focusing on the content of the above-mentioned topics and giving examples of how to teach these topics.

Evaluation of Olympic Education

For this reason we will use the Olympic questionnaire developed by means of an international review of literature with the help of the SIRC-Documentation Center in Gloucester, Canada. Its structure is created by knowledge tests and the assessment of desirability and the reality in the perception of 52 Olympic ideals and Fair play scales. In our former study the four Olympic factors were established by a factor analysis (varimax rotation) and labeled: *“Social virtues of Olympism”*, *“Personal profits gained by Olympic career”*, *“Human values of Olympism”* and *“Individual pursuit of excellence”*. These factors and the first five Olympic ideals which have the highest loads in them are presented in table 3. Next year we would like to repeat this research which monitors the benefits of Olympic education.

Table 3. The Olympic Factors and Five Most Loading Items in Czech Youth

Olympic factors / values	Social value of Olympism /load	Personal profit of Professionalism / load	Human Values of Olympism / load	Individual Pursuit of Excellence / load
1	A better world 0.57	Richness 0.59	Cultural understanding 0.54	Willingness to exert to max. effort 0.54
2	Obedience 0.54	Earning of money 0.55	Nobility 0.53	Sportsmanship 0.52
3	Modesty 0.52	Popularity 0.53	Mutual respect 0.48	Respect of rules 0.47
4	Purity 0.51	Victory at all costs 0.53	Willpower 0.46	Accomplishment 0.45
5	Goodwill 0.48	Job career 0.51	Moral principles 0.46	Physical fitness 0.35

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DOMINICA NATIONAL OLYMPIC ACADEMY REPORT ON ACTIVITIES

Rupert SORHAINDO (DMA)
Director of the NOA of Dominica

Introduction

The Dominica Olympic Academy functions as a Sub-Committee of the Dominica Olympic Committee, with the General Secretary of the Dominica Olympic Committee serving as its Director/Chairman.

The Academy comprises former Olympic athletes, former participants in the IOA's International Sessions for Young Participants, former Olympic Youth Camp participants and Educators and Sports administrators.

Activities for 2006

Activities of the DOA for 2006 included planning and coordination of the 2006 Olympic Day Run event and a 2007 Calendar project which involved two competitions for pupils of primary and secondary schools, as a means of sensitizing them on values and ideals of Olympism.

The competition consisted of two components: one involving an Art contest in which pupils (ages 5-15) were requested to submit works of Art (drawings and paintings) depicting Olympic themes; the other involved schools submitting lists of dates and events relating to Olympic history and activities, for insertion in the

calendar that was to be produced using the art work selected from the entries received.

The students were encouraged to visit the Olympic and other websites to get information about the Olympic Movement, so as to generate ideas for their drawings and paintings.

Seventy-five entries were received from as many students, from seven schools, on the following Themes: Women and Sport; Fair-play in Sport; Sport, Art and Culture; Drug-Free Sports; Sport and the Environment and Peace Through Sport.

Prizes were awarded to the twelve students whose works of art were selected for reproduction in the 2007 Calendar that was produced. The school submitting the most entries of Olympic events and dates accepted for inclusion of the Calendar, also received an award, while all participating schools received art supplies to support their respective school art programmes.

At a ceremony to launch the Calendar, representatives of the Dominica Olympic Committee, Ministry of Education and Sport and Ministry of Culture, addressed the students (and their parents), teachers and principals of the participating schools, on the benefits of Sports, and on how life, and human society in general, can be enriched by blending Culture with Sport.

At that ceremony, the opportunity was taken to present hundreds of copies of the calendar to the Dominica Special Olympics Society, to assist in the organization in its fund-raising efforts that would allow it to create more opportunities for participation of persons in sporting activities – as a means of promoting the Olympic ideal of Sport for All.

The media coverage given to the event exposed thousands to the messages conveyed by the speakers and by the images created by the children.

For us, this project demonstrated quite clearly the effectiveness of using art as an effective vehicle for Olympic Education in the classroom, since much excitement was created by the competition for both teachers and students; we would encourage other NOAs to try that approach.

The calendar project was supported by Olympic Solidarity under its Education and Culture Programme.

2007 Activities

Logo Competition

A competition for a logo for the Dominica Olympic Academy was launched in the schools earlier this year, as a means of stimulating students to learn about the Olympic Movement. They were encouraged to visit internet web-sites to obtain ideas for their logo designs. Hopefully, in the 2008 Directory of National Olympic Academies the new logo of the Dominica Olympic Academy will appear.

2007 Olympic Day Run

The Dominica Olympic Academy is expecting to play a major role in the planning and coordination of this year's Olympic Day Run activities. This year, besides the traditional Olympic Day Run event, a number of sporting and cultural activities will be held, to mark the 113th Anniversary of the Founding of the International Olympic Committee.

2007 Summer Youth Camp

The Dominica Olympic Academy is collaborating with the Youth Division of the Ministry of Education, Sports and Youth Affairs in the planning and implementation of its annual summer camp for children of primary and secondary schools. The idea is to incorporate some of the elements of Olympism in the camp programme, with a view toward influencing the behaviour of participating children in conflict resolution, fairplay, avoiding the use of drugs, volunteerism and in other positive values. Other stake-holders such as parents will also be catered for in the programme.

In this project, selected senior secondary school students will be trained to serve as leaders or mentors at the camp. They will receive orientation from representatives of the Dominica Olympism Committee and Dominica Olympic Academy, most of whom have participated in and benefited from various Olympic Movement activities: as Olympic athletes, coaches, and participants in Olympic Youth Camps, or International Olympic Academy's International Session for Young Participants and NOA Directors and others.

It is noteworthy that the idea to incorporate the Olympic Education component in this year's summer youth camp programme came from one of last year's participants in the IOA's International Session for Young Participants. He has also played a major role in the elaboration of the programme, and will be expected to coordinate the camp's activities, in his capacity as a Youth Officer in the Ministry of Education, Sports and Youth Affairs.

Acknowledgments

The Dominica Olympic Academy thanks the officials at Olympic Solidarity for their support of our efforts toward the promotion of Olympic Education by providing funding for the projects referred to in this report.

The DOA also acknowledges the contribution made by the International Olympic Academy which continues to make opportunities available for young persons and others to have, literally-speaking, life-changing experiences here in Ancient Olympia – the birth place of the Olympic Games, and who have had the good fortune of benefiting from the exchange of ideas with their counterparts from other parts of the world, on how to continue the work of Pierre de Coubertin and other great pioneers in Olympic Education.

We also wish to recognize the support of the many colleagues in National Olympic Academies and Committees who continue to share their ideas and experiences with us, and who collaborate with us in various other ways.

BRIEF REPORT ON THE EGYPTIAN OLYMPIC ACADEMY IN MARCH 2007

Mahmoud Ahmed ALI (EGY)

Vice-Director of the NOA of Egypt

The Egyptian Olympic Academy “EOA” was established in 1978 in the frame of the Egyptian Olympic Committee’s concern regarding EOC commitment towards the Olympic Movement and its evolution.

EOA had served not only Egypt but also the Arab countries.

However, EOC found that the Academy activities need to be improved & developed besides that the Academy building should be demolished.

Therefore, the building was torn down and the construction of the new building started in 2003.

The new building is located beside the sport federations’ complex & the EOC headquarters.

The construction works were finished in February 2007. Now we furnish the building with all necessary equipment in order to inaugurate the EOA in May 2007.

The academy building contains a hotel for students with a capacity of 12 rooms, administration offices, 3 halls for lectures, 2 big halls for meetings, a restaurant, a reception, a kitchen, a storehouses and a washing room.

The new building consists of four levels:

1. *Underground level:* contains the kitchen, storehouses, and the washing room.
2. *Ground level:* administration offices, restaurant with a capacity of 150 persons, reception, security office and 2 big halls for meetings with a capacity of 200 persons per hall.

3. *First level:* 3 big rooms for the accommodation of students (each room has a bathroom & shower), 1 room for the supervisors, an apartment for EOC Council and 4 small halls for lectures; each one can have 60 persons.
4. *Second level:* 9 big rooms for the accommodation of students (each room has a bathroom & shower) and 2 rooms for the supervisors.

The evolution & development led by EOC includes not only the construction of a new building but also the academy activities in order to have an effective role in the development of sport and the promotion of Olympic Movement not only in Egypt but also in the neighboring countries.

The EOA aims in the future are focused on:

“The EOA should become a cultural center to spread the Olympic Concept and Olympic Movement through the Sport as a tool for the realization of peace & development of the community.”

The missions are centered on:

1. The EOA should become a center for Olympic studies, education & re-searches.
2. The EOA should become a forum to discuss all items related to sport & Olympic movement.
3. Adopt mechanisms that allow the spreading of Olympic principles & values through sport development programs.

The work plan in the next phase will deal with:

1. Development of the administration performance of the different sport organizations through a training course on the administration & leadership skills for the administrators in different sport positions.
2. Fight against doping and spread the principles of Fair-play through the organization of workshops (athletes, coaches, doctors, administrators) to raise their awareness of doping, its damages and updated info about it.
3. The sportive upbringing and activating its role through the organization of

SHORT PRESENTATIONS BY THE PARTICIPANTS

training courses for the physical education teachers in the primary-preparatory & secondary schools. These courses will cover the best education systems, how they can be applied, and the role of teachers to pass on the Olympic principles & values to the youth.

4. The development & evolution of sport through various researches and specialized studies held in cooperation with the sports federations and the academic organizations, whether in the local, regional or international levels.
5. Having graduate leaders' cadres in sport (education – training – administration), in order to allow the observation of the scientific methods in the sport field similar to the methods applied in other parts of the world.
6. Create a direct network with IOA, IOC & Olympic Solidarity to update the study programs.
7. Establish a sportive scientific library conforming to the academic level.

FINNISH OLYMPIC ACADEMY

Anja JÄRVINEN (FIN)

President of the NOA of Finland

Finnish Olympic Academy

The Finnish Olympic Academy was founded in 1987. There are eleven members nominated by the Finnish Olympic Committee for a term of four years.

Goal and tasks

When we want to build a better and more peaceful world, our task is to uphold, promote and propagate Olympic values, based on the principles of mutual respect, spirit of Fair Play, equality, tolerance, peace and the moral and ethical aspects of sport.

Tasks and means

Our Academy has two principal forms of activity: annual sessions and the Olympic Education Programme targeted at elementary and secondary schools.

The Annual Session gives us an opportunity to introduce the fundamental values of the Olympic Movement. The Sessions cover various aspects of the Olympic ideal and current affairs of the Olympic Movement. The lectures given at each Session are published in a report that includes short summaries in English.

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20 Sessions in 17 different cities

The Inaugural Session was held in December 1987 in Finlandia Hall in Helsinki, in connection with the 80th anniversary of the Finnish Olympic Committee. Since 1990 the yearly Sessions have been organised in various regional centres in order to bring broader groups of citizens into the sphere of the Olympic Movement and to gain wider media coverage for the educational work of our Academy.

A day before every session we have a meeting with local teachers and coaches. We give information about our Olympic Education kit and give advice on how to use it. Our Academy has been here in Olympia twice.

Participants of the 20th Session

The participants represent various fields of cultural and economic life including officials, municipal decision-makers, teachers, coaches, athletes, students and representatives of sport organisations.

Olympic Education programme for Finnish schools

Since 1995 the FOA has co-operated with teachers and pupils in elementary and secondary schools. The principles of education in schools share the objectives of the Olympic Education: to raise our young people to become mentally and physically balanced, co-operative, tolerant and peace-abiding citizens who apply the rules of fair play in their daily lives. The purpose is to let children learn the meaning of fair play, community spirit and tolerance and their practical applications in everyday life personally – by themselves and by their own actions, supported by their teachers, parents and coaches.

Olympic Education Kit for Finnish schools

Preparing Olympic Education material for teachers and other educators has since 1995 been the most challenging task of the FOA. In order to help educators in their work the FOA has produced a package of teaching material named CITIUS – ALTIUS – FORTIUS. It is an attempt to help teachers understand the importance of helping young people to construct and enrich their personality by developing such important personal and social skills as self-confidence, solidarity and mutual respect, especially through fair play.

The material provides information for teachers and pupils on the Ancient Olympic Games and the history of modern Olympic Movement, the Olympic ideal and philosophy, symbols, traditions, ceremonies and Olympic heroes. The package consists of material specially prepared for different teaching subjects.

Cross-Curriculum applications

You can teach Olympic values through different subjects and in many ways. You can use different kinds of methods. The main goal is to inspire children to participate in physical and cultural activities based on the unity of body, mind and spirit. We have to emphasize the importance of fair play and respect of cultural diversity as indispensable elements of life in society. Special emphasis is also put on each individual's pursuit of excellence and an active, healthy lifestyle.

In special material for Turin Winter Games we emphasized health, mental and physical wellbeing. Environment: What everyone could do to protect the environment, and make the world a healthier and happier place to live.

My school's Olympics

In my school we elected the organising committee for the Olympic week. We planned the program and material for every day. Every morning during the week every class came to the gymnastics hall and listened to the day's topic.

Fair play: There are no magic recipes for teaching fair play. Helping children develop respect, acceptance and right behaviours is a very complicated process involving mind, body, spirit and life circumstances. A lot of discussions about fair play. What does it mean in everyday life? Drama, role games, writing, drawing.

Music: Olympic hymn, Hand in hand, national anthems

Art: posters, stamps, drawing competitions

Languages: motto in different languages, poems, essays about peace, friendship and fair play

Handicrafts: medals, flags, mascots

PE: long jump with weights in hands, relay races, football: pupils/teachers, dances. Children can write a diary about their physical activities during the week. What do they eat? What time do they go to bed and get up? When do they do their homework?

We had School Olympics with flags and marching, Olympic flag with Olympic hymn, cultural performances and sport competitions: shuttle relay, Olympic mile run, a tug of war. The opening and closing ceremonies in School Olympics are important events in the lives of these schoolchildren from the educational aspect and they have a very strong emotional effect on the pupils.

Olympic Day-project

The Finnish Olympic Academy had for the first time in its history a financial opportunity to spread the Idea of Olympic Education "by face to face" on grass-root level sponsored by Nordea Bank. We co-operated with Finnish Sport Federations and its 15 areas.

We gave teachers information about our Olympic Education material, and we

gave them the practical concept what they should do before and during the School Olympics. When the school registered to arrange School Olympics they received an Olympic flag, a torch, diplomas and prizes, all free. Only the Olympic Educational material cost them 35 e.

International co-operation

Our Academy has a lot of international co-operation partners all over the world. We have changed ideas and materials with several NOAs such as Germany Estonia, Canada, Australia, Sweden and New Zealand.

Every year we send participants to the Sessions of IOA. We give every participant information about the Olympic movement, Olympism and the activities of FOA.

Our Academy has a special co-operation with the Estonian Olympic Academy, so called School Children's Olympics which started in 2000, and are held every second year in Helsinki and Tartu. They consist of Opening and Closing ceremonies, cultural performances, Olympic quiz and joyful sport competitions.

Activities in the near future

In September our Academy together with FOC in connection with FOC's 100 years Anniversary will organise the so called Olympic Path in Finnish schools. It means that we produce special material which consists of the Olympic history and Olympic heroes of Finland. Once again we will give the concept to teachers, how to organise the event in their schools.

We will have a seminar together with the Estonian Olympic Academy here in Olympia in September. "Chances and Challenges in Olympic Education". The most active teachers who organised the Olympic Day-project in their schools have the possibility to come to this seminar.

On the 1st of December the FOA will have its 20 years Anniversary Session in Finlandia House in Helsinki.

NATIONAL OLYMPIC ACADEMY OF FRANCE OLYMPIC YOUTH CAMP, 5-6-7 JULY 2007

André LECLERCQ (FRA)
President of the NOA of France

1. Context

Sport is present in all known forms of education that contribute to the overall education to which everyone aspires. It is part of the “formal” curriculum in schools. It also contributes to informal education which is provided especially in clubs and associations. It receives the attention of the media which plays a key role in informal parallel education. That is the reason why the French National Olympic and Sports Committee (CNOSF) and its National Olympic Academy (ANO) have decided to innovate by creating this Olympic Youth Camp.

- 2002 Olympic values campaign
- 2004 European Year for education through sport
- 2005 Postcard operation Support for Paris’s candidature for the organisation of the 2012 summer Olympic Games

2. Partnership

- National Olympic Academy of France
- National and Sports Olympic Committee of France
- IOC Olympic Solidarity
- USEP

3. Organizing the action

Aims

- Mobilizing sport as a vehicle for general education
- Mobilizing the Olympic spirit as an educational tool

Public

Forty pupils from junior school from the French sport association USEP of Saint-Exupéry A and B Villeneuve Saint-Georges (near Paris) with their teachers.

Period

After school hours

Human Resources

Supervising the workshops:

- Teachers
- Members of the French National Olympic Academy
- Engineers from the Regional centres for innovation and technology transfer (CRITT) and Union of social and professional insertion workshops (CAIPS)

Supervising sport activities:

- Olympic and Paralympic medalists
- Members of the NOA
- Sport teachers

Setting up the camp

Sport practices as part of moral education:

- Going the extra mile
- Team spirit
- Compliance with the rule

SHORT PRESENTATIONS BY THE PARTICIPANTS

Art workshops: creating the teams' identity:

- T-shirt
- Flag
- Sign board

Scientific discovery workshops

- Human movement science, based on image observation, measurement and data analysis to understand a key notion : instantaneous speed
- History : focusing on the antique and modern Games in order to discover the evolution of events and practices
- Language : reading as a means to express oneself and generate discussions about the Olympic culture in Antique times

Disability workshops

- Racing as a blind person : trust your partner and learn how to communicate
- Wheelchair sports : studying the difficulties of a disabled person

Discover new disciplines

- Orienteering run
- Volleyball

The Mini-Games

- Opening ceremony
- Sport events
- Medal ceremony
- Closing ceremony

NATIONAL OLYMPIC ACADEMY OF FYROM (2006-2007)

Prof. Kiril TEMKOV (MKD)

Professor of Ethics and Aesthetics

President of the NOA of FYROM

Last year our NOC established the new structure of NOA, in which a few scholars and many former athletes with academic abilities found their place. The main issue of our work will be supporting activities of the NOC aiming at the popularisation of sport and different sport forms as well as the idea and practice of the Youth Olympic Games in elementary and secondary schools, which are held every Fall and Spring with nice festivities in different cities. The members of the NOA participate in all of them with lectures on Olympism and other philosophical and ethical questions of sports.

The central agenda of the NOA includes broad education of young people in Olympism, fair play, ethics and culture of sport and social behaviour as well. For these tasks we shall organise Olympic days, Olympic lessons and various actions through schools and faculties.

Other forms will be seminars and different sessions on Olympism as an idea, philosophy, social communication, and complex of ethical values. It also includes articles in many journals on Olympism, the founder Pierre de Coubertin and other leaders of the Olympic movement, the Olympic Games and Olympic Winners as well as their sport and ethical results, the practice of everyday sports (especially by young, women, people with special needs a/o.) etc.

We must enlarge and solidify the co-operation with the IOA and the other NOAs, particularly in our region, to serve the issue of Olympism.

SHORT PRESENTATIONS BY THE PARTICIPANTS

The book “Olympism in the new era” with contributions of all members of NOA will be prepared this year as a good introduction for the next editorial activities.

Especially, we will be researching the work and ideas of Pierre de Coubertin at the faculties. The contents on Olympism and on his work as well will be introduced in some study programmes.

As part of broad Ethics Education in all levels (from Kindergarten to Postgraduate studies), as it was proposed by UNESCO, we will be investing in sports issues as very important issues of bioethical awareness throughout all educational disciplines. The youngest member of the NOA Miss Carolina Trpcevska, who has good experience in sport and yoga instruction as well will prepare the MA dissertation in Philosophy “Sport and Olympism as a form of Ethics Education”.

NATIONAL OLYMPIC ACADEMY OF GHANA OLYMPIC EDUCATION UPDATE FOR 2006

Dominic ASABIA (GHA)

Director of the NOA of Ghana

Introduction

I bring you warm greetings from the people of Ghana especially from the President of the Ghana Olympic Committee and staff.

