

INTERNATIONAL OLYMPIC ACADEMY

9th JOINT INTERNATIONAL SESSION
FOR PRESIDENTS OR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES
AND OFFICIALS OF NATIONAL OLYMPIC COMMITTEES

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PROCEEDINGS



ANCIENT OLYMPIA



Commemorative seal of the Session

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SPECIAL SUBJECT:

*NATIONAL OLYMPIC COMMITTEES:
THE CULTURAL AND EDUCATIONAL DIMENSION
OF THE OLYMPIC MOVEMENT*

ANCIENT OLYMPIA

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FOREWORD

The 9th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees was successfully held in Ancient Olympia from 12th to 19th May 2008. The special subject of the Session was “National Olympic Academies: The cultural and educational dimension of the Olympic Movement”.

Throughout the course of the conference, 112 representatives (28 women, 84 men) from 83 countries were able to discuss and deliberate upon various topics, while 26 National Olympic Academies presented the Olympic Education programmes implemented in their own countries.

Furthermore, 9 discussion groups (7 English-speaking and 2 French-speaking) were formed, the members of which decided upon the topics by themselves and focused on the following important issues:

- The establishment of National Olympic Academies;
- The role of NOAs in relation to NOCs;
- Improvement of communication through the use of internet;
- Use of information technology and films on Olympic education;
- Youth Olympic Games;
- Vision and Mission of the Cultural Olympiad;
- The connection among sport, art, culture and education.

On the whole, out of the 137 National Olympic Academies that have been established, 72 National Olympic Academies and 11 National Olympic Committees sent delegates in the Joint International Session. It must be noted that only 4 National Olympic Committees which have not founded a NOA yet accepted Mr Sithole’s invitation to take part in the IOA’s Session, while the selected countries

for IOC sponsorship were 21. This fact is certainly not very encouraging for the NOCs which should show more interest in the future in the establishment of NOAs.

All the organization aspects of the Session, in particular those related to the services of the IOA' staff received highly positive comments.

The high scientific level of the lecturers, the good audiovisual material and the distribution of lecture time, the understanding of the texts and the innovative character of the lectures similarly received very positive comments.

The discussions and interventions were also well focused and contributed to the exchange of knowledge, views and ideas and more in depth consideration of individual topics.

Of all the Session's individual activities, the discussion groups were those that obtained the most positive comments. The coordinators used their time in the most effective way, organizing discussion and encouraging all participants to join in. The conclusions and objectives were well understood by all enriching the participants' knowledge through dialogue.

The Session was very successful and the proposals and observations of the lecturers and participants will be taken into consideration for the further improvement of future sessions.

Closing, we wish once again to thank both the IOA and the Hellenic Committee, as well as the National Olympic Academies for their contribution to the Session's organization and success.

Assoc. Prof. Konstantinos GEORGIADIS
IOA Honorary Dean

**Opening Ceremony
of the 9th Joint International Session
for Presidents or Directors of NOAs
and Officials of NOCs**

ANCIENT OLYMPIA, 13th MAY 2008



Commemorative photo at the main stairs.

ADDRESS
by the President of the International Olympic Academy,
Minos X. KYRIAKOU

It is a special honor to address the opening of the 9th Joint Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees. All of us who are gathered here today are aware of the significance of this Session and its contribution to the propagation of Olympism and Olympic education in society. National Olympic Academies and National Olympic Committees represent the institutional framework for the development and dissemination of the Olympic Ideal. We should all realize that achieving this goal requires constant mobilization on the part of the broader Olympic Family.

The humanitarian values of Olympism are a safe educational direction for world youth and it is the duty of all of us to support National Olympic Academies and their expansion. The educational activities promoted by the existing Academies and the educational resources related to Olympic education, which they develop and distribute, constitute the central core of Olympic education worldwide. In this way, they contribute to disseminating Olympism's ideals throughout the world and to international understanding, peace and the promotion of humanism through sport.

The role of National Olympic Committees in the work of National Academies is by no means negligible. The differences in their structure and operation far from affecting on the contrary affirm the common objective I just mentioned, in cooperation with the International Olympic Academy and the International Olympic Committee. Today, nearly 50 years after the foundation of the International Olympic Academy and 30 years after the establishment of the first National

Olympic Academies, we realize the important educational work achieved worldwide. We also realize the enormous significance of these institutions for the promotion of the ideas of Olympism and Sport.