In Ghana today, the Ghana Olympic Academy through its Olympic Education Programme has succeeded in making many Ghanaians aware that the Olympic Movement is not only about sport, but includes other key areas like:

- Culture
- Health and
- Solidarity and the Environment of the people.

The Academy School Outreach Programme has succeeded in sending educative messages on the values of sport to parents and people in authority who are in position to influence sport participation and policy on sport.

Activities for 2006

The Ghana Olympic Academy organized three main activities in 2006:

- *More Green, more rain*

This was a symposium on Sports and the Environment. Students of eight

SHORT PRESENTATIONS BY THE PARTICIPANTS

School Olympic Clubs portrayed in a short drama, the link between sport and good environmental practices. A short Lecture was delivered by Prof. A.B Akosa, Director General of Ghana Health Service on how a good environment will prolong life. A tree planting exercise was undertaken to mark the occasion.

- *Seminar on Excellence*

The Marketing Woman Of the Year 2003 (Mrs Adelaide Ahwireng, a Role Model) was invited to give a talk on “Pursuing Our Dreams Till They Become Reality”. Participants were 360 School Children drawn from 12 Schools in Accra, the capital city. The students asked questions on Olympism, Anti-Doping, Fair Play etc. Students were asked to set high achievable goals and to work hard to achieve their goals through fair play. A Tree planting exercise was also undertaken to mark the occasion.

- *School Olympic Quiz Competition – 2nd Edition*

A Quiz Competition with questions based on Olympic Movement, Sport, Culture and the Environment was organized for 12 Olympic School Clubs. Each school was represented by a student at a preliminary contest. Seven (7) Students were selected from the Preliminary contest for the final Contest which was shown live on National TV Network on Sunday 3rd December 2006.

Conclusion

I assure the President of the Hellenic Olympic Committee and the Director of the IOA that our Academy will keep the flame of the Olympic Movement glowing from year to year in Ghana.

NATIONAL OLYMPIC ACADEMY OF INDONESIA OLYMPIC EDUCATION AND ACTIVITIES CARRIED OUT IN 2006

Prof. Imam SUYUDI (INA)
Director of the NOA of Indonesia

Indonesia today. A cultural perspective

Indonesia is the most popular country in South East Asia. With the present growth rates it will have more than 225 million people by the year of 2010, making it the fourth largest population in the world. Indonesia is an archipelago country with more than 13,000 islands and over 200 different cultures, each one proud of its heritage. But as the Indonesian youth proclaimed in 1928, well before Independence in 1945, “one country, one nation, one language – Indonesia”. The government has pursued unification as a primary purpose so that all Indonesian people might live in harmony and enjoy the good life that collective productivity can bring.

Sport and Olympic Education in Indonesia

The Government's intention for sport was expressed in the General sector of the Guidelines of State Policy. They have been translated as follows:

The development of sport constitutes one of the efforts to improve the quality of human resources; it should be directed at enhancing the condition of the physical, mental and spiritual health of the Indonesian people, in the effort of shaping

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their character and personality, discipline and sportsmanship, and in the highest achievement to enhance the national image and pride: improvement of performance in sports should be pursued through solid and integrated planning and equitably carried out throughout the national territory.

Sport is expected to help educate the youth to be disciplined, to play with strength and purpose but also with fairness. It is hoped that sport will be expanded throughout all the districts to the capital and will be practised by young and old, boys and girls, and even by handicapped as well as the mentally retarded.

The Indonesian intentions for Sport are in line with the goals of the Olympic Movement as stated: the goal of the Olympic movement is to contribute to building a peaceful and better world by educating youth through sport of any kind and in the Olympic spirit, which requires mental understanding with a spirit of friendship, solidarity and fair play (Olympic charter).

The NOA of Indonesia as a part of the NOC has the special mission to disseminate Olympism and Olympic education throughout the country. To achieve these goals, positive steps have been taken recently to provide encouragement and opportunity for young Physical Education teachers and coaches to achieve their potential.

Some programs that were carried out in 2006 are as follows:

1. Participation in the 8th International Session for Directors of NOAs and Officials of the National Olympic Committee. 23 – 30/05/2006
Names of participants: Mrs Rina Ambar Dewanti (Vice Director NOA) and Mr Lukman Niode (NOC Official).
2. Participation in the 46th Session for Young Participants, 19/6 -31/7/ 2006
Names of Participants: Mr Patilatu (National Football Association) and Ms Nur Indri Rahaya.
3. Participation in the 14th international Seminar on Olympic Studies for Post-graduate Students: 6/7 – 7/8/2006

Name of participants: Mr Moch Rahmad Kasmad (University South Sulawesi).

4. Participation in the 7th International Session for Educators & Officials

Names of Participants:

1. Mr Banbang Setiono (State University Jakarta) and
2. Mr Abdul Rauf, Memos (Senior Official NOC).

5. Session for Elementary School Physical Education Teachers and Young Coaches:

Date : 11-12 August 2006

Topic : Olympic Education

Participants : 420 Physical Education Teachers and Young Coaches from 33 Provinces.

Objectives:

- a. To give broader information about the National Olympic Academy of Indonesia and its programs.
- b. To motivate physical education teachers and coaches to use their Olympic education in their respective schools and community.
- c. To bring together Physical Education Teachers and coaches from all over the country to exchange ideas in a spirit of friendship and cooperation.

General impression:

- a. They would like to know more about Olympism.
- b. They are very happy and have the wish to know more about Olympic education and they will try to implement their knowledge and experience in their respective schools and community.
- c. They hope that the session for Physical Education teachers and young coaches could be carried out locally (Indonesia is an archipelago) so that more people have the opportunity to participate.

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6. Session for Secondary School Physical Education Teachers and Young School Coaches.

Date : 12-13 September 2006

Topic : Olympic Education

Participants : 232 Physical Educational Teachers and Young coaches

Objective and program : The same as the session for Elementary School Physical Education Teachers and Young Coaches

General impression:

- a. They are happy to have the opportunity to join this session.
- b. They got some experience in making sport activities being fun.
- c. Olympic Education should be disseminated to everybody who is concerned under the supervision of NOA and the Department of National Education.

7. 2nd National Session for Young Leaders and Coaches 2006

Date : 20-23 November 2006

Topic : Olympic Education

Sub Topic : Fair Play

Participants : 1. Members from the Provincial Sports Committees
2. Young Coaches
3. Physical Education Teachers

Total: 37 participants

Objectives:

- a. To give broader information about the National Olympic Academy of Indonesia and its programs.
- b. How to develop Olympic Education through sport practiced in such a manner that requires fair play.
- c. To create better understanding among young coaches, teachers in physical education university, students and young sport leaders.

Participants' general impressions:

- a. They hope that NOA (NOC), the Department of National Education and the

National Sport Federation will design integrated programs to disseminate Olympic Education through the practice of sport.

- b. They are very impressed about having the opportunity to discuss “Olympic Education and Fair Play”. They got a lot of information to enhance their knowledge and motivation in doing their jobs.

NATIONAL OLYMPIC & PARALYMPIC ACADEMY OF IR OF IRAN IN 2006

Seyed Amir HOSSEINI (IRI)

President of the National Olympic & Paralympic Academy

Dear Mr President and dear colleagues,

I am very pleased to be here with you once again. I would like to take this opportunity to present my report on 2006 activities.

The NOPA of IR of Iran as a scientific, educational, and specialized research organization has achieved important results in cultural spreading and promotion of Olympism, so I would like to bring to your attention the NOPA of I.R.IRAN activities during the year 2006:

- **Olympic Education Programs:**

The NOPA set up 35 regular Olympic education courses with 1500 participants including youth, undergraduates and physical educators in different fields every year.

At school level, the NOPA tries to familiarize the students with the concept of Olympism, the ideals of Olympic, Olympic Games, Olympic medalists, fair play and Iran in the Olympics.

- **The NOPA of IR of Iran had a positive role in:**

1. Preparing national elite athletes for participation in the Olympic, Asian, regional and Islamic Solidarity Games.
2. Promotion and development of Zurkhaneh Sports in the world.

- **Establishing of the Commission for Culture and Olympic education:** As you know sport and culture are closely linked. Nowadays, we observe a direct relationship between Sport, culture and art. This commission was organized by the NOPA in 2005 and its role is to promote culture and Olympic education. It consists of cultural, sport and university personalities. This commission approved and carried out different programs which are as follows:

- **The first International Symposium on sport History of Iran:** several researches have been done about world sport history & ancient & modern Olympic movement, but till now only few researches have been done about Iran sport history, cultural background, its document, recognizing scientific recourses etc. So the NOPA is going to hold the first regional sport history in Iran a cultural field symposium with the attendance of professors, researchers and interested people from Iran and abroad.

- **The 3th Congress on the Commemoration of Hakim Abolghasem Ferdowsi.** This congress was held in collaboration with International Zurkhaneh Sports Federation on 14 May 2006. It aims to spread the culture of Pahlevani (heroism) and chivalry among athletes and sports society and to revive Pahlevani (heroism) and ethics traditions. Hakim Abolghasem Ferdowsi is one of the most famous Epic poets of Iran and one of the most well-known poets of the world. The Olympic ideals of Baron Pierre de Coubertin are closely related to the poems of Ferdowsi.

- **The 2nd Art, Sport Olympic Biennale Exhibition:** This exhibition was held from 25-28 February in the National Olympic & Paralympic Academy. In this exhibition 210 works of art & culture were shown which we collected and saved in a CD-ROM.

- **The closing ceremony of the 2nd Olympic Sport and Literature Competition was held at the Olympic week on 28th June 2006.**

- **Organizing the 5th International Sport Movies Festival on July 2006:** The selected movies were sent to Milan.

- **To plan and schedule for the 3rd Olympic Sport and Literature Competition for the next year.**

- **Publications**

The NOPA has published some publications such as:

- ✓ The Olympic & Paralympic ideals:

Ali Daei: member of national football team

Hadi Saei: Olympic Medalist in Taekwondo

Alireza Rezai: Olympic Medalist in Wrestling(Athens)

Abbas Jadidi: Olympic Medalist in Wrestling (United-States)

Yousef Karami: Olympic Medalist in Taekwondo

Masoud Mostafa Jokar: Olympic Medalist in Wrestling(Athens)

Morad Ali Shirani: Paralympic champion in Wrestling

Mehrdad Agin: Paralympic champion in Basketball

Ali Kashfia: Paralympic Medalist in Volleyball

Alireza Dabir: Olympic Medalist in Wrestling (Australia)

Arash Miresmaeili: Olympic Medalist in Judo

- ✓ To get acquainted with Pahlevani's Value and Pahlevani History

- ✓ The result of Olympic Sport and Literature contest.

Furthermore, in collaboration with the Islamic Solidarity Sports Federation NOPA has organized several technical courses such as:

- International Taekwondo Coaching Course
- International Weight lifting Coaching Course

The Olympic Week was extensively held with different programs and the other culture programs and broadcast by Iran Broadcast.

The NOPA in collaboration with universities held scientific and sport congresses and had an important role in the promotion of scientific sport in the country.

THE ITALIAN OLYMPIC ACADEMY – A VERY ACTIVE YEAR

Angela TEJA (ITA)

Member of the AONI's Management Committee

President of CESH (European Committee for Sports History)

I wish to thank the IOA for this invitation to come to Olympia and learn about new developments in the world of Olympism and Olympic pedagogy, in particular.

Let me present to you, very briefly, the most recent activities of my Academy.

The Italian National Olympic Academy is celebrating its 20th anniversary this year. It was established in 1987 at the instigation of IOC President at the time, Juan Antonio Samaranch and thanks to the dedication of the late IOC member Giorgio de Stefani, Secretary General of CONI's at the time, Mario Pescante and Francesco Gnecchi Ruscone, then President of the International Archery Federation and of Rosella Frasca, professor of the University of Aquila.

The AONI organizes each year meetings with the students of Italian Sports Science Departments and Military Academies, for discussions on the general topics of ancient and modern Olympism. This year, the seminar was held in Torino, the host city of the last Winter Games. Here, the AONI celebrated its anniversary in the presence of prominent figures like Isidoros Kouvelos and Mario Pescante.

In 2006, the annual meeting with students took place in May, in Paestum (Salerno), an ancient city of *Magna Graecia*, filled with remnants from antiquity, including many examples of physical activity in ancient times, like the famous Diver of the tomb of the same name (468 B.C.).

In 468 BC, a runner called Parmenides came from Paestum to Olympia (78th

Olympiad) to win two contests: the stadium and the diaulos race. This Session of the ANOI was therefore held in a prestigious setting, rich with Olympic history, offering its numerous participants (who included, for the first time, people from Training Sciences) much food for thought and useful information for their studies, during lectures centering on the general theme of “Sports and Ethics”.

In 2006, our Academy added two more research initiatives to its activities: the organization of an international conference, held on the eve of the Torino Winter Olympics, in the city of Pinerolo on the subject “Pierre de Coubertin and Brunetta d’ Usseaux: the father of the modern Games and the leading figure of Olympism’s birth in Italy” that was attended by around ten other European Olympic Academies. Distinguished personalities from many foreign academies participated in the proceedings, including Conrado Durantez, Marc Maes, Catherina Szikora, Laura Carlescu etc. Research carried out by some of the major historians of the history of Italian sport and Olympism helped define the role of Comte Brunetta d’Usseaux – IOC Secretary from 1902 to 1919.

Also in 2006, the AONI successfully organized the second biennial competition on “Art and Sport” with the participation of 42 works created by the students of Fine Arts Academies of major Italian cities. The awards ceremony was held in Croton (another well-known city of *Magna Graecia*) on 17 March, during a congress on art and culture at the Olympic Games.

2006 was a year rich in activities for the promotion and development of Olympic culture in Italy. On 19 December, during a ceremony commemorating the death of Giulio Onesti, the President of CONI for over 30 years (1946 – 1978), in the presence of governmental and municipal authorities, the “G.Onesti” prize was awarded to Senator Giulio Andreotti, a strong supporter of Italian sport and the President of the Organizing Committee of the 17th Olympic Games of Rome. This prize, created by AONI and the Onesti Foundation, was awarded for the first time to Juan Antonio Samaranch, in 2001. The Onesti Prize is now awarded, every two years, to a personality or organization whose work is inspired by the principles formulated and applied by Onesti regarding Olympic solidarity and the participation of art and culture in sport, with the view to ensuring the continuity of ideas and their implementation in the daily practice of sport.

The AONI is happy for this opportunity to participate in the cultural exchanges promoted by the IOA and is open to any cooperation with the other National Olympic Academies.

The AONI wishes, in particular, to remain actively involved in the development of sports culture in Italy, for its propagation in universities and schools, through a multidisciplinary approach covering history, ethics, art, psychology, sociology, i.e. the whole field of social science.

We shall organize a new arts competition, linked to the IOC's international contest. The AONI will also have a leading role in the establishment of the Italian National Sports Museum, in the "Città dello sport" in Rome's "Tor Vergata" University that will be opening this year.

As you can see, the AONI's future remains focused on its many activities and its consistent commitment to the principles that have been guiding its work since its birth, 20 years ago.

OLYMPIC EDUCATION AT THE UNIVERSITY OF TSUKUBA IN COOPERATION WITH THE JAPAN OLYMPIC ACADEMY

Hisashi SANADA (JPN)

Executive Member of the NOA of Japan

1. Outline of Olympic Studies at the University of Tsukuba

The University of Tsukuba has taught Olympic as a general culture course since 2003. We have featured a number of lecturers, including Chiharu Igaya (IOC Vice-President, JOA President), Tsunekazu Takeda (JOC President), Masato Mizuno (a member of the IOC Sports and Environment Commission, JOA Vice-President), Koji Aoki (Sports photographer), Yosuke Fujiwara (a member of the IOC Radio-TV Commission, Board member of JOA) and Olympians as well as our instructors. They have all taught about the cultural diversity of the Olympics and future issues of the Olympic Movement from the viewpoint of each specialist.

The content of these lectures appeared in the Sankei Shimbun newspaper from 2003 to 2004, and also in 2007. The challenge of holding this kind of Olympic education in cooperation with the media has been a unique challenge and has gotten a lot of attention. A total of roughly 1,200 students have taken this class for 4 years.

The following are the themes of the Olympic studies at the University of Tsukuba:

- Nostalgia of Olympics (2003)
- Celebration of homecoming of the Olympics (2004)
- Thank you, Tokyo Olympics (2004)

- Journey of Olympians' soul (2004)
- Memory on snow and ice (2005)
- Japan's Olympic bid (2006)
- Poem of Olympic Spirit (2007)

These subjects are categorized as liberal arts courses. "Nostalgia of Olympics" is a series of thirty lectures year-round, and the others are ten lectures in one term (we have three terms in a year). The general course program can be formulated academically and flexibly in response to the expertise of the organizer setting up the course, interest and other factors.

In addition, 40% of the total were students majoring in physical education, many of whom aimed to participate as athletes in the Olympics or had the desire for future employment as coaches or trainers with many opportunities for involvement in the Olympics, media or sporting goods producers. Besides students majoring in physical education, there were students representing all eighteen of the university's departments, reflecting the high level of interest in the Olympics and sports exceeding specialized fields.

2. Reaction to the class

The JOA President Igaya, who was invited to be a guest lecturer and who acted as a go-between, delivered a message regarding the instruction from the IOC President Jacques Rogge. The letter, filled with praise and anticipation for the pioneering project, became a stimulus that renewed the awareness of the students and lecturers in the great significance of the instruction. When the message was announced, words could not describe the atmosphere that dominated the classroom for a moment and the feelings of elation in it. In the end-of-term test for the first term, the students, overcome by emotion and excitement, were given the task of translating the message into Japanese and, besides that, also writing a message to President Rogge – of course in a foreign language. Through that task of translating the message, the students came into contact with important con-

cepts relating to the Olympic ideals of Olympism, Olympic movement, friendship, solidarity and fair play. The collection of messages to Rogge was edited and was personally handed to him by Igaya at the time of the IOC session in Prague in July 2003.

Mr Sano, Sports News Editor of the Sankei Shimbun, showed interest in this instruction earlier than Rogge. A boxed article that he wrote about the Olympic course at the University of Tsukuba appeared in the April 15th 2003 edition of the Sankei Shimbun. Since then, an outline of each lecture has been given high billing in each issue on the day after each. The yearlong series of lectures is being reported extensively to the general public through the newspaper (circulation: 2 million). It is probably unprecedented for the circumstances of lectures at one university and, moreover, of one specific course to be reported in a series of articles by a newspaper. The serial newspaper coverage of the lectures was more than just good publicity. It exposed not only the nature of education at the University of Tsukuba but also Japanese society's high standards for education.

There was one student who was blessed with the opportunity of being able to participate in these meaningful lectures and who also participated in the One School One Country Program developed primarily in Nagano City at the time of the Nagano Olympics. For this young woman, who was majoring in comparative culture, the Olympic experience appears to have had more than a little effect on her later career choice and view of life and she has just begun research to pursue similar cases. The One School One Country Program was continued at the time of the Salt Lake City Olympics and the Turin Olympics. If it is possible to demonstrate that the program had a profound effect on the children of Nagano, that would probably serve as an impetus for the further dissemination and development of unique Olympic education originating in Japan.

3. Outcome of the Student Survey

In order to gauge the effects of the instruction and to promote improvements, we conducted questionnaire surveys of Olympic studies targeting the students of the

course. The surveys covered; (a) basic knowledge of the Olympics; (b) impressions of the Olympics; (c) interests and degree of interest in the Olympics; and (d) past experience in learning about the Olympics. An ex-ante survey had already been conducted in May immediately after the commencement of course instruction and the ex-post survey is scheduled for the final instruction in March in 2004.

Incidentally, areas of highest interest included “episodes and dramas of great Olympians of the past” (92.1%), “victory and defeat of Japanese athletes and the outcome of the struggle for medals” (90.8%), “Olympian mentality and mental strength” (87.5%), “new world and Japanese records” (85.5%), “Olympian training, diet and relaxation” (81.6%) and “state of mutual praise of athletes of one another’s efforts after competing” (80.3%) and responses of “extremely interested” and “relatively interested” combined accounted for more than 80% of the total.

Meanwhile, “problems of the natural environment due to the Olympics” (34.2%), “relationship between the Olympics and the arts” (40.2%), “origin and historical development of the Olympics” (47.4%), “reasons for prohibiting doping and testing methods” (52.6%), “meaning of Olympic education” (57.2%), “significance of the Olympics relating to world peace and international goodwill” (59.8%) and “ideals, spirit and objectives of the Olympic movement” (65.1%) are among the areas where there is thought to be a need for further enhancement from the standpoint of the promotion of Olympic education.

Our studies suggest that Olympic educational programs should be developed so as to incorporate these student interests into the program without abandoning the essential principles of Olympic education.

In October 2006, the IOC President Jacques Rogge visited the University of Tsukuba to be awarded a honorary doctorate, and many students who had taken the Olympic studies class interacted with him. The president encouraged the students to study the Olympic Movement and to be leaders of education or sports. It was splendid experience for the students and for us.

MAIN ISSUES OF THE 2006 KOREAN OLYMPIC ACADEMY

Dr Chung-Hae HAHM (KOR)

Prof. of Ewha Women's University in Korea

Committee Member of the NOA of Korea

Dear Dean of IOA, and Dear National Olympic Academy Family members.

First of all, thank you for inviting us, the Korean Olympic Academy members and it's so much honorable to have this opportunity to share with you the main issues of the 2006 Korean Olympic Academy.

The International Olympic Academy Movement as well as Olympic Movement were introduced to Korea in 1966. And the Korean Olympic Academy was officially started on June 23, in which was the Olympic Day, in 1977. At first, it could not operate appropriately. In 1980, as the Korean Olympic Movement, Korean Olympic Academy Education Program was begun by setting up the KOA regulations according to the IOA and by promoting academic research presentation for Olympism in the KOA general meeting. From that time, KOA's activities were activated with numerous symposiums and lectures to develop better programs of Olympic Education and Olympism.

At this point, I would like to present key issues of the 2006 Korean Olympic Academy.

In 2006, the Korean Olympic Academy hosted three day lectures and strong debates on the subject of Olympism. The important issue was to seek reality of Olympism to set strategies and develop the Olympic movement. The education of Olympism was to be activated along with a groping plan for every citizen to

understand the meaning and value of Olympic Sports. Some of the suggested main ideas suitable for our country are the following.

1. Women Sports and Olympic Movement

As a cultural characteristic in Korea, sports activity has been mostly male-embossed; however with recent emphasis on health related 'well-being' and spreading of sport for all –not only elite sport– the number of women participating in sports activities is accelerating. To fulfill this, a debate on Olympic sports and women's sports has been held. Specifically, in a section of the debate the proposal "New Olympism" was put forward, which is a combination of sports, culture and education with women's role and activity within. Historically in ancient Greece, slaves and females were forbidden to participate in the Olympics, but in modern Olympics the first female athletes were able to participate in the 1900 Paris Olympics. Today the number of participating female athletes has grown reaching more than 40% of the total. In Korea, female athletes have high coherence in achieving outstanding records in the Olympics which explains the important relationship between Olympic sports and female sports. So, women's sport should be emphasized as well as men's sport.

2. Olympic Sports Ethic and Media

Following the television, internet is the key leading source of the information era today. Internet is a new media complementing the weak points of all the media. Internet connects the world into one and will lead the 21st century. The spread of new media within sports will continue and maintain the symbiotic relationship. Olympics and the new media has close relationship. Recently, the main object of the Olympic Games has been based on the spirit of amateurism targeting national friendly relationships and world peace; however, we can see that the situation is deteriorating and becoming over committed to victory, showing strong nation-

alism, commercialism and show business affected by the mass media. These problems originate from the mass media coverage causing a negative effect on the noble spirit of the Olympics. Thus, we need changes in the attitude and awareness in every aspect affecting the Olympic Games.

Through the debate we have reached the conclusion that the Olympic Games should be held and broadcast based on the spirit of the Olympic spirit and sports ethics. The Olympic broadcasting should have ethical quality, holding the athlete protection and respect for sports as a priority along with freedom, public benefit, balance, fairness, and professionalism.

3. Olympic Education and Activating Program

In order to understand the true meaning of the Olympic sports, we defined Olympic Sports and Olympic education as follows. Olympic education is: 1) Education for understanding the proper meaning of the Olympic spirit. 2) Educational beginning for not only elite sports but lifetime sports. 3) Education for propagating simple sport activity to life time activity. 4) Education for employment in the latent future sports field. 5) Education to get rid of the commercial image distorting the Olympic spirit and bring back the main idea of the Olympics. 6) Life time experiential education through harmony of mind and body. As above, education on the Olympic sports is needed and should be done continuously. To activate the Olympic education, publicity should be given to the activities and participation in the Olympic Academy not only for the athletes but for the whole country. Also, the Olympic education should be amplified both qualitatively and quantitatively. Olympic sports should not be aiming only at the Olympic games held every four years but should become a sense of value of life and be able to apply to real life practice.

By attending this International session of IOA, we, the Korean Olympic Academy, would like to learn and exchange some new ideas with you who are in charge of the Olympic Academy Operation.

REPORT ON THE ACTIVITIES OF THE NATIONAL OLYMPIC ACADEMY OF KYRGYZ REPUBLIC FOR THE YEAR 2006

Prof. Bolot MOTUKEEV (KGZ)

President of the NOA of Kyrgyzstan

The main aim of our organization is the propagation and formation of Olympic values in our Republic, especially among the children and youth.

According to the Statutes of our Olympic Academy and the perspective plan of work till the year 2009 approved by the National Olympic Committee of the Kyrgyz Republic, the priority directions are the propagation of Olympic education and values of Olympism and also scientific – methodical activities concerning various problems of Olympic development.

In connection with the new administration of the National Olympic Committee and Olympic Academy of Kyrgyz Republic in 2006, considerable progress in the range of Olympic Education took place.

1. A booklet (information part) “Doha - 2006- Kyrgyzstan” was prepared and issued with the aim of acquainting representatives from different countries in Katar with our country and with the sport elite of Kyrgyzstan.
2. Various papers were issued such as: “methodological aspects of socialist research in the sphere of physical culture and sport”, “scientific research with the aim of revealing interests, demands, needs of different categories of population in the range of Olympism and creation of necessary conditions for the formation of Olympic values”.
3. Another dissertation paper was issued: “About the necessity of changing of priority in the direction of mass physical culture and sport” for

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the introduction of more progressive forms and methods of instructing sport.

4. A paper was issued: "National types of sport in combination with modern tasks", where the importance and meaning of national games and competitions in combination with pedagogical tasks on Olympic education was shown.

At present time we have an order from the Olympic Committee to prepare a book "Olympic education in comprehensive schools". Apart from this, cycles of lectures on different questions of Olympic education were held in Chui Valleys University and Bishkek Branch of Moscow Institute on Enterprise and Rights. With the last Institute we have an agreement of creating a "Physical training and Olympic education" University.

In State Academy there was a competition on the history of ancient and modern Olympic Games.

LITHUANIAN OLYMPIC ACADEMY TRENDS IN DEVELOPING OLYMPIC IDEAS

Prof. Povilas KAROBLIS (LTU)

President of the NOA of Lithuania

Dr Egle KEMERYTE RIAUBIENE (LTU)

Expert of the NOA of Lithuania

Olympic education is developing the Olympic consciousness and creating the basis for Olympic culture in relation with the real life situations and fundamental problems of every nation and the whole world. The declaration of Olympic ideas and the integration of those ideas in youth life is a task of high importance.

The situation of Olympic education in Lithuania was discussed in the 2006-2007 year session of the Olympic academy. The development program of future Olympic education in our country was approved.

Performed tasks of Lithuanian Olympic academy (LOA):

1. LOA organized and implemented the LOA congress. During the congress the inauguration ceremony of LOA academicians took place. There are 4 LOA academicians at this time.
2. LOA prepared the LOA regulations for members of honor and created regalia. There are 5 people who are members of honor already.
3. LOA organized and implemented the scientific conference for high schools and university teachers "Students physical activity and sport" (September, 2006).
4. LOA participated in implementing a collaborating contract for the years 2005-2010 among LNOC, the Ministry of education and science of the Re-

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public of Lithuania, the Department of Physical Education and Sport under the Government of the Republic of Lithuania and LOA.

5. LOA implemented the scientific conference “Olympic ideas – past, present and future” (April, 2006).
6. LOA presidents have discussed the trends of future collaboration with the president of the national Olympic academy of Czech republic during the meeting in the Lithuanian Olympic Committee.
7. LOA members participated in the contest of Lithuanian pupils, teachers and preschool children “Healthy people” (20-21, April, 2006).
8. LOA members participated and coordinated the international sport science conference “Scientific management of high performance athletes’ training”. The president of the Estonian Olympic academy participated in the conference.
9. LOA published the 3rd number of Journal SPORT SCIENCE (2006).
10. Organized and implemented the symposium for the teachers “Integrating Olympic values through sport and physical education”. (September, 2006).
11. LOA promoted a number of events (seminars, symposiums, conferences), related with Olympic education of pupils and students.
12. LOA helped to organize and participate in the contest of the sportiest school of Lithuania.
13. LOA members participated in the project “Children and Youth Olympic Education in Lithuanian schools”.

The aim of the project was to transmit humanistic Olympic ideals and culture for children and youth, develop their spiritual values and dispositions, form harmonious, creative and free persons.

The objectives were:

1. to develop children’s holistic attitude towards contemporary sport problems, give critical analysis and evaluation of them;
2. during classes on various school subjects to make children aware of Olympic ideas and their rebirth, carry historical analysis on Olympic Games and pursue such ideas;

3. to integrate Olympic ideas into the content of school subjects;
4. to create pre-conditions and develop in pupils the need for active participation in school society life and sport work;
14. LOA helped to organize and participate in “Olympic Festival of Lithuanian Pupils”.

The Olympic Festival included different sports competitions, three art contests (pictures, posters and poems), and a sports festival on ancient sports. The activity aims to motivate Lithuanian pupils from all around the country, aged between 7 and 18, to take part in sports life not only to win but to play.

Objectives: Under the mottos “Not only to win, but to play fair” and “Move your body, strengthen your mind”, the festival aims to encourage pupils to exercise and to be healthy. The festival also tries to teach pupils to relate studies and sports activity as well as to promote their participation in school sport life.

The festival consists of:

- the competition in different sports and different age groups;
- the best poems contest (the poetry book “Children about Sport” was published);
- Olympic picture contest (the aim was to make photos of sport competitions, meetings with famous sports people, Olympians);
- Olympic poster contest (the aim was to draw, and apply the picture about sport (sportsman, sports events, Olympic Games...)).

The sport festival “Antique Sport” includes ancient sports such as *palestra*, wrestling, and discus throwing.

About 202,000 kids from 1435 Lithuanian Schools took part in this event.

15. A delegation from the Latvian Olympic academy participated in Lithuanian Pupils’ Olympic Festival Events. (June, 2006).
16. LOA organized the trip to Olympia (Greece) for the best Lithuanian teachers taking part in the contests and festivals, related to Olympism.

Olympism as a philosophy of life should be devoted not only to elite

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athletes but to everyone, and not just for a brief period but a lifetime, not just for competitions but also for values found in sportsmanship and co-operation; not only for sporting activity but also for personality, improvement of healthy lifestyle, and quality of personal life.

THE ESSENCE OF OLYMPISM FOR YOUNG PARTICIPANTS FROM A MALAYSIAN PERSPECTIVE

Ah Tok CHUA (MAS)

Director of the NOA of Malaysia

Introduction

The philosophy and Ideals of Olympism, expounded by Baron Pierre De Coubertin and his contemporaries, emerged from a decision to revive the Modern Olympic Games at a historic meeting held in 1894 at Sorbonne, Paris. Throughout his life, Coubertin had tried to spread the ideals and philosophy of Olympism to youth all over the world in different forms – the Olympic Games, a festival for youth, art and culture, writings, and the institution of IOA at Olympia, Greece. Propagating international peace, goodwill, fair play among the youth and creating a better world for people of the world became Coubertin's main focus. He vowed to save the world through education and sports.

These humanistic ideas developed by Coubertin are deeply embedded in the Olympic Charter under the Fundamental Principles No. 3, 5 and 6. Practically, these fundamental principles are being over-emphasized in many seminars and conferences, but not many results have been seen so far. These ideas, to a certain extent, contribute to the internationalization of friendship, goodwill and peace among the youth.

However, over the past few NOA Sessions for Young Participants held in Malaysia, we have re-discovered a new approach to Olympic Education. Though Malaysia has yet to win a Gold Medal in the Olympiad, we are proud of con-

tributing successfully to the humanistic ideas of Olympism in our own Malaysian way. Many of the participants who come from Asian and European countries and some even as far as Iowa State, USA are surprised to see a small country like Malaysia promoting Olympism and its ideals successfully in a macro-micro level. Most participants have expressed their ignorance concerning the understanding of Olympism. Many have even confessed that they have never heard the word "Olympism". To many of our colleagues who are in the National Olympic Academies, it would be suicidal for anyone to attempt to define the educational and instructional meaning of Olympic Education in a single phrase or sentence. From the base to the apex the continuum of Olympic Education is a long stretch and the scope is borderless. Therefore, in our Malaysian context, we manage Olympism in a more practical way – managing it at the micro level, teaching each and every participant to understand and practise Olympism by working in teams, discussing Olympic issues and playing sports in small groups.

These renewed elements of Olympism, we refer to in our Annual NOA Sessions, are essentially developing the Olympic ideals as propagated by Coubertin with greater meaning and perspective. The NOA Education encompasses the whole spectrum of lifetime work of Coubertin himself. In Malaysia, we emphasize and promote the following ideals as the essence of Olympism.

1. Developing Leadership among youth

Participants at our NOA Session are expected to develop an attitude of service and be inspired to contribute to the benefit of others, rather than striving for personal gain or goal through group activities. This unique opportunity at our NOA Session enables the young participants below the age of 35 to participate among peers without fear or shyness during the session. Many of our past participants come back to act as moderators and lead discussions, group work, games, etc. They are gradually given more and more responsibilities and encouraged to lead.

2. Striving for Excellence

Participants learn to always put in their best effort in whatever they choose to do, academically or otherwise. They realize that learning is a life long pursuit inside and outside the Olympic family, just like Coubertin gave his life to the pursuit of Olympism and Olympic ideals. Throughout the session, participants are encouraged to strive and perform to the best of their ability. There is a keen sense of rivalry in all our activities, but competitions emphasize fair play, fun and friendship. We teach them that a loss is good if we don't lose its lessons. Learning lessons from failure is pursuing excellence.

3. Building character

The participants at our session comprise young leaders from more than 20 countries of different races, cultures, religions and languages. This gives the Participants an opportunity to learn the essential virtues of respect, trustworthiness, tolerance, understanding, integrity and humility – such ingredients are needed to become ethical individuals who are independent minded and responsible. From the feedback of our past participants, many have expressed that they have changed in terms of attitude, respect, character building, understanding life and people.

4. Realising their potential

Participants will be given ample opportunities to explore their interests and self with the aim of developing an awareness of their goals in life. Just like the Olympic Motto, *citius, altius, fortius* participants are taught to delve into the inner meaning of the Olympic motto. From the outset of the session, they would be taught the inner meanings of *citius* (faster), *altius* (higher) and *fortius* (stronger) not in terms of sports but rather the essence of swiftness, alertness (*citius*), higher

morals, higher ambition and higher achievement (*altius*) and strong character, strong conviction (*fortius*).

5. Fostering culture

Participants will experience a tolerant culture in which each person is respected equally regardless of their background, race and physical appearance. International participants and local participants at our NOA session come from different backgrounds and they will develop respect and appreciation for different cultures and religions. For Malaysia, our people themselves come from a diverse race, culture and religion. By putting the participants in small groups, it creates opportunities for them to interact, understand and learn more about different cultures of the participants. Most importantly, participants have the opportunity of sharing each other's culture and tradition.

6. Promoting Awareness and Wellness

During our NOA Session, participants are required to wake up early in the morning and participate in morning exercises and aerobics, sporting activities and games in the evening. Participants will learn that physical fitness is only a part of personal wellness. Education through sports is one of the fundamentals of Coubertin's ideals. The wisdom inherent in the participants is to structure a balanced life for themselves and value life and health as important ingredients for promoting awareness and wellness.

7. Providing a safe and pollution-free environment

Participants will experience a wholesome environment free from violence, drugs, and unnecessary distractions. The five-day programme of our NOA session is so

tight that participants will not have time for distraction except to participate in their group activities through mutual understanding, friendship and comradeship.

Coubertin envisaged the important role played by education in developing youth to become the leaders of tomorrow. However, we try to emphasize the important aspect of educational values for our participants that will give them a new perspective of life. From my close contact with the young participants we are happy that our annual NOA Session has gained the respect and support of other National Olympic Academies as far as the USA, Europe, Middle East and Asian countries.

The seven elements of Olympism that we promote in our NOA session is our main thrust to achieve Olympic ideals. Truly, we are proud to provide this unique platform for the young participants to share a unique experience that they will treasure for their lifetime. Our NOA session is reflecting the ideals of Coubertin to achieve friendship, international understanding, peace, goodwill and fair play among the young participants. This is made possible because they are all united under the one language of *Olympism* during the duration of the session.

Conclusion

This year, our NOA Session for Young Leaders celebrated its 10th Edition and our Academy extended invitations to participants from all over the world for this unique experience of *Olympism* in our Malaysian way and hospitality. We have put together an exceptional opportunity for young participants to share experiences, learn from each other and discuss common issues which challenge us. To those National Olympic Committees and Academies and countries who sent participants to our 10th Annual Session, the NOA of Malaysia would like to say a big “Thank You” for making the 10th NOA Session a memorable event in the true Olympic spirit.

SHORT PRESENTATIONS BY THE PARTICIPANTS

Chronology of NOA Sessions For Young Leaders held in Malaysia
from 1998 to 2007

Date & Year	NOA Session	Malaysian Participants	Malaysian Participants	Total Participants	Number of Countries
28 April – 1 May 1998	<i>First Session</i>	43 participants	No participants	43 participants	–
13 – 16 April 1999	<i>Second Session</i>	42 participants	2 participants	44 participants	Singapore
2 – 5 May 2000	<i>Third Session</i>	34 participants	8 participants	42 participants	5 countries
6 – 10 March 2001	<i>Fourth Session</i>	30 participants	15 participants	45 participants	14 countries
1 – 5 April 2002	<i>Fifth Session</i>	39 participants	12 participants	51 participants	11 countries
7 – 11 April 2003	<i>Sixth Session</i>	30 participants	17 participants	47 participants	14 countries
23 – 27 February 2004	<i>Seventh Session</i>	37 participants	20 participants	57 participants	17 countries
21 – 25 March 2005	<i>Eighth Session</i>	40 participants	17 participants	57 participants	12 countries
20 – 24 March 2006	<i>Ninth Session</i>	31 participants	16 participants	47 participants	12 countries
3 – 7 April 2007	<i>Tenth Session</i>	42 participants	23 participants	65 participants	19 countries

NATIONAL OLYMPIC ACADEMY OF MAURITIUS

Sanjaye GOBOODUN (MRI)
President of the NOA of Mauritius

History

Four past participants of the IOA young session founded the NOA of Mauritius on the 6th of November 1997. As such this year we are celebrating our 10th Anniversary. All along this decade of existence we have constantly reinforced our structure, members and activities in order to play a major role in the dissemination of Olympic Education and propagation of Olympism in our country. Although we are working under the aegis of NOC, we are given full respect by the latter and even now recognised more as a partner for the NOC.

Activities

In 1997, we organised just one national seminar to mark the NOA launching, today our activities encompass the following:

- **National Seminars**

Different themes of national interest and particular to Olympism will be selected and lectures delivered by experts.

- **Regional Seminars**

Participants for these seminars are chosen mainly from local sports clubs and authorities whereby their particular field of interest, in relation to Olympic

education, will be tackled either by members of the Academy or by guest speakers.

- **Olympic Day Run**

Members of the Academy will as usual help in the organisation of this event and its related activities.

- **Olympic Fun Day**

This is a very interesting one-day programme where the four pillars of Olympism namely: Sports, Education, Arts/Culture and Environment are promoted by various means, such as:

- ✓ *Sports – demonstration and competitions*
- ✓ *Education – Olympic values talks*
- ✓ *Arts/Culture – Wall painting, defile, related competitions*
- ✓ *Environment – Cleaning up campaigns*

- **Children Olympic Day**

This activity is scheduled for children aged between 10 to 16 years and working sessions, both practical and theoretical are organised with them in a relaxed atmosphere (playgrounds, beaches, sports campus).