Dear friends, we should not forget that there is no idea more lasting than the institution of the Olympic Games. The educational and cultural dimension of the modern Olympic Movement, as developed by Coubertin and his successors, which continues to this day, was not an accidental and momentary historic oversight. It is the strongest social phenomenon that was born in ancient Olympia, which welcomes us today. I believe that the sanctity of this place and the Olympic Movement's humanist ideas will determine the cohesion and future course of National Olympic Academies and National Olympic Committees. You can rest assured that the International Olympic Academy will always support your work.

I want to wish you, from the bottom of my heart, a pleasant stay and every success during the work of the Session that will be dealing with issues relating to Education, Culture and Olympism.

ADDRESS
**by the Director of the IOC Department of International Cooperation
and Development,**
T.A. Ganda SITHOLE (ZIM)

Dear friends,
Dear colleagues,

I am bringing you greetings from the President of the IOC and from many friends in Lausanne, particularly the two colleagues of mine, who one way or another are also responsible for education, the Director of the Olympic Museum and the Director of the Information Management Department. I am also bringing you greetings from other friends in the Games' Department, whose new project is the Youth Olympic Games (YOG), the main element of which is more about education than about sport. We all hope that you will have an absolutely fruitful discussion over the next couple of days and we shall be following very much what goes on here. As you understand unfortunately I will have to be leaving as soon as we have finished this process this afternoon, but we will be following very much through the Academy dean your decisions and which way you want to go.

We depend on you and we thank you very much for being here.



*First: Olympic anthem playing during the opening ceremony of the Session.
Second: Laying of wreath at the Carl Diem and Ioannis Ketseas monument
by the lecturer of the Session Prof. Angela Teja.
Third: Reading of Pierre de Coubertin's writings by the participants.*

**Works
of the 9th Joint International Session
for Presidents or Directors of NOAs
and Officials of NOCs**

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 works of the Session.

NATIONAL OLYMPIC ACADEMIES*



Assoc. Prof. Konstantinos GEORGIADIS (GRE)

*IOA Honorary Dean
University of Peloponnese*

National Olympic Academies are an integral part of the International Olympic Academy and the Olympic Movement. We shall be presenting below their creation, their objectives and structure, as well as their relationship with the IOA.

Once the IOA had begun its activities, a number of important and substantial issues related to its operation and linked to the attainment of its goals came to light. It became obvious that the IOA needed the support of other organizations in order to respond to the educational requirements of the Olympic Movement.

Attending lectures during the IOA's sessions was not considered sufficient to make participants aware of the Academy's mission and their own contribution to it.

The selection of the participants, their preliminary training, their stay at the International Olympic Academy and the need to draw upon their knowledge and experience, led to the creation of National Centers for Olympic Studies in other countries.¹

* This lecture has already been published in: Ch. Koulouri – K. Georgiadis (eds.), *The International Olympic Academy. A History of an Olympic Institution*, Athens, IOA, 2007, pp. 257-273.

1. One of the first concerns of the pioneers of the IOA, John Ketses and Carl Diem, was the attendance of participants at its sessions and whether National Olympic Committees would be truly interested to send students and their administrators for further training. The letters they exchanged at the beginning of the '50s, before the establishment of the IOA, are quite illustrative. Carl Diem wrote to Ketses that "an Olympian society for the aim to promote in a quite private way the Olympic idea in Germany..." had been founded. "On my suggestion the Chair of this society has decided to send for Greece and for Olympia a youth group

Participants in the IOA's Sessions and Seminars now had a point of reference in their respective countries around which they could rally in order to develop their Olympic education activities in cooperation with the IOA.

These efforts were mostly backed by participants and lecturers at the IOA's first sessions. Their development from working groups to Centers for Olympic Studies is eloquently described by the founder of the Madrid Center for Olympic Studies Conrado Durantez: "We went back to our respective countries deeply affected by this mysterious "Olympic awakening" one feels after a stay at the Academy in Olympia".² Who then added, speaking about the foundation and aims of the Center for Olympic Studies: "Its provisional rules and regulations specified that the new institution would possess a functional structure and would be organized on the model of the International Olympic Academy of Olympia, with the same objectives and that it would attempt, in its limited national form, to become an effective collaborator of the Academy in the pursuit of its aims".³