- **Olympic Education Literary Competition**

Since the last three years we have started a literary competition for students to enhance their knowledge and interest in Olympic studies. Lately, due to a letter from the Ministry of Education we had to cancel our competition. Therefore, this year we are planning to have the competition at the beginning of the year.

- **Sport Federations Olympic education working session**

Every year we schedule a working session on Olympism for the athletes of some sport federations. Members of the Academy go to the site of the sport federation and have direct contact with the athletes, especially young ones, to initiate them to the principles of Olympism.

- **Selection and Training of participants for IOA sessions**

With this, we ensure that our representatives at the IOA Session are well trained and prepared for an active participation in Olympia.

- **Collaborative works with the Olympic Study Centres and other related organisations.**

We have started to collaborate with certain studies and Olympic education programmes /activities that are conducted by these bodies.

Activities 2006

1. Seminars

Last year we concentrated our efforts in organising regional seminars in order to attain a larger audience. As such we organised three regional seminars in three different parts of the island.

2. Sport Federations Olympic education session

A half-day working session took place with the Mauritius Table Tennis sport federation. Members of the managing committee, players and coaches participated in this session and they showed real enthusiasm to learn about the Olympic Movement, Olympism and Olympic Education.

3. Olympic Day Run

For the previous year Olympic Day Run, NOA members were fully engaged in the organisation and also in side activities organised to promote and sensitise the people on this particular celebration.

4. Olympic Fun Day / Children's Olympic Day

Following our motto of last year, to be nearer to remote regions, we combined these two activities into one and organised it together in a remote village in the south of the island called Chamouny. A special programme was designed for the inhabitants of the regions and everyone was so proud and happy that they made requests to us to make it an annual event.

5. Art competition

This was launched for lower secondary school students and the theme chosen was Fair play. We received around thirty entries and the juries nominated the first two for prizes.

6. Participation in International sessions on Olympic Education

The NOA of Mauritius sent delegates for the following international sessions in 2006 namely:

SHORT PRESENTATIONS BY THE PARTICIPANTS

- i. IOA – NOA Directors Session – Olympia
- ii. IOA – Young participants Session – Olympia
- iii. 5th World Forum on Sport, Education & Culture – Beijing
- iv. NOA Malaysia International Session – March 07

7. School Olympic Kid club

We have started working on a project where we want to launch an Olympic Kid club in different schools of the island. However, we are facing difficulties in getting through the public schools due to the reticence of the authorities but some private schools contacted are very keen in having such a project in their institution. As such we hope to start this year with four private schools.

8. Lectures by distinguished speakers

Grasping the occasion of having two eminent personalities of the Olympic Movement in Mauritius last year, namely Mr Fekrou Kidane and Mrs Nawal El Moutawakel, the NOA organised two talks:

- i. Olympism in Africa by Mr Fekrou Kidane
- ii. Women and Sports by Mrs Nawal El Moutawakel.

Both talks were a complete success.

Conclusion

Olympism, as we always say, is a philosophy of life that has become for us a basic necessity in the sport realm in order to build up our character. Today's world is facing various difficulties and for us in the developing countries the situation is even much tougher. However, we do find hope in sports and its related activities because sports bring together peace, enthusiasm, values and friendship. Our National Olympic Academy is celebrating this year its tenth anniversary. We have forged our way in order to make Olympic education a reality in Mauritius and we hope that with the help of all our stakeholders, both national and international, we will further enhance our actions with the ultimate aim of propagating Olympism throughout the island.

NEW ZEALAND OLYMPIC ACADEMY

Lorna GILLESPIE (NZL)

Member of the NOA of New Zealand

Kia ora – greetings to you all from New Zealand. It is my privilege to have this opportunity to bring you a brief report on the current initiatives of the New Zealand Olympic Academy, and also to comment briefly on the utilisation of critical pedagogy in Olympic Education. It seemed pertinent to include these comments, given that the topic of this IOA Session is Olympic pedagogy.

The New Zealand Olympic Academy, in accordance with the Olympic Charter, has two roles.

1. To maintain both Olympism and the Charter as the foundation to the work of the Olympic Movement in New Zealand, that is, within the governance, management and membership of the New Zealand Olympic Committee.
2. To promote and manage Olympic Education.

Within Olympic Education, the role of the New Zealand Olympic Academy is to promote Olympism in school and universities, through physical education and sport programmes, for the purpose of pursuing the goal of the Olympic movement. The NZOA objectives of Olympic Education are:

1. To promote Olympism through the physical education curriculum and sport programmes in schools
2. Spread Olympism through physical education, coach education and sport programmes of universities

3. To promote Olympism through advocacy and collaboration with relevant educational organisations/agencies/institutions.

Current initiatives in schools are implemented through the physical education programmes guided by the national physical education curriculum. The Physical Education for New Zealand has a socio-ecological basis with a strong values base. The values are those of Olympism, and therefore the entire physical education is implemented with these values in mind. The physical education curriculum is a national requirement for schools, and so the New Zealand government and the New Zealand Olympic Academy have a relationship which has enabled not only the values to guide the physical education programmes but also resource material to be developed. Currently there are three major Olympic education resources in all schools, focusing on different levels of schooling, and the Olympic Academy provides professional development for teachers to support the implementation of Olympic education and the understanding of Olympism.

Within universities, the NZOA is working towards the inclusion of Olympism within a number of qualifications and degrees beyond physical education alone. To this end, the Olympic Academy has a co-operative agreement with a New Zealand University and is working with another to develop an Olympism based degree in Sport and Recreation. The New Zealand Olympic Academy and the University of Canterbury are also presently establishing a New Zealand Centre for Olympic Studies.

In working to promote Olympism, the NZ Olympic Academy works with a range of key organisations. The NZOA works with the national professional body for physical educators, Physical Education New Zealand. Similarly, the crown entity for Sport and recreation is a key organisation with which the NZOA has a co-operative agreement, and of course there is also the working relationship with the Ministry of Education.

Within the resource material the NZOA has produced for schools, a socio-critical perspective guide for the aims and activities. This means that students have the opportunity to learn about the whole movement culture and become discerning about aspects of it. They are expected to become thinkers, and future

change-makers and not simply physically active participants. Within their learning, students:

- Consider the social, political, ethical, economic, environmental, cultural and historical dimensions and influences of and on movement;
- Engage critically with movement contexts and the movement culture;
- Learn to reflect and create change.

For a socio-critical perspective to be developed, critical pedagogy is necessary. Critical pedagogy is instrumental in encouraging students to reflect and develop a deep understanding of the movement culture, of sport and of Olympism. This pedagogy enables students to focus on all aspects of the movement culture and to build new vision and gain new insights. Students learn *in, through and about movement* and the learning aims to equip them to question the status quo in sport and society and last, but of course not least, to *understand* Olympism.

In Olympic Education, when critical pedagogy is used, students can develop:

- Self responsibility
- A sense of social justice
- A chance to challenge and create change from e.g. dominant consumerism
- Understanding of the social and cultural significance of movement in people's lives, and for society
- Understanding that Olympism is a philosophy for life, not just for sport.

In summary, New Zealand has an Olympic Academy which is both active and influential, with Olympic education embedded in national curriculum physical education. A number of other initiatives, such as NZOC Museum exhibitions, Olympic week activities also exist, but time precludes me from discussing these in detail here.

If you are interested in further information, please visit www.olympic.org.nz, or you are welcome to speak with me while here in Olympia.

THE POLISH WAY OF THE OLYMPIC EDUCATION

Ewa KALAMACKA (POL)

Member of the NOA of Poland

The belief in the power of education is as old as the history of mankind and has been expressed by many educators, philosophers and physicians. Helvétius claimed that man was exclusively a product of education (*l'homme est tout l'éducation*). This maxim has had a particular relevance to the work of Polish physicians and educators preoccupied over the centuries with education. Their concern with this endeavour has always been the sign of a modern approach to education.

Historical Foundations

In Poland, there has always been a group of enlightened educators and physicians fully aware of the importance of exercise in the open, both for the individual and for society at large. The promotion of physical activity in Poland, taking into account the role of physical exercise, began already in the 14th century when a handful of then-existing Polish physicians and educators began to write about the importance of physical exercise. Generally speaking, they viewed physical activity as an important component of educating each new generation, and this issue was often linked to the problem of unity between body, mind and soul. Physical activity played an important role in those concepts: it trained and educated the body. At the same time it influenced the spirit and the soul, as the body could be seen as a unity of three. Their publications prepared basic principles for modern physical education.

Until the 18th century, practically its only form, and hence the only source of information, was the printed word. Following the well-known maxim *Repetitio est mater studiorum* ("Repetition is the mother of learning"), they would stress and nauseam the beneficial effect of physical exercise; yet, in accordance with another maxim, *Verba docent, exempla trahunt* ("Words teach, example attracts"), apart from disseminating one's views, one also needs to take steps to have them implemented. Practice showed unequivocally that education alone, without supporting measures, would not go very far in this respect. It was only in the 18th century that specialised institutions for the improvement of physical education emerged, such as Collegium Nobilium (Warsaw 1752) and Military Academy (Warsaw 1765). A pioneering role in the popularization of physical education among school youth was played in Poland by the Commission of National Education founded in 1773. The program of those model schools included physical activity (horse-riding; shooting; fencing; Polish, Italian and French dancing; games; swimming; gymnastics). Schools prepared their students for an active public and healthy life [6,7]. Such schools played a significant role in the dynamic and many-sided development of physical education and sport developed in the 19th century in Poland. During the 19th century the Poles gave special attention to the importance of the physical development of young people. Because of political circumstances a modern movement of physical education became urgently necessary in Poland to create active, healthy and good people. Therefore, physical education expressed physical, mental and spiritual values [4,5,9]. By advocating the same ideas all over Poland, physical education expressed the unity of the Polish nation, divided at that time between the three partitioning powers, Russia, Prussia and Austria. The role of physical education as guardians of the nation's health was generally recognised by society.

Olympic Education in Poland

The creator of modern Olympic Games Pierre de Coubertin said Olympic sport not only refined humans in the physical dimension, but through overcoming fa-

tigue it could foster willpower, noble attitudes, respect for opponents and voluntary resignation from unfair opportunities to win. Sport can thus become a tool in moral, volitional, intellectual, social and hygienic education [1]. Therefore, *Mens sana in corpore sano*, the well known phrase from Juvenal has been both used and misused in debates about movement culture. The argument that a harmonious education consists of a well balanced development of mind and body was again used by Polish physicians in the 20th century. This led to the introduction of sport within the educational system around that time. Sport has had as an educational component both in the school system and in society at large. In 1925 Pierre de Coubertin sent a letter to Polish magazine "The Stadium" that published its special edition before the Olympic Congress in Prague. In the letter he wrote, among others: "*Sport needs the close alliance of strength of mind with physical power and thanks to this alliance people will become strong and skillful, serious and cheerful*" [2]. Since then the educational role of sport has been developed by the Polish Olympic Committee. Fairly numerous publications began to appear in print at that time. Accessible to broader circles of readers, they disseminated sound knowledge on Olympic philosophy and the principles of healthy living. Generally speaking, writers viewed physical activity as an important component of health behaviour, although this issue was often approached from various other angles, too, including those of, prevention, morality, education.

Recently, the educational role of sport has been developed by the Fair Play Club of the Polish Olympic Committee that continues actions in favor of sport fight ethics that was begun by "Sztandar Młodych" in 1963 and awards the diplomas. In the years 1968-1984 the Polish Olympic Committee published the magazine "The Olympic Discus" and since 1998 it has been publishing the monthly "Olympic Magazine". Since 2002 every week the viewers of the first public television program can watch "The Olympic Magazine – Echos of Stadiums". The Polish Olympic Committee supports different publications serving the promotion of the Olympic idea. Also, the Olympic idea promotion in Poland is supported by the Polish Olympic Academy founded in 1984 with the aims of educating youth on the Olympic Movement and Olympism and of undertaking research on the Olympic Movement. The Olympic idea promotion is supported by the following actions of

the Polish Olympic Committee: activity of Olympic Committee Olympic Club, Olympic Picnic, contests “On the Olympic Route”, actions to receive Olympic Rings by young people, Olympians’ Days. A very important role is performed by the Olympic Clubs working in more than 200 towns in Poland and gathering outstanding athletes, officials and students. Polish Olympians Association that affiliates participants of the Olympic Games, is also engaged in Olympic idea promotion.

Since the beginning of its activity the Polish Olympic Committee has paid special attention to Olympic idea promotion, as well as the promotion of ethic, cultural and educational values of Olympism. The Olympians actively participate in this activity and promote sport among children and youth.

The Olympic idea promotion is developed at the Olympic Club that for years has been the meeting place for Olympians and people joined with sport and culture. The Club includes School Olympic Academy that develops educational activity for Warsaw schools students. From 2004 such functions went to the Olympic Education Centre that realizes a very rich, educational and museum program within the Polish Olympic Committee Olympic Centre. In order to implement the program and get financial resources for the Olympic Education Centre, in 2002 the Polish Olympic Committee established the Foundation of the Olympic Education Centre, which has assumed the institutional responsibility for the implementation of the Olympic education programme. The Centre’s work essentially relies on the experience of the Museum of Sport and Tourism, the Olympic Club, the Polish Olympic Academy and individual committees of the PKOl. As for school subject contests, the Centre takes from the experience of the Ministry of Education and Science.

The Centre’s goals include the promotion and popularisation of the values of Olympism, Olympic ideals and culture, with special emphasis on Polish sport traditions. The Centre seeks to present the role and place of sport in the world of today and relations between sport and arts. Another important objective is to teach sport through sport, putting the slogan “*Live a sporty life*” into practice.

An important element in the education of the young generation is to provide the young people with comprehensive education in history, taking into consideration the tradition of Polish sport and physical culture as well as education in aes-

thetics. The point is also to make sure universal Olympic ideals can be applied in other domains of life in order to improve its quality and moral standards. The Olympic education is promoted through the following triptych:

- publications and thematic meetings,
- permanent and temporary exhibitions,
- recreation and entertainment.

In all these three elements of education, harmony between the body and the mind is predominant. In Poland the message of Olympic education to all individuals is to strive for excellence in order to surpass themselves. The Olympic motto, *Citius, Altius, Fortius*, not only means faster in sport performance but also higher in moral standing and stronger in fortitude for the struggle of life. The Olympic education allows a comparison of personal thoughts and skills, helps to perceive excellence and strive to use power correctly. This education does realise truly humanistic values [3,8,10]. The participation in sport and appropriate utilisation of sport calls for proper education. Education thus remains the first and ultimate humanistic hope for sport.

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**OBJECTIVES AND PRIORITIES OF THE ROMANIAN
OLYMPIC ACADEMY IN 2006 RELATING TO OLYMPIC EDUCATION
AND THE PROMOTION OF THE OLYMPIC MOVEMENT**

Assoc. Prof. Doina MOT (ROU)
Director of the ROA's Timis Branch

For 2006, the ROA's objectives included the organization of important events at national level in the field Olympic education aimed at our country's schoolchildren, students and sportsmen and sportswomen. In the context of this vast program of activities, the following priorities should be underlined:

- *Organization of the Olympic Week* at national and regional level. The aim of this action was to show that physical exercise can be placed at the service of man's harmonious and healthy development and to invite all citizens, irrespective of their age or profession, to participate in these activities. The motto "Overcoming one's self" chosen for the competitions, the Olympic cross-country race in particular, promoted the Olympic spirit. There were 13,000 participants in the 40 Olympic cross-country events that were organized in 2006. The Romanian NOC distributed 10,000 IOC diplomas, signed by IOC President Jacques Rogge and T-shirts with the Olympic emblems. The national cross-country was held in Iași, on 24 June, the city becoming for the occasion the country's Olympic city. President Rogge's message was read by Ms Laura Badea, Director of the NOC's Department for Olympic Education, School and University Sport.
- Another ROA initiative was the *National Program of Education through sport and the introduction of Olympic education in schools* that was imple-

mented in Predeal, on 6-9 July 2006. It was a rather complex undertaking, which included three sub-programs:

1. Half-year meeting with Directors of ROA Branches. Reports were presented on nation-wide activities, future plans and organization problems relating to the establishment of Olympic associations in Romanian schools. The ROA's work at national level was also presented and training courses were provided to participants.
 2. Third Millennium School Olympic Pentathlon. 46 pupils (one girl and one boy), the winners of the competition in the different regions, took part in the national finals. The pupils competed in sports and cultural-artistic contests, which for the next edition will promote works that enhance the Olympic spirit.
 3. The exchange of experiences among ROA Branches. A round table on "The promotion of educational Olympic values among young people. Means of implementing educational programs that support the values of Olympism" was held and the conclusions of discussions highlighted the need to develop a sufficient number of educational resources to be distributed in all the districts and schools of Romania. An initiative was launched with the Directors of ROA Branches and physical education inspectors involving area meetings for the harmonization of educational programs in accordance with the Olympic spirit.
- *The Olympic and sports education course in a spirit of tolerance and fair play*, a highly successful action organized in partnership with the National Youth Authority. 64 secondary school students from schools with sport on their curriculum and 16 sports teachers and trainers were invited to attend. The purpose was to encourage young people to become positively involved in the education process. The topics that were considered included the institutionalization of sport, understanding of Olympic values, the fight against doping and violence in sport. Young participants had the opportunity to learn and to work, in an organized way, on the moral and spiritual dimension of sport, to come in contact with Olympic and world champions and prominent figures of the Olympic Movement. The camp's newspaper,

produced by these talented adolescents, highlighted the success of this initiative.

- *The Olympic education and training camp* was run by district physical education and sports teachers in order to underline the importance of physical education and sport in the overall education process, under the sign of Olympic values. The importance of promoting values, which define the Olympic spirit, among youth was emphasized.
- In 2006, 1760 works from 18 countries took part in the traditional drawing competition, *"The Olympic Games in children's imagination"*. Mr Octavian Morariu, the President of the Romanian NOC, stressed in his opening speech at the awards ceremony that this "large international participation shows us that the nobility of spirit and the values that Olympism teaches are becoming more and more a part of education and one of our priority goals".
- The aim of the literature and journalism competition (the prizes were awarded in November) for pupils and young people, *"A pen called fair play"* was to educate and train good future sports journalists. "Because the press has the duty to enhance the value of athletes and of their performance and to promote young talents" underlined former Olympic champion Laura Badea, Director of the Romanian NOC's Department for Olympic Education, School and University Sport, the organizer of the event.

At the ROA's Timis Branch, of which I am the Director, our priority was to organize these competitions whose finals were held at national level. I wish to stress that the Timis school children did extremely well, winning the first place for boys and girls at the "Third Millennium School Olympic Pentathlon" in 2006 and the second place at national level in the competition "A pen called fair play". During Olympic Week, in addition to the Olympic Cross-Country, we organized sports events in the city of Timisoara and 24 other towns of the region, as well as a session for 1st-year students who had attended the course on Olympism. The papers will be published in the volume "Olympism, Students' Symposia 2006 – 2007". According to our tradition, we organized a meeting between the students and for-

mer Olympic champions Maria Olaru and Simona Amânar, who talked to them about their road to top performance.

We also developed a project on education by Olympism, which we are trying to implement in all our city's schools. This initiative that was triggered by the IOA's recommendations, aims at integrating Olympism in schools as part of the young generation's education. The education model is based on the Olympic principles, the only principles that have preserved their value through the centuries. Through this project, we wish to teach to students the beliefs and skills that will improve the quality of their personal life and that of the community where they will be living and working later. We asked the school principals' authorization in order to create Olympic education units, on the pattern of the Olympic Rings.

SPANISH OLYMPIC ACADEMY REPORT OF ACTIVITIES

Pablo DURÁNTEZ (ESP)

Member of the NOA of Spain

Mr President, Ladies and Gentlemen, Dear Colleagues,

It is a great satisfaction for me to present a brief information report about the activities developed by the Spanish Olympic Academy last year, taking into account that our Academy has been the first academy created (25 November 1968) and the instigator of the creation of the Paniberican Association of Olympic Academies, officially recognized by the International Olympic Committee.

This year, the most important activities developed by the Spanish Olympic Academy have been the following:

- March 2006. A sculpture of Pierre de Coubertin was presented at the Olympic Congress held in Madrid. A new version of the image of the great French humanist realised by the Spanish artist Federico Lozoya. This sculpture was unveiled by the Spanish King Juan Carlos I in the presence of Jacques Rogge, President of the International Olympic Committee. Due to the interest shown by Mr Rogge for the new artistic creation of Pierre de Coubertin, we proceeded to make a copy which was given to the President of the Olympic Committee, the 1st February 2007 in Laussane, by the President of the Spanish Olympic Committee, Alejandro Blanco, accompanied by the Secretary General, Víctor Sánchez, and the President of the Spanish Olympic Academy, Conrado Duránte. This new artistic version is based on the photo taken to Pierre de Coubertin in 1926 in Nyons (Suisse), during his visit to the Ovomaltina factory.

- June 2006. Supported by the Spanish Olympic Academy, the XI Congress of Paniberican Association of Olympic Academies was held in Sevilla. Representatives of the 27 countries integrating the Association attended it. The assistants presented there the works developed in their Academies, and the most effective pedagogic systems to spread the Olympic values were studied. On the occasion of this Congress, a sculpture of Pierre de Coubertin, sent by the International Olympic Committee, was inaugurated in the Pablo de Olavide University.
- 20 to 29 October 2006. The Commission for Culture and Olympic Education was held in Beijing on the occasion of the 5th World Forum on Sport, Education and Culture. Conrado Duránte, President of the Spanish Olympic Academy and Member of the Commission, insisted again on asking the Olympic Solidarity to assign a specific amount for the functioning of the National Olympic Academies, conditioned on the realisation of the Academies activities.
- September 2006. The publication *Olympism and Sport. Values and Symbols*, written by Conrado Duránte and destined for distribution to scholars, was presented in the Spanish Olympic Committee. The book is illustrated with drawings of sport subject suitable to their mentality. The Spanish Olympic Committee printed 200.000 copies which are being distributed through the agreements signed with several Spanish Autonomies.

Another similar publication, made on the same date, for the SEK schools and also written by Conrado Duránte, entitled *Olympism for Young People*, has been completed and distributed with an edition of 20.000 copies.

- 5 to 17 March 2007. The XXXIX Annual Official Session of the Spanish Olympic Academy was held in the University of Córdoba. We have had the satisfaction of counting on our Dean, Kostas Georgiadis. From the 100 students attending the course, the three assistants to the 47th International Session for Young Participants of the International Olympic Academy were selected. At the same time the 1st Olympism Plastic Arts Competition was held.

SHORT PRESENTATIONS BY THE PARTICIPANTS

- Creation and support of the Olympic Studies Centres which have been successively created through an agreement signed by the President of the Spanish Olympic Committee, the President of the Spanish Olympic Academy and the Rector of the University in question. Up to now the following Centres have been created:

1. University of La Coruña, 2 May 1990
2. University of Granada, 6 April 1995
3. University of Cáceres, 6 March 1996
4. University of León, 12 March 1997
5. University of Almería, 14 July 1998
6. University of Basque Country, 20 February 1999
7. University of Murcia, 12 April 2000
8. University of Santiago de Compostela, 17 May 2002
9. University of Sevilla, 4 November 2003
10. University of Córdoba, 8 March 2005
11. University of Alicante, 4 October 2005
12. Rey Juan Carlos University of Madrid, 24 April 2006
13. University of Valladolid in Segovia, 9 May 2006
14. Autónoma University of Madrid, 16 June 2006
15. University of Valencia, 2 July 2006
16. European Miguel de Cervantes University of Valladolid, 21 July 2006
17. University of Cádiz, 26 September 2006
18. Alfonso X El Sabio University, 20 December 2006
19. Town of Noja, 2 February 2007
20. University of La Rioja, 14 February 2007

- These Centres celebrate Weeks to spread Olympism in their Universities with the support of the University and the Spanish Olympic Academy. As a result of the necessity of joint criteria of action, seeing the developed activities by the Centres up to now and drawing up a program for the future, the 1st National Congress of Olympic Studies Centres was held in the Universi-

ty of Granada (21 to 23 March 2007), organised by the Spanish Olympic Academy in collaboration with the aforementioned University. In this Congress, guidelines and future objectives have been analysed. As a result of this Congress, a publication containing all the subjects discussed will be published.

- In the field of philately, I have to emphasize that the Spanish Olympic Academy has obtained from the Spanish Postal Service a commemorative stamp for the XXXIX Annual Official Session of the Spanish Olympic Academy held in Córdoba and for the 1st National Congress of Olympic Studies Centres held in Granada.

NEW PROJECTS LAUNCHED BY THE SYRIAN OLYMPIC ACADEMY

Nour Elhouda KARFOUL (SYR)

Secretary General of the NOC of Syria

Board Member of the NOA of Syria

The Syrian Olympic Academy continues to run its regular courses for coaches and referees in coordination with the National Federation among other activities for the year 2007. The SOA in coordination with the NOC came out with new projects which are organized for the first time since SOA was founded in 1998 .

First Project

It is what my two colleagues from the SOA bureau Mr Nabil Haj Ali & Mr Salah Nwelati presented last year during the 8th Session.

The project is about spreading the Olympic values and Olympism among the students of the Syrian Elementary & Preparatory Schools.

After serial preparation meetings with the people concerned from the Ministry of Education three seminars were organized covering all Syrian Districts in the period 7-14/ 1/2007; more than 200 specialized supervisors who are responsible for the PE lessons at school took part in these seminars.

The following topics were discussed in these sessions:

- **The International Olympic Movement**

Olympism

Main principles of the Olympic Charter

The Olympic Games (Old-New)

Paralympics

Olympic Values

- **The Syrian Olympic Activities**

Foundation of the Syrian Olympic Committee

Syrian participants in the Olympic Games

Syrian Olympic Committee in the Olympic Movement

Syrian Olympic Academy (Foundation – activities)

School physical education

- **Olympic Movement & society**

Women & sport

Sport & Environment

Sport & Peace – Olympic truce

Fair play

Sport for all

Sport & Education

Doping control in sport

Sport and Media

- **Methods to approach the Olympic concept with students**

Working with parents and sport enthusiasts

Working with P.E teachers

These seminars had big success and an arrangement was made with the Ministry of Education to transfer this information through the PE teachers (theory-practice) and through other ways that can be innovated by PE teachers such as (school Radio – school wall magazine – etc.).

Also we are planning, in cooperation with the ministry of Education, to print all the lectures in small booklet and to make it available to all PE teachers.

Second Project

Preparing Young Olympics (Volunteers)

- *The Goal:* preparing young cadres to work in the Olympic movement having enough knowledge in the way of working in the sport field.
- *The Practice:* A Workshop each Saturday (which is a day off in Syria) for three hours where one topic is discussed.
- *Acceptance:* an announcement for the course in the papers and in the sport federations was made according to the following conditions:
- *Age:* 20-30
- *Education:* high school and over who are willing to work as volunteers. 35 male and female were chosen from 50 applications.
- *Duration:* 24/3 till 23/6/2007
- *Topics:*
 - Olympic Movement History
 - Olympic Charter
 - Sport Organizations in Syria
 - Syrian Olympic Committee
 - Olympic Movement and International Organizations
 - Sport and other Sciences
 - Successful Coach (Characters – Duties – Obligations)
 - International Player
 - Referee (Characters – Duties – Obligations)
 - Marketing and Advertisement in Sport
 - Woman and Sport
 - Media and sport
 - Doping – Professionalism and sport
 - Informatics & sport Management

The lecturers in these workshops are the best of experts and academics, and they are:

Mr Samih Mudallal, IOC Member

Dr Fayssal Albassri, President of General Sport Federation & Syrian Olympic Committee

G. Farouk Booza, President of the referee committee is the Asian football Federation, Member of legislation committee in FIFA

Mr Boulos Hanna, President of the board of SOA

Mrs Nour Elhouda Karfoul, NOC Secretary General, SOA Board Member, President of SAAW

Dr Mohammad Alrifai, Member of Teaching Board in Damascus University, Teacher of Media in Damascus University

Dr Safouh Alsibai, Member of the Syrian Sport Medicine Federation, President of Anti Doping committee

Dr Said Al Masri, Director of Informatics center in the General Sport Federation

Mr Nabil Haj Ali, Board Member of SOA

Mr Ibraheem Aba Zaid, Member of Executive Bureau of GSF, SOA Board Member.

The course started on 24/3/2007 with 34 participants, 10 of them were female. At the end of the course the committed participants will be granted a special certificate, and will be given the right to be nominated as candidates with others from the National federations to participate in the IOA course for young participants and also to work with the National federations and with the SOC. And through the weeks passing we noticed the enthusiasm of the participants, their will to get knowledge and to increase their information. It is a new experience . It will be evaluated as a project by its results.

OLYMPIC MOVEMENT AND OLYMPIC EDUCATION OF THAILAND*

Dr Supitr SAMAHITO (THA)
Director of the NOA of Thailand

Introduction

Education is the core of the Olympic Movement, because all of the fundamental roles entrusted to the movement depend entirely on the educational values of the Olympic Movement. For that reason, all the key figures of Olympism put great emphasis on education. Pierre de Coubertin, the founder of the modern Olympic Movement and inspired educator, fully recognized the importance of education and said “Olympic Education and the Olympic Spirit have the power to contribute to resolving some of the most intensive social problems and teaching principles of honesty and respect (1929).” Thus to him the Olympic Movement areas, are in essence, a tool for education.

Juan Antonio Samaranch, Honorary IOC President, also indicated that “The wealth of people and countries lies in education, and sports play a major role in providing a lesson for life and should be a point of reference for youths. It is an appeal for the unity of people and for peace” (2004). While Jacques Rogge, IOC President showed his feeling about the sports as “Sport plays an important role in integration by contributing to the adoption of values such as respect and tolerance;” he also made a conclusion that this should be the legacy of the Olympic

* Dr Nattaya KEOWMOOKDAR has presented the paper of Dr Samahito.

Games (2004).” Looking at the Olympic Motto, Dr Nikos Filaretos, IOA President (2005) said that “Citius-Altius-Fortius” was meant for every youngster to be, faster in sport performance and perception, higher in moral standing and stronger in fortitude for the struggle in life.”

Olympic Education, in general, is the process by which people learn Olympism. With respect to pedagogy, Olympic Education is the grass root for general education. Dr Lambis Nikolaou, President of the Hellenic Olympic Committee (2003) said that, “Education is the corner stone of the Olympic Movement; its goal is to contribute to building a peaceful and better world, by educating youth through sport, without discrimination and in the Olympic Spirit, which require mutual understanding with a spirit of friendship, solidarity and fair play.”

I brought all of those messages to share with all of you today because of fearing that in the near future the power of the spiritual inspiration of the Olympic Movement may be slipping away while an orientation to material values has quickly developed, which has brought serious problems to the Olympic Movement. Anyway, I still believe that the status of the National Olympic Academies has profound influence on the Olympic Movement because they are responsible for delivering Olympic knowledge and promoting the Olympic spirits and ideals.

Olympic Movement in Thailand

Background

The National Olympic Committee of Thailand was established on 20th of June, 1948 and was officially started on May 15th, 1950 at its IOC General Assembly Session in Copenhagen, Denmark. Our headquarter is in Bangkok. In accordance with traditional practice, His Majesty the King (King Bhumipol) graciously gave Patronage to the National Olympic Committee, as well as permission to use the Flag and Emblem since December 26th, 1949. For the beginning of its work, the first four sport associations affiliated to the National Olympic Committee were the Football Association, Lawn Tennis, Rugby Football as well as the Athletics Association. Currently, there are 35 Sport Associations under the umbrella of NOCT.

SHORT PRESENTATIONS BY THE PARTICIPANTS

The National Olympic Committee of Thailand Executive Board comprised of 25 members; The President, four Vice Presidents, Secretary General, IOC member for Thailand and 18 members with three females. Recently, the Executive Members of NOCT were elected to join with the OCA commissions since April 2007 as follows:

General Charouck Arirachakaran: OCA Vice President

Professor Chareon Wattanasin: OCA Rules and Regulations

Mr Pipat Paniangvait: OCA Sports Commission

Dr Supitr Samahito: OCA Women and Sport

Mr Preeda Rodphothong: OCA Cultural and Olympic Education

Dr Varin Tausupasiri: OCA Medical Commission.

In Pursuit of Excellence

Bangkok, the capital of Thailand hosted the South East Asian Games since 1959 (1st South East Asia Peninsular Games), then in 1967, 1975, 1985, and 1995; so the government set the policy of spreading the Olympic Movement's practice to somewhere else outside Bangkok. Chiangmai was assigned to be the host city for the 18th SEA Games. In this coming December, 2007 (from 6 to the 16), Nakorn Rachasima, the biggest city in the North East of Thailand, will be the host of these games. From the 23 executive SEA Games since 1959 to 2005, Thailand got the first ranking for gold medals 9 times and those medals came from athletics, basketball, boxing, cycling, taekwando, shooting, wushu, weight lifting, sapak takraw, sailing, soccer, and shooting.

As for the Asian Games, Bangkok hosted these games 4 times since 1966 (5th Asian Games), in 1970 and 1978. Air Chief Marshal Dawee Jallasapaya, Honorary IOC Member and former NOCT President (1973-1996) was named as "the man who saved the Asian Games Movement, on several difficult occasions" because Bangkok took Korea and Pakistan's places for being the host of the 6th and the 8th Asian Games. In 1998, the Asian Games in Bangkok were very successful games because it was the first time that all of the Asian countries (45 countries) participated.

In 2005, Bangkok was elected to be the host for the 1st Asian Indoor Games. OCA has established that the Asian Indoor Games that will take place every two years, comprise of sports which are not included in the Asian Games and Olympic Games. In order to follow the Olympic Movement concept, Thailand, even though located in the warm weather, participated in the 3rd Winter Asian Games in Harbin (China) in 1996, the 5th Winter Asian Games in Aomori (Japan) in 2003 and the 6th Winter Asian Games in Chungchun (China) in 2007, as well as the Winter Olympic Games in Salt Lake City in 2002 and Winter Olympic Games in Torino, Italy in 2006.

For the Olympic Games, the first participation was in Helsinki, Finland and we have participated since 1952 until the 28th Olympic Games in Athens (except in Moscow, 1980). At the 26th Olympic Games in Atlanta in USA, our dream of an Olympic gold medal became a reality when Mr Somrak Kamsingh got a gold medal from boxing, again in Sydney, 2000, Mr Vijarn Polalit, from boxing as well, got the gold medal. The Olympic Games in Athens were a very special event for Thailand because we got three gold medals from boxing (Mr Manus Boonchumnong) and from two female weight lifters (Ms Paweena Thongsook and Ms Udomporn Pollasuk). Those two female weight lifters broke the world and the Olympic Games records as well. The pursuit of excellence for Thailand has achieved a commendable level success not in terms of the number of Olympic medals but rather as the promotion of sports development in this country.

Women and Sport

Women and Sport Commission was started in April 25, 2002 led by Dr Supitr Samahito, who was assigned by the NOCT Executive Board to be the first Chairman of Women and Sport Commission (2002 - Present). Over the past 5 years, we implemented several activities as follows:

1. Organized the activities "Home Coming Day" for all national female athletes, officials, referees and administrators.

SHORT PRESENTATIONS BY THE PARTICIPANTS

2. Organized national seminars in different themes of national interest and had lectures particular to Olympism delivered by experts.
3. Hosted the “IOC Sub-Regional Session”.
4. Organised a lecture and set up a workshop on “Women and Sport Movement in Asia” for Women and Sport in Laos and Vietnam sponsored by OCA.
5. Being a Co-Author: *Women and Sport in Asia* (Published by OCA).
6. Being a Co-Author: International Encyclopedia of Women and Sports; Title: *Women and Sport in Thailand*. (Published by Macmillan Reference, USA).
7. Participated in the World and International Conference on Women and Sport in England, Canada, Japan, Morocco ,Qatar, Yemen, Korea and Malaysia.
8. Presented the Women and Sport Award to the Chairman by the year 2003 as well as to be elected for the OCA Women and Sport Commission (2003 – Present).

Sport for All

One of the most popular NOCT program is to celebrate the Olympic Day Run which has been organized since 2003. The National Olympic Committees of Myanmar and Laos jointly participated at the Olympic Day Run. This year (2007), the National Olympic Committee of Vietnam will be joining the Olympic Day Run. Additionally, we will be organizing the Olympic Education Program as well as promote the Fair Play activities for the 8-12 year old students.

Thailand Olympians Association

Established in 2002, it is led by Mr Tawee Umpornmaha, a boxer who received his silver medal from the 23rd Olympic Games in Los Angeles, USA in 1984.

Members from this association have a chance to participate in special events organized by the IOA in Olympia, Greece. Miss Udomporn Pollasuk, one of the gold medalists in Weight lifting will be participating in the IOA session in this coming July, 2007.

Thailand Olympic Academy (TOA)

Thailand Olympic Academy was unofficially started since 1991, led by Mr Santiparb Tejavaniya with 4 members, Dr Supitr Samahito, Dr Sombat Karnjanakit, Dr Charauyporn Toranin and Dr Vijit Kamnongsukkasem. Then, the Thailand Olympic Academy was officially established on the 25th of March, 2002 and attached its office to the National Olympic Committee of Thailand in Bangkok.

Dr Supitr Samahito was assigned to be the first Director with five executive members who are all from the universities in Thailand. The mission of Thailand Olympic Academy is as follows:

1. To be the resources center for the body of knowledge related to the Olympic Movement.
2. To be the center of knowledge and understanding about Olympism which integrates Thai custom and culture.
3. To foster teaching, learning, and researching activities under the framework of the Olympic Movement.
4. To bear the responsibility of presenting the spirit of Olympism to all Thais.

During 2004 – 2006, Thailand Olympic Academy implemented several successful activities as follows:

1. Organized the 3rd Sport Administration Course which is an annual event.
2. Created the criteria and undertook the selection of the nominees to participate in all the sessions organized by the IOA.
3. Held the “Olympic Year Global Olive Wreath” to support the Athens Environmental Foundation (AEF) activity.

SHORT PRESENTATIONS BY THE PARTICIPANTS

4. Developed the five research projects to analyze the National Sport Development Plan (1998 – 2006) to propose to the Thai Government.
5. Supported the participation in the Olympic Solidarity activities.
6. Organized the Olympic Education for Physical Education Teachers and the Journalists.
7. Developed the blue print for Thailand Olympic Museum, Hall of Fame and Living Library located at NOCT.
8. Translated “Sport Administration Manual” into Thai version and published it.
9. Organized the 1st Home Coming Day for Olympia – TOA Alumni.

The Prospect of Thailand Olympic Academy

The future framework for Thailand Olympic Academy will be as follows:

1. To set up the 2nd Home Coming Day for Olympia – TOA Alumni on the occasion of Dean Kostas Georgiadis (Dean, IOA) coming to visit Thailand (August 7, 2007).
2. To develop the “Olympic Education” course for the undergraduate and graduate students.
3. To organize “Three Days Olympic Education Youth Camp” which will educate Thai youths about Pierre de Coubertin’s philosophy and principles.
4. To look for an effective way to make the Olympic philosophy known, through an Olympic Educational Program that is sustainable and interactive.
5. To sign MOU between Thailand Olympic Academy and the National Institute of Physical Education (17 campuses); this activity will take place in this coming June, 2007.
6. To establish the Olympic Study Center at the 17 NIPE campuses around Thailand under the direction, support and initiative of TOA.
7. As a result of continuous collaboration with the NIPE, TOA and NIPE will implement the Olympic Education Programs for the students of Sport School (11 schools around the country).

8. To collect movies which have sport subjects, especially related to the sport values that bring forward characters through their performances. All of those films will be in our museum and Living Library.
9. To collaborate and exchange ideas with the National Olympic Academies (NOAs) in Asian Countries.
10. To establish the South East Asian Olympic Academy (11 countries), for enhancing and empowering Olympism in this region.

Conclusion

The National Olympic Committee of Thailand and Thailand Olympic Academy believe that the Olympic ideal can mould youthful personalities into better people and build a healthier life for the mind as well as the body.