Already since 1966, the German National Olympic Committee had decided to establish a standing scientific committee called "Kuratorium für die IOA" entrusted with the task of supporting the IOA's work, selecting and preparing participants for its sessions and then act as the link between them.⁴

There were similar initiatives in that same year in Austria for the creation of the "Arbeitsgemeinschaft zur Förderung des Olympischen Gedankens in Österreich".⁵

In the United States, in 1974, a similar committee had also been set up

of appr. 30 pupils during the school holidays" (Diem to Ketses 28-1-52, C. Diem archives). This letter was written by Diem in order to encourage Ketses who had written to him that: "Unhappily we do not meet hot interest from abroad. But we must endeavor. Meanwhile we are dealing with "material" preparations for the housing of the expected (or unexpected) "proselytes"(students)" (Ketses to Diem 21 January 1952, Carl Diem archives).

2. Durantez Conrado, in *Report on the IOA's Special Sessions and Seminars* 1998, Athens 1999, p. 571.

3. Durantez Conrado, in *Report of the Sixteenth Session of the IOA*, ed. HOC, Athens 1977, p. 91.

4. Müller Norbert, *Die Olympische Idee Pierre de Coubertins und Carl Diems in ihrer Auswirkung auf die Internationale Olympische Akademie (IOA)*, Dissertation zur Erlangung des Doktorgrades an der Philosophischen Fakultät der Karl-Franzens-Universität Graz, Graz im SS 1975, p. 191 and Quellensammlung pp. 149, 150.

5. Hauser Annette, *Die Bedeutung und Effektivität der Internationalen Olympischen Akademie (IOA) für Österreich*, Hausarbeit zur Erlangung der Lehrbefähigung aus Leibesübungen an Höheren Schulen, Graz, November 1983, p. 118.

composed of members of the Olympic Committee, students and university professors, all participants at the IOA's Sessions, who then pioneered the convening of the first session of the US National Olympic Academy in 1977 in Chicago.⁶

In the discussion groups at the IOA's sessions, the idea of a "National Olympic Academy" is considered as a "popular topic".⁷ As many National Olympic Committees do not comply with their educational obligations in a consistent manner, participants at the Sessions have demanded the creation of National Olympic Academies (NOAs) to allow those who attend the Sessions of the IOA once they return to their country to become involved in their core activities and operate as the ambassadors of Olympism in their homeland.⁸

After 1976, the Centers for Olympic Studies, following the IOA's model, changed their name to National Olympic Academies and together with the NOAs already established they formed the Olympic Movement's first academic network⁹.

Today, 30 years after the establishment of the first National Olympic Academies, the aim of each National Olympic Academy is, through Olympic education programs, to cultivate and disseminate the Olympic Ideal, study and apply the universal educational and social principles of the Olympic Movement, in conformity with the Olympic Charter, within the national and cultural boundaries of each National Olympic Committee, in cooperation with the IOA and the IOC.

National Olympic Academies are the IOA's extensions and operate as trans-

6. Pappas Nina, *History and Development of the International Olympic Academy 1927-1977*, Thesis, University of Illinois, May 1978, p. 131-132.

7. Report of the 16th Session of the IOA, Athens 1977, p. 24.

8. *Ibid.* p. 237.

9. "These meetings, eventually, took the form of branches of the IOA. Thus commenced the effort to acquaint all countries with the Olympic idea. These meetings: in Austria, Spain, Japan, China and America, later assumed the name 'National Olympic Academy'" (Szymiczek Otto, *The National Olympic Academies*, in IOA Report of the Twenty-Third Session, Lausanne 1985, p. 64).

On the 9th of November 1989, the IOC's Commission for the International Olympic Academy met in Lausanne. At the meeting, the criteria for defining a National Olympic Academy were discussed and the Commission's members decided that the National Olympic Academy of Spain had met these criteria since its inception. Cf. Procès-Verbal du groupe de travail pour l'Académie Internationale Olympique, Lausanne, 9 Novembre 1989.

mitters and receivers for the promotion of the Olympic Charter's ideals through the national Olympic education programs.

Each National Olympic Academy must also encourage the practice of sport among all social and age groups and promote the idea of sport as a fundamental human right.

These aims are achieved by the NOAs by means of programs which they develop themselves in collaboration with the NOC and other sports and educational entities in their country.

The role of each Each National Olympic Academy is to:

1.