NOCT and TOA will do our best to inculcate these values into youngsters for the betterment of Thai society and future generations.

In line with my professional career as a University Professor, and Director of Thailand Olympic Academy, I have an authority to transfer knowledge and strengthen the understanding so as to promote the values of Olympism by using the Olympic Movement whose vision is to contribute to building a peaceful and better world by educating youths and other people at all ages through Olympic Education to accomplish the aims of the fatherly contemporary Olympics.

**CONTINENTAL SEMINAR “OLYMPIC EDUCATION: EDUCATION,
HEALTHY LIFESTYLE, SOCIAL ADAPTATION”**
(dedicated to the 15th anniversary of the OAU establishment)

Valentina YERMOLOVA (UKR)

Director of the NOA of Ukraine

Continental seminar “Olympic education: education, healthy way of life, social adaptation” was held on May 17-19, 2007 in Kyiv, Ukraine. It was staged by the NOC of the Ukraine Commission on Culture and Olympic Education, the Olympic Academy of Ukraine under the IOC auspices and with the support of the National University of Ukraine on Physical Education and Sport.

Dr J. Rogge, the IOC President, forwarded his letter of greetings to the Seminar participants.

The Seminar was staged with the participation of Dr V. Korhcz, the Minister of Ukraine on Family, Youth and Sport; Dr S. Bubka, the IOC Executive Board member, Olympic champion, President of the NOC of Ukraine; Dr M. Bulatova, Head of the NOC of Ukraine Commission on Culture and Olympic Education, President of the Olympic Academy of Ukraine, Dr V. Platonov, the NOC of Ukraine Executive Board member, Rector of the National University of Ukraine on Physical Education and Sport; Dr V. Borzov, member of the IOC Commission on Culture and Olympic Education, NOC Executive Board member, Olympic champion.

The works of the Seminar were attended by 424 leading experts in the sphere of Olympic education from 17 countries (Afghanistan, Republic of Belarus, Georgia, Israel, Iraq, Iran, Jordan, China, Cyprus, Latvia, Lebanon, Republic of Moldova, Russian Federation, Syria, Tunis, Ukraine) including invited lecturers,

guests, international participants (38) persons, speakers (29), representatives of the regional branches of the NOC of Ukraine (13), representatives of the regional branches of the Olympic Academy of Ukraine (13), lecturers from higher educational establishments (216), PE teachers (15), Postgraduate and Master courses students (64), and young scientists (36).

The work of the Seminar was held in three sections on the following themes:

- “Modern sport and Olympic education”
- “Social adaptation of invalids as a component of Olympic education”
- “Implementation of Olympic education at schools”.

29 oral presentations were given at the Seminar meetings; they contained the experience of various countries of the Continent on the implementation of innovative forms of Olympic education, scientific research on the problems of Olympic sports and social adaptation, study of regional peculiarities in the development of Olympic movement, usage of differential approaches to Olympic education for various population segments.

The Seminar participants made an appeal to the NOC of Ukraine to conduct similar seminars no less than every two years. They expressed their sincere gratitude to the efforts of the IOC, IOA, NOC of Ukraine and Olympic Academy of Ukraine for the opportunity to search new ways in the promotion of noble ideas of the Olympism and implementation of Olympic knowledge.

**RESOLUTIONS
OF THE CONTINENTAL SEMINAR “OLYMPIC EDUCATION:
EDUCATION, HEALTHY WAY OF LIFE,
SOCIAL ADAPTATION”
Ukraine, Kyiv, May 17-19, 2007**

At the watershed of centuries Olympic education became one of the initial factors of human formation for humanism as well as for social optimism. It is actively used to educate the population on why it is necessary to follow a healthy way of life, and to promote the social adaptation of people with special needs.

SHORT PRESENTATIONS BY THE PARTICIPANTS

At present an objective need has emerged, concerning the scientific approach to the experience accumulated by the experts in different countries, the search and determination of further ways of development and improvement of the Olympic education system. Having listened and discussed actual problems faced by the development of Olympic education on the Continent the Seminar participants agreed on the following:

- to mark that for the 15 years of its existence the Olympic Academy of Ukraine, under the leadership of the National Olympic Committee of Ukraine, has created an efficient system of Olympic education that is worthy to be studied in other countries on the Continent;
- to approve of the practice of support, rendered by the International Olympic Committee and the program "Olympic Solidarity", of the initiatives of the national Olympic academies concerning the implementation of innovative forms of Olympic education;
- to approach the International Olympic Committee with a proposal of conducting annual seminars similar to this one in various countries on the Continent for young scientists to discuss the most actual problems of Olympic sport development, viz., issues of development of Olympic movement in different countries. The Olympic Academy of Ukraine is ready to perform in the role of co-organizer and participant of such seminars;
- to offer to the International Olympic Academy our willingness to arrange such seminars on a regular basis in different countries in order to spread the advanced experience on Olympic education;
- to approach the President of Ukraine with a proposal to initiate the preparation of an All-nation program "Nation Health Maintenance" in which concrete mechanisms for the provision of population health could be considered with the appropriate organizational, HR, material-technical, scientific-methodical, informative and financial resources, and also the establishment of personal responsibility of state authorities at each hierarchy level for the creation of appropriate, organized, motor activities at enterprises, organizations and companies;
- to recommend that the National Olympic Committee of Ukraine, the Fed-

eration in Olympic sports and physical-cultural and sportive associations jointly with the mass media provide wide, informative, explanatory work on Olympic themes among all population segments and actively involve prominent Olympians and sports veterans in the conducting of Olympic education events;

- to focus the attention of scientists from Ukraine and other countries on the Continent on the necessity of deep analysis of such actual problems so as to ensure the priority of the spiritual components of Olympic sport over the competitive ones, recognition of regional features of the Olympic movement development, usage of the capabilities of sport to solve the problems of social adaptation of people with special needs;
- to approach the authorities and teachers of general secondary schools in Ukraine and other countries with an appeal to promote actively the dissemination of Olympic education into the educational process on the basis of differential approaches to dissemination of Olympic knowledge among the children of different age groups.

The Seminar is sure that the results of its work will act as an incentive in the search of new approaches in order to promote Olympic education on the basis of the unification of the efforts of social institutes and experts from various countries on the Continent.

VIETNAM OLYMPIC ACADEMY IN THE INTERNATIONAL OLYMPIC MOVEMENT

Ly Gia THANH (VIE)

Media Coordinator of the Olympic Council of Asia

Director of the NOA of Vietnam

The National Olympic Academy of Vietnam (NOA) was established on 23 June, 2003 with the approval of the Vietnam Olympic Committee. Since its establishment, our 4 National Course Directors were authorised by the IOC President to regularly conduct 4 National Courses for Sports Administrators and Physical Education Teachers throughout our country.

Over the past 5 years, the Vietnam Olympic Academy has co-operated with the Vietnam Olympic Committee, Ministry of Education & Training, Ministry of Defence and Sport Departments in order to conduct 4 National Courses for Sport Administrators each year as well as for Sport leaders of the Sport Departments, the Physical Education teachers of the Universities & Colleges, and the Armed Forces. The goal of these courses is to positively promote knowledge on the Olympic Movement, Olympism, History of the Olympic Games, Asian Games, Regional Games and sport ethics.

After that, they transfer the Olympic knowledge and the value of sports to sport officials in their Sport Departments and to the students at their Universities through the educational process.

The Vietnam Olympic Committee website has been online since 2003 with the database of the Olympic Champions project, which contains the names of the athletes, results by sport and event as well as their average age, and was created by the Vietnam Olympic Academy members.

The Vietnam Olympic Academy organises an Olympic Day Run every year in 2 or 3 provinces/cities in collaboration with the Vietnam Olympic Committee with the participation of thousands of people to celebrate the foundation of the International Olympic Committee.

The Vietnam Olympic Academy has responded to the International Year for Sport & Physical Education in 2005, in collaboration with the Vietnam Olympic Committee, Vietnam Sports & Physical Culture Committee, Ministry of Education & Training, the Youth Union in many cities and provinces and leaders of 64 Sport Departments of provinces/cities. In the Launching Ceremony of the International Year for Sport & Physical Education, Mr Jordan D. Ryan, Resident Representative of UNDP in Vietnam appreciated our activities: "Vietnam is one of the vanguard countries in responding to the International Year of Sport and Physical Education in the world" he said.

Under the patronage of OCA, the Vietnam Olympic Museum was created not only to preserve the memory and image of the Olympic Movement but also to promote research, teaching and publications related with Olympism.

Our Olympic Museum will open to every Olympic participant to explore and study Olympism related to the course's information.

The Vietnam Olympic Academy is the research center on the Olympic Movement and Olympic Games.

During the past years, the Vietnam Olympic Academy in collaboration with Vietnam Olympic Committee, Vietnam Sports Science Institute and the researchers collected information on the world's outstanding Olympic athletes who participated in the Olympic Games from 1896 to 2004.

From this collection we calculated the average age of the Olympic Champions according to country, sport, gender and continent in a project named "The Average Age of the Olympic Champions". "The Average Age of the Olympic Champions" project has been presented in several Seminars like: The World Olympians Association Asia-Oceania Regional Seminar in Osaka, Japan on September 12, 2003; the Regional Seminar for South East Asian Countries in Bangkok, Thailand on September, 2003; the 8th International Session for Directors of National Olympic Academies in Olympia on April 23, 2005; and at the World Olympians

SHORT PRESENTATIONS BY THE PARTICIPANTS

Association Asia-Oceania Regional Seminar in Beijing, China on 10-12 December, 2005.

Our projects have been highly appreciated by those Seminar participants, and other NOC leaders, International Olympic Academies, Olympic Council of Asia and especially from the IOC president, who has considered this project as a scientific project and encouraged us to continue to study.

Last year, this project received an Award from “the Sheikh Fahad Hiroshima – Asia Sport Medicine & Science Award”.

And now we are collecting information on the Asian outstanding athletes who got a medal at the 14th Asian Games, 2002 and the SEA Games Editions; we intend to calculate their average age.

Ladies and Gentlemen,

After attending the 8th International Session for Directors of National Olympic Academies in April, 2005 I have made a report to our President and Secretary General of OCA to establish the OCA Regional Olympic Academy and support us to establish 5 OCA Regional Olympic Academies.

The OCA Regional Olympic Academies will not only be a place to study and teach about the Olympic movement but also a place to exchange experiences, documents and Olympic Lecturers. I also suggest to the OCA President, Secretary General to establish the Association of Asian Olympic Academies.

On the occasion of the 9th International Session for Directors of National Olympic Academies, I kindly send to all of you our CD with full details on the history of the Olympic Games and the outstanding Olympic athletes through hundreds of years.

NOC AND NOA OF ZIMBABWE

Brian WARREN (ZIM)

Chairman of the NOA of Zimbabwe

Introduction

The Zimbabwe Olympic Committee (ZOC) is an Umbrella Sport Organisation that has 30 Affiliated National Sports Associations. The affairs of the National Olympic Committee are overseen by an Executive Board whose composition is as follows:

- 11 elected members
- Co-opted members
- 11 Commissions chaired by Executive Board Members
- Zimbabwe Olympic Academy

The decisions of the Executive Board are implemented by the Secretariat headed by Chief Executive Officer. The Secretariat is made up of 7 full-time staff members with extensive involvement of volunteers.

The Zimbabwe Olympic Committee drew out a Strategic Plan (2006 – 2010) from which annual Business Plans are drawn.

Background of the Zimbabwe Olympic Academy (ZOA)

The Zimbabwe Olympic Academy (ZOA) was established in 2002 as a sub-com-

SHORT PRESENTATIONS BY THE PARTICIPANTS

mittee of the Education & Culture Commission and a Director was appointed. The Academy activities in 2003-2006 involved presentations to Educational Institutions as well as presentations during Technical Courses, National Championships, National Youth Games and the ZOC General Assembly among others. The inaugural Zimbabwe Olympic Academy Session was successfully held in July 2006.

Subsequently and in accordance with ZOC Strategic Plan, recommendations of the IOA and in recognition that Olympism touched upon all activities of ZOC, its Commissions and Secretariat, the ZOA was unbundled from the Education & Culture Commission to become autonomous under the chair of the NOC Vice President in July 2006. The ZOA Director was retained during this restructuring process.

Initial focus of ZOA

This was drawn out in order to;

- Encourage participation of females, the marginalized and people with disabilities.
- Anti-doping awareness.
- Promote environmental conscience.
- Fair play (respect of rules, officials and opponents).
- Develop Sport For All.
- Recognise honest effort.
- Sharing resources.

In January 2007 a Focus Group was set up to develop Strategies for the ZOA and formulate an Action Plan. The Executive Board adopted these strategies. In March 2007 the ZOC Board directed that a re-structuring exercise of the ZOA be carried out in line with the approved Strategies. The Board further directed that, the ZOA Director be appointed following a selection process and that the Academy be chaired by the ZOC Vice President.

Still in the same month, the ZOC Board directed that a ZOA Steering Committee be set up to comprise members with appropriate skills and experience holding senior / influential / strategic positions with networks to facilitate Olympic Education from the following areas:

- Media / General Public
- Educational Institutions
- Sport & Recreation Commission / National Sport Associations / Uniformed Forces
- Other relevant Government Ministries and Departments including Local Authorities
- Business sector, NGOs, Embassies, other Civic Organisations
- Volunteer Management for ZOA

Currently, the ZOA Steering Committee is in the process of being re-structured in accordance with ZOC corporate governance principles of transparency. Below are the ZOA strategies that are being referred to:

Goal

To promote Olympic Education and spread Olympism to 40% of the population in Zimbabwe by 2010.

Strategies

- Create strategic alliances/partnerships with key stakeholders (relevant corporate sector representatives, NGOs, Government Organisations, including Educational Institutions and their sport related structures and the Media).
- Create and empower a network of volunteers for the promotion of Olympism through a multi-stakeholder approach (use of people in decision making and influential positions, develop structures e.g. Provincial Chapters etc).

SHORT PRESENTATIONS BY THE PARTICIPANTS

- Ensure visibility of the Academy and favorable positioning of Olympic Education and Olympism within society (through effective use of the media, literature, and existing events/activities).
- Develop an outreach programme for effective promotion of Olympic Education and Olympism.
- Encourage stakeholders to incorporate principles of Olympism into their plans, programmes/activities (attract buy-in)
- Implement Action Plan through effective use of other available opportunities for cost effectiveness (courses, ZOC Forum).
- Ensure sustainable education and public awareness at all levels by conducting research, and availing literature and guidelines on Olympic Education and Olympism (standardised content of presentations – quality control).
- Leverage the International Olympic Academy Sessions to promote Olympic Education and Olympism in Zimbabwe.
- Create and maintain a legacy of the Olympic Movement in Zimbabwe
- Promote and preserve Zimbabwean Culture.

Conclusion

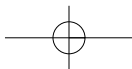
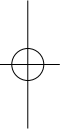
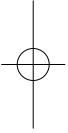
The Zimbabwe Olympic Committee regards the Academy as an effective vehicle for the promotion of Olympism and Olympic Education within the Olympic Movement in Zimbabwe. Such is the value of the Academy to all activities of the NOC that it is intended to grow into and influence to a very large extent, the face of Sport and society in Zimbabwe.



Children and teachers who participated in Olympic Education activities organised by the NOA of Iran.



Olympic Education in Mauritius.



Conclusions of the Discussion Groups

This year the 7 english speaking discussion groups and the 2 French speaking ones were asked to select the subjects and questions to discuss on during the works of the Session. The conclusions derived are being published here in the form they were presented during the closing ceremony of the Session.



*Discussion groups during their works
and posing for a commemorative photo.*

ENGLISH-SPEAKING DISCUSSION GROUP 1

Question 1

What is our understanding of Olympic Pedagogy?

Our group expressed a range of views about the term Olympic pedagogy, and its relationship to Olympic education – some considered these as one and the same, while some see the pedagogy as the science or the means by which learning in Olympic education is enabled. In general we consider Olympic pedagogy to be:

- a theory of values
- a framework for Olympic education
- an ‘Olympic coloured’ methodology and content of education.

The understanding of Olympism is important in understanding Olympic pedagogy. Olympism is a philosophy for life, which is why it continues to have relevance. According to Pierre de Coubertin sport is the vehicle for learning about Olympism. Today, when the Olympics Games are on the world’s stage, we may consider other educational vehicles, both formal and informal, for learning.

Olympic pedagogy is about learning the life principles of the Olympic ideals, including the joy in effort, striving for balanced life and excellence in our activities, not necessarily sport activity. It is about living a philosophy with the aim of building a balanced, just, and more peaceful world.

The word pedagogy derives from the Greek word *Pedagogo*, which means leading the child to learn from those who have knowledge. Within Olympic pedagogy, we do not need to rethink Pierre de Coubertin time and again; we simply take these great ideas, reflect upon them and apply them in today’s world.

Question 2

How do we introduce Olympism into national educational systems?

Physical education is an existing vehicle in most countries into which Olympic education can be included. Physical education will be of better quality and enriched if we adopt Olympic education and the values of Olympism into it. There are different systems and circumstances in different countries, and if physical education in some countries is undervalued, then Olympic education in other classes may be a better pathway to teach these values. In cases where physical education is not well valued, changes need to be made within both the teaching and the programme of physical education. Teachers need to be well prepared in their university to teach Olympic education. There is a need to teach about the affective domain, not just motor skills, and this needs to be taught by people who are positively displaying these values. It may be beneficial to consider Olympic education as a way of learning about sport by placing it in its social and cultural context. Olympic education should target many stakeholders – children and young people in schools, their parents, athletes, coaches and the media, among others.

To quote from Mr Durantez presentation, “there is no path, it is opened by walking”. This reminds us, that in each of our NOAs we have the responsibility to implement education programmes about Olympism within our countries, and each of us can take this path.

There will always be questions to whom Olympic education should be delivered. However, one thing we can be sure of is that by educating Olympic athletes, we can assure that they understand the Olympic rituals and symbolic meaning of their own pursuit of sporting achievement. The true stories, life experiences, and personal imperatives of the athletes, do have a convincing power that can sometimes overcome the academic discussions, and are certainly more attractive to youth and the media.

Question 3

What are the advantages of Olympic education, that is, learning about Olympism?

Pierre de Coubertin once said, that the Olympic Games stand as a symbol. This strongly correlates to the philosophy of Eugen Fink who regarded games as the symbol of the world. If we are honest, the Olympic Games, with all its positives and negatives, do reflect our world as it is. For example, all the nations living in one village the Olympic village, and the entire world speaking the same language, the language of sport. In the two week period of Olympic Games we symbolically face the whole of humanity and we reveal the virtues and vices of human beings.

The important thing is that we remain joyful and devoted in our attempt to educate about the ideals of Olympism. In promoting Olympism and the Olympic movement, it is essential to accept that the Olympic Games will continue to evolve. By following Coubertin's symbolic meaning of the Games, the Olympic Games will survive; as they will always reflect the global world itself.

Olympic education reaches the young people of the world, by educating youth through sport about Olympic values. This may result in changing the Games themselves. There is an increased need for the understanding and application of values today, and Olympic education is a very good pedagogical tool to address this.

Without Olympic education, what is the future of the Games?

"Education costs money, but then so does ignorance."

Sir Claus Moser

"Establishing lasting peace is the work of education; all politics can do is keep us out of war."

Maria Montessori

ENGLISH-SPEAKING DISCUSSION GROUP 2

Questions and Comments

1. How can NOCs, NOAs and National Sport Federations educate athletes to embrace the notion of serving as Ambassadors for Modern Education?

- a. NOAs should supply Olympians and hopeful young athletes with tools to educate the masses on the Olympic Ideals at conferences, workshops, seminars, etc.
- b. The IOA must conduct annually a session to engage all Olympians, not just medalists, in support of the Olympic Ideals; in addition, the IOA should engage individual Olympic Associations to support Olympic Ideal promotion worldwide.
- c. NOCs and NOAs, in partnership with National Sport Federations, should develop templates that are sport-specific in addition to education materials, e.g. manuals, pamphlets, DVDs that generally support Olympism.
- d. Create platforms and opportunities for athletes, sport administrators and any other persons to deliver the positive messages associated with the Olympic Ideals.

2. Olympic Pedagogy – what is it and can Olympic Values be achieved in school systems and the wider societies?

- a. Defined by Dr Georgiadis Kostas and Mr Vladimir Rodichenko from Russia as “pedagogical theory, pedagogical methodology and pedagogical techniques of Olympic Education.”

Mr Francis Gabet of the Olympic Museum defines pedagogy as “the science of educating children and ensuring the intellectual development of adults.”

The group concurs with both definitions and defines pedagogy as the tool or method used to achieve learning outcomes, which in this case are Olympism and the Olympic Ideals.

CONCLUSIONS OF THE DISCUSSION GROUPS

- b. Because of the Olympic platform, there is an opportunity to promote Olympic education maybe 12-18 months before the Olympic Games. If done properly, there is a chance that Olympic education can live in perpetuity. Moreover, one of the arms of the IOC, i.e. the Olympic Museum, can assist with the promotion of the values through a traveling exhibition in some of the cities on the continent on which the Games will be held in addition to torch relay cities.
- c. Physical education classes should not be the sole curricula in which Olympic education should be delivered. The Olympic Ideals and Values transcend the various core subject areas, and can be taught in all subject areas. However, the Olympic Ideals promotion can be a key factor in the area of physical education because of its value to the development of the whole person.
- d. With the rise of various social organizations in the wider society looking for projects to be associated with, personnel from these bodies can be trained with the intention that they will include in their future activities some form of Olympic education to their members and those that they come in contact with.

3. How can the IOC through Olympic Solidarity help spread the principles of Olympism?

- a. Because there has been a shift in policies toward the advocacy of Olympic education and there is less clarity on what qualifies for funding, the Olympic Committees should suggest to Olympic Solidarity a reclassification of the titles associated with the grant program e.g. Olympic Education – Olympic Academies, publications, National Olympic Academy sessions.
- b. The IOC through Olympic Solidarity should use its influence to impact the International Federations to include in all coaching programs, training sessions and conferences a session dedicated to Olympic Education and Values.
- c. The IOC and International Federations should strongly encourage the

coaching fraternity to include promotion of Olympic Ideals in the training of the world's athletes.

- d. The IOC to insist on all 203 NOCs to establish avenues for the dissemination of Olympic Education; most importantly, a functional website with a dedicated link to the NOA.

ENGLISH-SPEAKING DISCUSSION GROUP 3

Question 1

What are the major challenges, ways and tools for the implementation of Olympic Pedagogy in society today?

- commitment of the government, local authorities, especially in creating appropriate structures, provide sufficient funds and training for teachers
- impact of imported values of globalization; every country is a different model depending on its development and culture and as such an integrated approach to the Olympic Pedagogy must be sought
- continuous research and development on Olympic Education as we regard this subject as a dynamic rather than a static one
- the use of mass media to promote Olympic Education
- the need to have a legal enhancement in order to give Olympic Pedagogy more impact.

Question 2

How can we better use the essence of voluntarism in the process of improving Olympic Education?

- try to make voluntarism more Universal, involving not only teachers and

CONCLUSIONS OF THE DISCUSSION GROUPS

instructors, but also family, sport clubs, society, and even the commercial brands

- having a clear definition of voluntarism (involving service for free, benefiting to others)
- within the context of values, building community, cooperation and promoting peace
- promoting voluntarism utilizing mechanism, such as the book on volunteers from the Australian Olympic Committee after the Sydney Games
- use of material and mass media. Identify key personalities with integrity to spread Olympic Pedagogy
- organize events within NOAs to train volunteers
- inculcate the concept of voluntarism in schools
- involve volunteers in decision making
- promote, instruct, motivate, protect, respect and recognize volunteers.

Question 3

How can we avoid drugs and doping problems with Olympic Education?

- teaching the concept of honor within the school and through media programs. People with proven integrity can share their experiences and promote the positive sport values
- promote education about sport as a viable healthy lifestyle
- produce educational tools and engage in national campaigns highlighting harmful examples from real life and corrupt practices from the ancient Olympics
- governmental, non-governmental, religious and other social institutions must be involved in this fight
- fostering collaboration with WADA, regional and national agencies.

ENGLISH-SPEAKING DISCUSSION GROUP 4

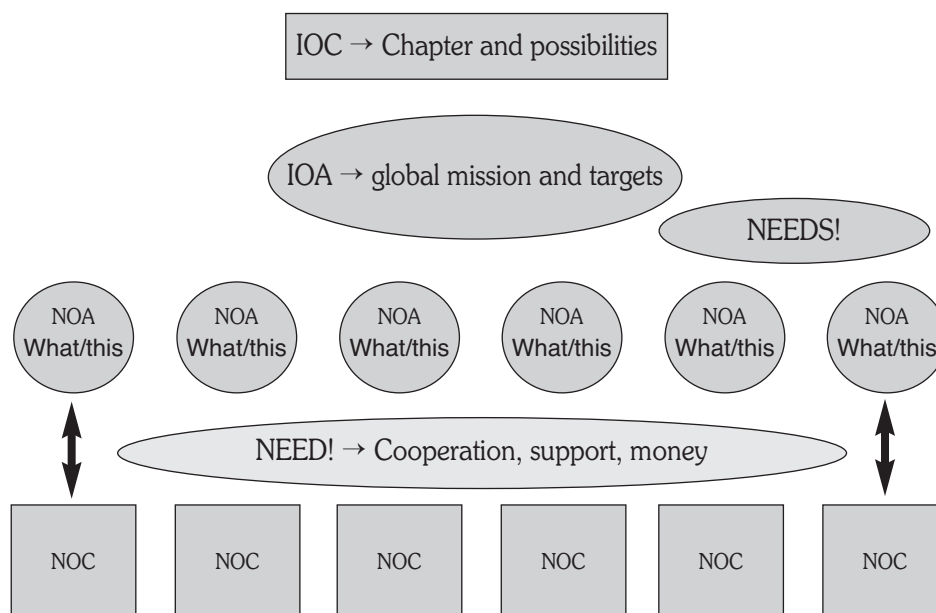
Question 1

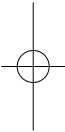
Targets and global mission of Olympic Education

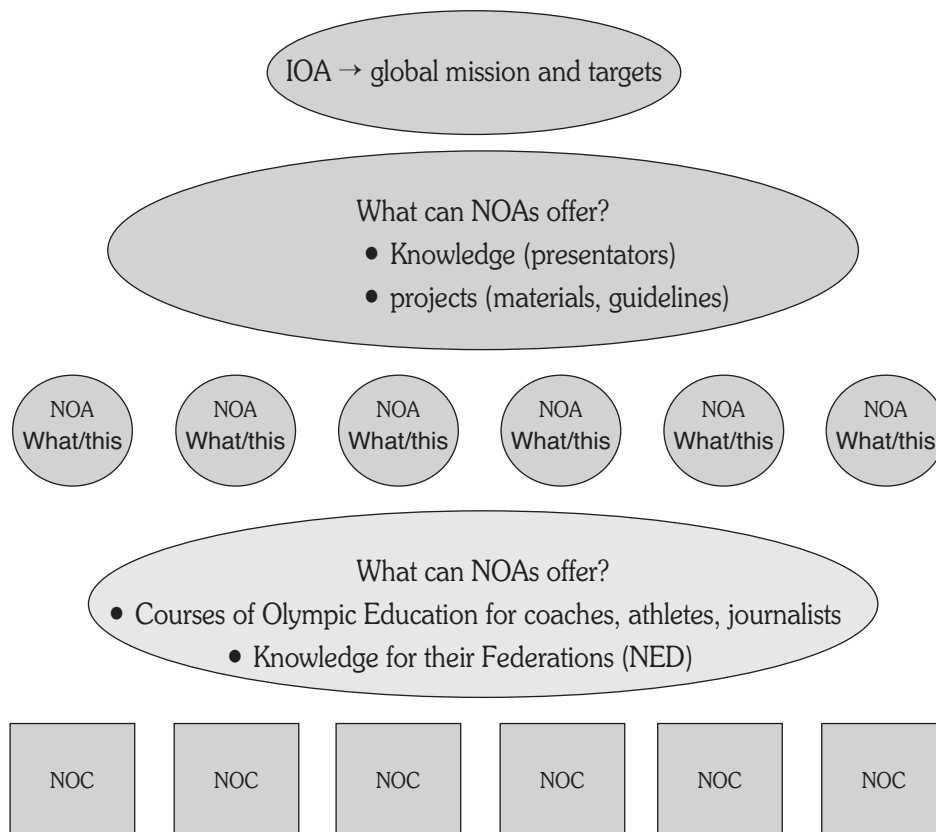
- Meaning: Promotion and diffusion of the principles of Olympic philosophy
- To create an awareness of values, principles and philosophy of the Olympic Movement
- Depending on each country's actual and historical situation
- Main target group: children. We should educate all, including NOC-members

Question 2

Cooperation between Olympic organisations





9th INTERNATIONAL SESSION FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES**Ideas...***

1. Strengthen cooperation between NOCs and NOAs → working together gives great opportunities
2. There are cooperations (Pan-American) But make a structure such as: NOC NED could adopt second NOA (solidarity principle)
 - Knowledge
 - A little bit money: through IOC...

* The ideas that were brainstormed by the participants are cited here without any alterations.

CONCLUSIONS OF THE DISCUSSION GROUPS

Cultural agreements / first step: adopt neighbour country...

3. Five meetings to have...

- Every continent one → the five IOC-rings
- Central meeting in Greece → IOA

4. (Sport/Education) ministers (the persons that make decisions about education) meet presidents of the IOA and NOAs, with IOC members... Host IOC...

- Invitation: by Rogge and president IOA
- First meeting in Lausanne / Beijing 2008
- Second meeting (making agreements...) in Olympia....

Question 3

Evaluation and proposals to the IOA Session for Directors of NOAs

Evaluation:

- Excellent papers and speakers
- Good topics
- Presence of the IOC members from Commission for Culture and Olympic Education

Proposals:

- Special program of Olympic Solidarity on Olympic Education to NOAs in 2009 – 2012
- Information about Olympic Solidarity programs must be given to NOAs
- Need of more information (before coming to Olympia)
- Need of more information (by arrival Olympia)
- Presence of the Board of the IOA
- Separated discussion rooms

ENGLISH-SPEAKING DISCUSSION GROUP 5

Our Group considered the following.

What are the challenges, difficulties and solutions to implementing Olympic Education Programme?

After discussions we grouped the challenges and difficulties into three areas. These are:

- Relationships between the NOA and NOC.
- Communication
- Financial difficulties

Our group recommends the following:

- (1) To address the challenge of Relationships between NOAs and NOCs that specific Communication Strategies be designed and implemented.
- (2) To address the issue of communication between Olympic Education stakeholders that a concentrated and dedicated commitment be undertaken to build and create an integrated Olympic Education Network
- (3) On the issue of financial difficulties it is our proposal that Marketing Strategies be developed and implemented.

The Action Plan to be undertaken for each solution

Relationships between NOA and NOC: Establish Network

- Genre
- Activities

Communication Strategies:

- Create Database
- Communication database
- Exchange database (IOA Intranet)

CONCLUSIONS OF THE DISCUSSION GROUPS

Marketing Strategies Action plan

- Media Campaign to raise the profile and awareness of Olympic Education and Olympism
- NOC/NOA to organize a strategic planning session focused on Olympic Education
- Innovative and creative use of media/Internet/DVD/My space etc
- High Profile athletes are asked to endorse Olympism and Olympic Education Campaigns
- The Olympic Values be strategically used to attract sponsorship for Olympic Education programmes.

ENGLISH-SPEAKING DISCUSSION GROUP 6**Question 1**

Olympic Pedagogy – from Theory to Practice. How to disseminate the theory behind Olympic Pedagogy into practical application?

The Problems

The main problems in putting theory into practice were seen to be as follows:

- Finances – Where is the funding for the activities of the NOA to be found?
- The need to adapt to local customs and culture in the different countries with diversity of language and economic standing.
- The need for Teachers with the knowledge of Olympic Pedagogy.
- Children in some Countries that were not at school (school kids) but which formed a significant section of the population.

The Solutions

The first requirement was to prepare a programme based on a clear Work Plan. This was to be followed by the acquisition of educational materials that took into account local customs, culture and economic situation.

Strategic areas of the population were to be targeted to include:

- Educational Institutions, including primary and secondary schools, Colleges of higher education and Universities
- Media
- National Sports Federations
- Educators both in Physical Education and general subjects.
- Sports Teams at National and Provincial level
- Coaches and Officials (umpires, judges and referees)
- Business sector with a view to partnerships and sponsors.

Finance / Budget

The Problems with funding of activities were seen to be as follows:

- Funding is usually provided through the NOC in which case there is competition with other demands – particularly the *Education & Culture* and *Sport for All* Commissions
- The resistance of NOCs for the establishment and development of the NOA partly from fear of a perceived loss of status of individuals within the NOC and partly due to lack of interest
- The difficulty of getting Sponsors to ‘buy in’ to the concept of Olympic Pedagogy.

Some solutions to these difficulties were seen to be for the IOC to provide specific funding solely for NOA activities and also literature (e.g. textbooks) for distribution to educational institutions.

Some additional suggestions could be to include extra-curricula activities in schools in some subjects on Olympism, for example: Mathematical problems could contain items related to Olympic Pedagogy, such as statistics on Olympic Games; Geography could include countries that had held Olympic Games; His-

CONCLUSIONS OF THE DISCUSSION GROUPS

tory could include the history of the Olympic movement; Languages a basic knowledge of the main languages; Art; Biology and Philosophy/ethics could all introduce subjects on Olympic Pedagogy.

Also games for children with simple merit prizes such as medals, diplomas, prizes made by other children; art competitions and the introduction of 'mini Olympics' into schools to include some ancient events followed by inter-school 'mini Olympics'. Mini Olympics could be held by different classes representing each country, using national dress and songs; all children and teachers being involved in planning and organizing Olympic Ceremonies such as Opening, Closing and Award.

Question 2

The success of Olympic Pedagogy – How to measure?

It was noted during this 9th IOA Session that there seemed to be no quantitative way in which the success of Olympic Pedagogy has been measured – even by countries with very big and apparently successful programmes.

The Group Discussion considered this issue and came up with the following ideas:

A Strategic Plan for Olympic Pedagogy should include ways in which the success or otherwise of the programme could be measured or evaluated.

Such evaluations should be carried out annually or over longer periods where appropriate but in any case in a systematic way.

Quantitative methods could include questionnaires, quizzes and examinations in cases where the Olympic Pedagogy programme had been introduced as part of a school curriculum.

Qualitative methods would relate to observation of situational behavioural patterns in school children subjected to teaching of Olympic values in games and by the use of role playing methodology in which modelling would help individuals to understand their role in applying the principles of Olympic Pedagogy or to cope with personal problems. Such a model could be applied to different situations.

It was necessary to monitor the effectiveness of any programme of Olympic Pedagogy on a regular basis and to perform evaluations based on both quantitative and qualitative methods of evaluation.

This short dialogue does not purport to solve the problem of measuring the success of any Olympic Pedagogy programme but to offer some ideas in order to generate discussion on the subject.

ENGLISH-SPEAKING DISCUSSION GROUP 7

After brainstorming the group identified the following 3 questions:

Question 1

How to integrate Olympic pedagogy in general education?

- The group first identified the weaknesses of approaching the spread of Olympic pedagogy in the general education:
 - ✓ Most textbooks emphasise more on the sociological aspect than the pedagogical aspect and textbooks also describe 95% of historical aspects rather than the pedagogy itself
 - ✓ Lack of concrete and precise definition of Olympic pedagogy
 - ✓ There are different interpretations and we as participants get often very confused
 - ✓ During our brainstorming we have also identified that Olympic education does not reach the educational section in many countries.
- Possible Solutions outlined by our group:
 1. Need to improve method of teaching
 2. The pedagogy should consider concrete forms and principles for an organized pedagogical process, methods and means in order to influence

CONCLUSIONS OF THE DISCUSSION GROUPS

- those persons involved in the process of promoting Olympic education
3. It is also important to involve policy makers – such as Ministers of Education who are often left behind and only the Ministry of sports is involved. This could be done by organizing a pre-event for such policy makers in the host city of Olympic Games with the collaboration of IOC and UNESCO.

To boost up education by increasing the NOA's budget. Usually more than 95% of the budget is spent on preparation of athletes and much less for the Olympic education. Reasonable increase of the percentage spent on Olympic education.

Question 2

How can the media promote the Olympic education?

- The media by not understanding Olympism promote the negative side of sport. Therefore, our group was of the idea that they should be educated in Olympism and its values.
- We believe that the media can be of great influence for the promotion of Olympic education and values.
 1. It is therefore of paramount importance to educate and motivate the media about the Olympic education and its pedagogy.
 2. NOCs and NOAs should regularly organize workshops/seminars for sport journalists.
 3. To invite sport journalists to cover all sports, Olympic education events and be fully involved in its integration.
 4. A media commission in each NOC is essential in order to spread regulated Olympic news and exact definition of terms.
 5. To include Olympic education and culture in the curriculum of sport journalism.
 6. Systematic press-releases from NOCs on a weekly basis.
 7. Having a special prize or recognition for sport journalists for the promotion of Olympic values, "Fair play" etc.

Question 3

How we can sustain NOA's programmes effectively?

1. Continental associations to meet on a regular basis.
2. A fixed percentage of the budget to be allocated to the NOAs through the respective NOCs by the IOC.
3. Self financing functions by the NOAs (eg. Gala Dinners/Sponsorships/friends of Olympism).
4. Respective Governments to allow tax exemptions on such donations.
5. For better understanding and commitment towards Olympic values preferably NOA members should have attended IOA sessions.
6. Continuous interaction between NOAs for keeping the momentum of Olympic Ideals, so that it doesn't become a once a year event.

FRENCH-SPEAKING DISCUSSION GROUP 1**Sports culture and Olympic pedagogy**

"The goal of Olympism is to place everywhere sport at the service of man's harmonious development", according to the Olympic Charter.

In order to create a humanist pedagogy based on the values of sport, our approach concerning these values should be to safeguard, promote and apply them.

Enhance the culture of sport by preserving its legacy

In order to defend the values of sport and Olympism we have to know them and to know them we have to be able to preserve them. Both a philosopher and Olympic official, Bernard Jeu invites us to do just that: *"If it were pure reason,*

CONCLUSIONS OF THE DISCUSSION GROUPS

sport would be just physical education and technical skill, if it were pure passion, it would be just fanaticism and dissoluteness. The history of sport is part of humanity's cultural heritage: it is a digest of human experience and with the time difference it allows us to draw analogies by comparing what is different and what is similar". Isn't Olympism in fact seeking to combine passion and reason?

Sport has a symbolic function with a strong historic and emotional charge. Club events, over and above the jealously guarded trophies like the relics of an era, represent a "mark" in which its past and present adepts recognize themselves. Because it leaves a mark on its passage, the mark of its major events, its heroes, its leaders and benefactors, sport is a cultural transference from the individual to the group and the whole of mankind.

Sport has a memory and is itself a memory. It is a legacy that should be preserved. The imbalance between the importance attached to the great cultural phenomenon that sport represents today and the almost total absence of concerted and coordinated policies for preserving its memory is truly striking. This is a duty towards both the older and future generations. Sport's cultural and historic dimension should enjoy institutional recognition as a vehicle for civilization.

It is essential to preserve the archives of sports organizations to allow historians to promote this cultural heritage, whilst giving to the leadership of the Olympic Movement the means of mastering the past in order to better build the future by conveying its fundamental values.

Promote Olympic values by empowering the athletes themselves

Pierre de Coubertin reminds us of the importance of the sports movement autonomy: *"What would be the purpose of indefinitely building up the collective structures of sports organization, as long as its management does not belong exclusively to the athletes?"*

Sports associations in our cities and villages form an impressive universal network. They are run by elected volunteer administrators and in this way sport belongs to athletes. Volunteers are our primary human resource and it is important

to enhance their contribution (by drawing on its added value) and make their task easier (by means of appropriate provisions). The dedication and the militant action of hundreds of millions of colleagues, at all levels, represent our major asset for the promotion of Olympic values.

The quality of these officials' commitment is the best guarantee for the future of sport and Olympism. It is absolutely essential to facilitate access to responsibility through awareness-raising and training activities that promote the Olympic ideal.

We should focus on two strategic areas: facilitate the access of women to responsibilities and facilitate the access of young people to responsibilities. A fair balance between men and women and between generations is unquestionably a factor of progress. And it is thanks to the generosity and talent of these militants that the other actors of sports organizations, the sociopolitical and socioeconomic decision-makers will become aware of the values of sport and Olympism and their significance for our social life.

Disseminate Olympic values through action and example

The views of ancient poets and philosophers diverge on sport, a sport that is an end in itself for Homer and an instrument of education for Plato. All, however, agree on sport's importance for physical, mental and social well-being. Despite this, physical education and sport do not have the place they deserve in school, although it is difficult to forget that we have a body!

Speeches and experiences are obviously not enough; so, we have to go further and take direct action focusing on two objectives: the use of sport as a general education medium and the use of Olympism as a vehicle for education.

At school, sport is not just another school discipline. It embraces all disciplines to which it brings the concrete support of the game that is taken seriously through the pedagogy of enjoyment. The understanding of the body's mechanisms and sports movements is based on the universal law of mechanics; their description includes elements of mathematics and physics. This mechanical process belongs to a human being whose functioning is subject to the rules of life and health sci-

CONCLUSIONS OF THE DISCUSSION GROUPS

ences. Living within a specific environment this human being obeys the rules of natural sciences. Sport is an adventure that develops in space and in time, offering its broad scope to the human and social sciences.

Local projects of a few days can easily adopt these principles within an ethical context designed in such a way that it can be immediately applied during one day of mini-Olympics. This is where the use of Olympism for educational purposes can be fully enhanced. First you have the pedagogy of the game itself that leads to the discovery of scientific and ethical principles through experimental manipulation. The staging of the Olympic event then follows with symbols that have a much greater impact as they will have been prepared by the children. Finally, there is individual and collective behavior, all the more effective and sustainable since it has been acquired through the practice of the concepts of excellence, respect and friendship.

If a touch of glamour is added to the event, this will convince decision-makers more easily of the soundness of this approach than a simple speech.

The universality of the Olympic Movement and the ideal it represents clearly show that cultural differences are a wealth that allows us to share the same values within the same humanity.

The 1st French-speaking group supports the idea of establishing an itinerant school aimed at Olympic Academies for the purpose, initially, of simply promoting effective cooperation between them through the discussion and consideration of best practices.

FRENCH-SPEAKING DISCUSSION GROUP 2

Several questions were raised during our discussions that focused on:

1. the limitations associated with the introduction of Olympic education in schools;

2. the use of sport, through Olympic pedagogy, to eliminate discriminations and make sports practice a life habit;
3. the use of communication and audiovisual media as an educational tool in countries with a high illiteracy rate;
4. building on the Games' visibility for the dissemination of Olympic values and the support of Olympic pedagogy;
5. the specific resources available in each country for the propagation of Olympic education and
6. Olympic pedagogy in each country;
7. promoting sport for all as one of the aims of Olympic pedagogy, emphasizing the relevance of a pedagogy specific to Olympism;
8. transferring the champion's "effort to win" to other fields of human activity through Olympic pedagogy;
9. involving all teachers in the teachers training process related to Olympic pedagogy;
10. the need for a definition of Olympism and its values at international level.

Given the fact that Olympism is a philosophy of life or, even better, a way of being at both physical and moral level, developing an Olympic pedagogy appears to be logical. This Olympic pedagogy could be defined as the transmission, by means of appropriate tools like seminars, youth camps, etc., of a message conveying the values of Olympism to different target groups (children, young people, parents, journalists, teachers, officials, coaches, etc.)

The key players for the implementation of this pedagogy are:

- at world level: the IOA
- at country level: the NOAs (in accordance with the mission entrusted to them by the Olympic Charter of establishing NOAs).

At operational level, physical educators are the people who will be primarily responsible for implementing Olympic pedagogy. We should not, however, underestimate the contribution of the other actors of the educational system. Concerning teacher training programs, a cross-cutting approach can be chosen for

CONCLUSIONS OF THE DISCUSSION GROUPS

Olympic education. This will involve the establishment of a general framework for the implementation of Olympic pedagogy, in consultation with educational bodies.

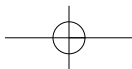
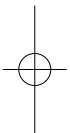
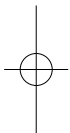
There should be more alignment between the IOA and the IOC in the field of Olympic education. Both the IOA and the IOC should define Olympic values and include them in a reference manual, on the model of the sports administration manual. Olympic pedagogy is a challenge for NOCs and NOAs.

To respond to this challenge, NOCs will need the support of the IOA and the IOC. The IOC and the IOA should play a leading role in supporting and effectively promoting NOCs' initiatives. This should involve, among other things, the development of cooperation projects with all relevant partners like the UN specialized agencies, continental organizations and, more specifically, the Conference of the Youth and Sports Ministers of French-speaking Countries. For example, we could learn from the reform of training programs for sports administrators, presently undertaken by this organization.

At national level, NOCs should support NOAs in developing appropriate strategies for the implementation of Olympic pedagogy and the approach adopted for that purpose could be specific to each country.

This is for example the case for Cameroon and Tunisia, which are establishing Olympic clubs or Burundi that organizes Olympic awareness radio programs, to mention only those.

In the context of this dynamic process, the IOC and the IOA should provide NOCs with an adequate budget allocated to NOAs exclusively for Olympic education. Furthermore, it is essential that the IOA and the IOC coordinate their efforts to ensure that the visibility of the Olympic Games will contribute to a broader dissemination of Olympic values and that Olympic values will be enhanced during the Games.



Closing Ceremony
of the 9th International Session
for Directors of National Olympic Academies
ANCIENT OLYMPIA, 6th June 2007



From the Closing Ceremony of the Session which was attended also by the Members of the IOC Commission for Culture and Olympic Education. At the first row from left to right: Alicia Masoni de Morea, H.R.H. Princess Haya Bint Al-Hussein, Minos X. Kyriakou and Francis W. Nyangweso.



From the Closing Ceremony. From left to right, first row: the members of the IOC Commission for Culture and Olympic Education Ching-Kuo Wu, Zhenliang He, Roque-Napoléon Muñoz-Peña, H.R.H. Haya Bint Al-Hussein, second row in the middle: the IOA Vice-President and HOC 1st Vice-President Isidoros Kouvelos.

ADDRESS

on behalf of the Participants of the Session,
by Angela TEJA (ITA)

Ladies and Gentlemen,

Members of the Ephoria of the IOA,

Members of the IOC Commission for Culture and Education,

Professors, dear friends,

It is an honor for me to represent the participants of the 9th International Session for Directors of National Olympic Academies at this closing ceremony.

To be in Olympia, in this peaceful environment, breathing its pure air and feeling the spirit of friendship all around us is always a moving experience, so allow me to be moved.

In these first days of June, in a very short time we got to know and understand one another, even though we speak different languages. We have worked a lot together, mainly thanks to *Zeus Pluvius*. We have exchanged our experiences, our knowledge and projects.

The wake-up call reminded us – maybe a bit too early – that we had to get going right away because the program was very dense.

On behalf of all participants I wish to thank the organizers for having planned so well all the details of this Session in all their complexity: accommodation, activities, learning, leisure, good company.

Our thanks go to the Ephoria and to its Honorary Dean; thank you Kostas for the hospitality of the IOA, your home which has become during our stay our home too.

We also wish to thank the lecturers who have consolidated our knowledge by

giving us another opportunity to reflect on such an important theme, Olympic pedagogy, a concept that should be considered in the future in all its dimensions, while adapting to the times. We have a value base that should make us think on how to be and to be “the best”. Sport is an ideal instrument for learning the “art of living” as Michael Krüger reminded us in his lecture. Olympic pedagogy will thus adapt itself, at all times, to new lifestyles.

It is, however, important to focus all our attention on this often delicate aspect. We hope that National Academies that are more advanced will be able to help the others in this respect. The IOA’s role remains essential and its activity is reflected in each country. The proposal of reviving the project of an *itinerant Academy* seems excellent and we hope it can be implemented.

During all these days we have expressed the wish of sharing in our countries the culture of sport and the Olympic spirit starting with schools, through educational programs and a very precise teaching approach, with the scientific support of our universities, the leading training and research institutions. Indeed universities are in the best position for working hand in hand with physical educators, coaches and sports administrators.

As the Olympic Charter invites us to do, we must place sport at the service of Man. But it is important for us to be convinced of this in order to be able to convey this message further.

If we really believe that sport is the heritage of mankind, it is essential that we safeguard it. Mr Gabet spoke to us of the importance of museums in this undertaking and of their fundamental role in promoting Olympic pedagogy. I would like to add and I am sure you will agree that it is history that we must safeguard, our history, our Olympic legacy, as only it can help us carry this project through. History is a remarkable vehicle for the development of education because we cannot build our future if we do not know our past.

Mr Bronikowski’s message was clear. Remember, his idea was that we should revive the role of social sciences in the context of an Olympic education program. This may not be easy, but we are ready to give it concrete form thanks to the teachings of the IOA and its sessions, but also thanks to the help of universities, which we must win over to our ideas.

CLOSING CEREMONY

It would be very interesting and useful to see here, in Olympia, many Rectors of Universities or Ministers of Culture taking part in our Olympic meetings to breathe with us the Olympic air and better understand the values and ideals by experiencing them from within. Olympia can truly give us the spirit and vitality we need, Olympia can really help us.

During the NOAs' presentations we saw that there are already a lot of concrete experiences in the field of Olympic pedagogy, which may vary but which always promote multiculturalism. We must pursue our efforts and the energy we have received here in Olympia will certainly help us. The exchange of ideas and projects will continue and discussions will certainly no longer be restricted to those taking place within the working groups, which were one of the most interesting and constructive aspects of our stay in Olympia. New technologies will help us and the Internet will be a most useful communication medium.

To conclude: we hope that the pooling of our experience may be a new phase, useful for all, on our course towards Olympic pedagogy.



Overview of the amphitheater during the Closing Ceremony.



The IOA President Minos X. Kyriakou and the IOA Honorary Dean Kostas Georgiadis are attending the presentation of the conclusions from the discussion groups.



Conrado Durántez is receiving his diploma as a lecturer of the Session by the IOA President, Minos X. Kyriakou.



The participants from the NOA of Lithuania have just received their diplomas and they are posing with the IOA Honorary Dean Kostas Georgiadis and the Member of the IOC Commission for Culture and Olympic Education Mohamed Mzali.

ADDRESS

**on behalf of the Lecturers of the Session,
by Assoc. Prof. Roland NAUL (GER)**

Honorable members of the IOC commission, distinguished participants, ladies and gentlemen, on behalf of the lecturers I have the honor to thank both, the President of the International Olympic Academy (IOA) and of the Hellenic Olympic Committee (HOC), Mr Kyriakou, and in particular the Dean of the IOA, Prof. Dr Kostas Georgiadis, for their kind invitation to come to Olympia. As you may remember, for each of the lecturers it was exciting and very educational for all of us to meet here our distinguished colleagues, experts and friends from the NOAs representing 90 countries around the world.

Because we all live in an different world and we work for the promotion of the Olympic principles in education at different places, it is important to underpin our global agreement on the purpose of education through sports as a balanced whole for the individual.

Regardless of our cultural, economic, religious and political diversity, the vision and message of our grandfather of Olympism, Pierre de Coubertin, is the real foundation for our common future activities and the targets we all have to strive for at our places where we live and where we work.

All lecturers tried to convince you with different examples of their ideas and their assessments of concepts of Olympic pedagogy and approaches of Olympic education in order to share their experiences and best practise examples with you:

Our nestor of Olympism, Vladimir Rodischenko, stressed the importance of volunteers in the Olympic movement;

CLOSING CEREMONY

Mrs Simona Ionescu put her finger on the most challenging task of present developments: not only to accept multiculturalism but to evaluate its benefits for our communities at large;

Hermann Andrecs, one of the earliest promoters of Olympic education in Europe, reviewed and compared different aims, objectives and contents of Olympic pedagogy between some countries;

Prof. Koutsouki informed us about the pupils' views on their physical education at school concerning Olympic education;

As Michael Bronikowski pointed out, the cognitive foundation of the Olympic spirit needs to be necessarily supplemented by visual and kinetic experiences and practical learning;

The head of the Spanish Olympic Academy, Senor Conrado Duránte, recommended from my point of view one of the most important challenges of the future development of Olympic education:

building bridges and developing networks between the different national NOAs as well as between the national Olympic academies and university departments in PE teacher training, famous sport clubs and important sport federations to have also a better media attention for our important tasks in Olympic education.

Finally, my German colleague, Michael Krüger, highlighted the evolution of Olympic pedagogy in the context of the ups and downs of the Olympic Games movement. In addition, Mrs Girard-Savoy and Mr Gabet, both based at the IOC-headquarters in Lausanne, informed us about their work and activities to promote Olympic pedagogy and Olympic education.

Most of the the lecturers, if not everyone, think and agree on:

1. that in each country and in each physical education training institute Olympic pedagogy and Olympic education matters have to be implemented into the regular training course of future PE teachers;
2. that Olympic pedagogy and its concepts need clarification in the sense of scientific and educational aspirations, terms, definitions, and objectives to teach because Olympic education needs a more coherent body of knowledge and structure of the discipline;

3. that the IOC and its business departments should sponsor Olympic textbooks in some languages of the five continents aimed to students of all primary and secondary schools with the focus of small countries around the world;
4. that a world-wide survey on Olympic education is needed about the different stakeholders of Olympic education outside the NOAs. It should have a comparative system of reference criteria and should be conducted by a network of international scientists with the aim to disseminate proper results and materials with the basic international knowledge of the state of the art research and teaching in Olympic pedagogy;
5. that the best practice experiences and knowledge of the highly motivated volunteers representing NOAs should be recorded and transfered into the dissemination process of teaching Olympic education.
6. that in future sessions of the IOA the lecturers should get together for a panel discussion on a given item of concern in order to explain and clarify the positions and concepts they have in mind about Olympic pedagogy and Olympic education.

Finally, all lecturers would like to thank the IOA staff, the secretariat, the librarian, the nice people who served us in the restaurant and the interpreters of our 9th session for their help, for their patience with us and for their typical Greek hospitality which we received here. Thank you for all what was given to us.

ADDRESS

**on behalf of the IOC Commission for Culture
and Olympic Education,
by Dr Zhenliang HE (CHN)**

Dear Mr Minos Kyriakou, President of the International Olympic Academy,
Dear Mr Kostas Georgiadis, Dean of the IOA,
Dear participants and dear lecturers,

On behalf of all my colleagues of the IOC's Commission for Culture and Olympic Education, I want to warmly congratulate the participants of this 9th International Session for Directors of National Olympic Academies for all their efforts and their success during these many discussions.

I also wish to congratulate the winners of the "Sports and Photography" contest organized by the IOC.

It was easy for us to decide to hold our meeting here in Olympia, for we believe that there is no better place than Olympia and the International Olympic Academy for reviving our knowledge of Olympism, recharging our batteries so that we become even more motivated to work harder for the dissemination of the Olympic Ideal and Olympic values, so dear to us.

Listening to your remarks, your conclusions, your recommendations, as well as your criticisms regarding the work of our International Olympic Committee, we really felt that it had really been worth to make this trip in order to come here and physically be with you and further improve ourselves.

The Olympic Movement is presently going through a period of unprecedented development in its over hundred years of existence but, according to a Chinese proverb, when all goes well, you have to think of the risks lying ahead. What risks

are we presently facing? We have achieved great success and maybe this has gone to our head. The risks are still very much there and if we do not pay attention to them, they might constitute a serious challenge. I believe that, as was emphasized at the 5th World Forum on Sport, Culture and Education, these risks come from outside, from the social environment. There is a progressive and growing lack of interest of young people in sports activities and less attention to physical education in schools. I believe that this is a risk we are facing and that we have to work in order to prevent it so that our movement can continue to grow, on a stable and sustainable course.

The other risks we are facing come from within the movement. The commercialization of our movement is a threat to Olympic values. You are also aware that certain sport organizations, including National Olympic Committees, pay more attention to the training of young athletes. This is both legitimate and appropriate, but they do not give enough attention to the education of these young people. We should realize that our National Olympic Committees, our National Olympic Academies, have the duty and the mission to really educate youth as always recommended by our founder, Baron Pierre de Coubertin. Our former President Juan Antonio Samaranch always said: "Sport together with education and culture constitutes the very essence of Olympism". And our current President, Jacques Rogge, always stresses that education and culture are at the root of Olympism.

This is why we should truly be aware of the fact that the mission of National Olympic Committees is not solely to create competition machines. Their mission is to train Olympians who excel in sport but are also at the same time role models for youth and society.

This is why I sometimes deplore the attention which a number of large National Olympic Committees pay to the number of medals they could win at the next Olympic Games. I believe that to reduce the risk of athletes becoming gladiators, it is our mission to educate youth but also to educate society through sport.

I believe that we should be aware of this mission and in this sense National Olympic Academies have a distinct role to play in training young athletes and youth in general.

This is why when listening to your discussions and your conclusions I really be-

CLOSING CEREMONY

lieve that all of us, the members of the Commission for Culture and Olympic Education, are touched by your passion for Olympism and for Olympic values, by your enthusiasm and your efforts to propagate Olympic sport and its values.

I feel it is my duty as President of the Commission for Culture and Olympic Education to thank you on behalf of my Commission for your devotion to Olympism, for your efforts and dedication that inspire us to work harder for our common cause, the Olympic cause. You can be certain, Ladies and Gentlemen, that we shall study, very carefully, all your observations and recommendations and shall communicate them in our report to the IOC's Executive Board, so that your discussions can lead to real and practical results and your passion, dedication and enthusiasm can bear fruit.

"Actions are more eloquent than words" believe me. We stand by you and thanks to your support and your efforts we shall be able to do something for the Olympic Movement.

Once again, thank you Ladies and Gentlemen, dear participants of National Olympic Committees and National Olympic Academies.

ADDRESS AND CLOSING
of the Works of the session
by the President of the International Olympic Academy,
Minos X. KYRIAKOU

Dear President,

Dear Friends,

At the end of the 9th International Session for Directors of National Olympic Academies I wish, first of all, to extend warm thanks to the participants and lecturers of this Session for their participation and contribution to the propagation of Olympism.

We all know that when Baron Pierre de Coubertin put forward the idea of reviving the Olympic Games, his aim was mostly educational. Olympic education and the ways of disseminating are now the concern of us all. The International Olympic Academy and National Olympic Academies are working together in order to support and promote the educational values of Olympism. Our goal is to build together an electronic network within which each National Olympic Academy will provide information on the resources it uses to implement Olympic education programs.

The International Olympic Academy seeks to create as many National Olympic Academies as possible. In this effort we can rely, as you know, on the full support of the International Olympic Committee and Olympic Solidarity.

We feel particularly honored by the fact that during the Closing Ceremony of the Session for NOA Directors we are welcoming to the International Olympic Academy the IOC's Commission for Olympic Education and Culture. With us here today are prominent figures of the Olympic Movement who support the

CLOSING CEREMONY

work of the International Olympic Academy and National Olympic Academies as part of a worldwide effort to propagate Olympic values.

Dear friends,

The sacred site of Olympia that welcomes us today, which has inspired generations and generations, is closely linked with ideal man's beauty and fascination. Let us keep within us the beauty of this place and these ideas and let us join our forces and our souls for the attainment of our common objectives.

Thank you.

The winners of the IOC Sport and Photo Contest:

Category: Photos of an event or occurrence



Wen Jian You (CHN) – 1st place



Igor Savchenko (UKR) – 2nd place



Manfred Schar (SUI) – 3rd place

Category: Portfolio/Reports



Santiago Serrano (ARG) – 1st place



Chen Zhi Yuan (TPE) – 2nd place

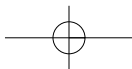
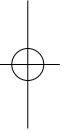
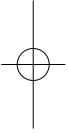
Category Portraits/illustrations/concepts



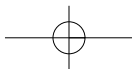
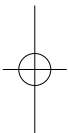
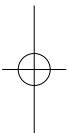
Ding Rui Liu (CHN) – 1st place



Nadezhda Pavlova (BUL) – 3rd place



List of Participants



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9th INTERNATIONAL SESSION FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

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