- ▶ communicate with the IOA and follow its activities;
- ▶ select and initially prepare participants for the IOA's Sessions;
- ▶ plan and organize at least one national session each year on the topic of the IOA's special theme;
- ▶ maintain contact with former participants;
- ▶ set up a working group or committee of old participants at the IOA's Sessions that will support the IOA's work within the country's national boundaries;
- ▶ submit an annual report on its educational activities to the IOA and the IOC;

2.

- ▶ promote Olympic education programs in primary and secondary education;
- ▶ train the administrators of the Olympic Movement in their country on the issues of Olympism;
- ▶ provide further training to physical education teachers on issues related to Olympic education and organize educational courses jointly with the Ministry of Education;
- ▶ train athletes participating in the Olympic Games;
- ▶ educate Olympic winners to act as role models for the young;

3.

- organize lectures, seminars, summer courses for young people, children's camps, scientific symposia dealing with specialized issues on the Olympic Movement;
- organize cultural events related to the Olympic Movement;
- organize festive events dedicated to Olympic victors and interviews with them;
- hold a competition on Olympic sports poetry, painting and sculpture;
- stage "mini-Olympiads" between schools;
- organize Olympic Day events;
- organize Olympic exhibitions;

4.

- develop Olympic education manuals for all the levels of education on the Summer and Winter Olympic Games and on the Paralympic Games and distribute this material to educational establishments;
- develop manuals in cooperation with history museums and non governmental organizations;
- publish a review on Olympic education;
- publish and distribute manuals and posters, as well as information material in general to all institutions concerned;
- encourage historic and philosophical research projects on the Olympic Movement at national level;

5.

- create an Olympic Museum;
- create Olympic Archives;
- create an Olympic thematic library;
- organize a film library for the Olympic Games;

6.

- communicate with public and private organizations and the media in order

- to raise awareness and inform citizens about the principles of Olympism;
- ▶ create a web site with information on its aim, structure and activities;
- ▶ seek cooperation with other NOAs for bilateral relations at continental and/or international level;
- ▶ set up working groups for sport and ecology, sport and women, sport and peace, sport and the media;
- ▶ participate in international forums on Olympic education;
- ▶ establish Centres for Olympic Studies in universities within the country for the training of students and cooperation with professors of humanities, as well as a chair of Olympism in universities.

National Olympic Academies operate within the framework of their respective National Olympic Committees and their aims are in harmony with those of the NOCs.

Of the 133 National Olympic Academies that exist today, according to a survey¹⁰ only 78 NOAs (46 with their own statutes and 32 without statutes) –among the 94 which responded– are sub-commissions of their respective NOCs and only 16 of these reported being independent organizations.

The NOAs are the educational institutions of the NOCs. Even when there are differences in their structure and mode of operation, they must always be placed under the patronage of the NOC, within the framework of a single Olympic Movement.

It would be very difficult today to define a single system for the operation of NOAs as there are huge administrative, cultural and political differences from country to country.

The IOC's short but comprehensive manual on National Olympic Academies recommends that the President of the IOA should be an academic¹¹. A proposal in the form of a wish to which there has not been a satisfactory response so far. Moving a step further, the manual also suggests that the members of the NOA

10. The survey was conducted by the IOA with the help of questionnaires that were sent to all NOAs and NOCs. Of the 133 National Olympic Academies only 94 have responded.

11. IOC (ed) National Olympic Academy. Foundation-Perspectives-Activities, Lausanne 1989.

should come from primary, secondary and tertiary education so as to be able to support its activities at all levels. It is also recommended that the President of the NOA should be an *ex-officio* member of the Executive Board of the relevant NOC to ensure better cooperation between the two organizations and coordination of their work.

The first official meeting of the first National Olympic Academies took place in Lausanne in 1982. Two years later, in Los Angeles, the Dean of the IOA at the time, Otto Szymiczek, who had been actively involved in their creation, presented detailed proposals and instructions regarding their mode of operation¹². The drafting of these proposals had been based on the 20-year experience of the IOA, as well as the experience gained as it followed the progress of all National Olympic Academies, which had been established until then.

In 1986, in support of the work of the NOAs, the International Session for Directors of National Olympic Academies was organized for the first time in Olympia attended by 14 NOAs. The Session was organized again in 1988 and 1990 with 37 and 39 NOA representatives respectively. Since 1992, the Session was called “International Joint Session” because it was attended by members and staff of National Olympic Committees as well as Academies. After 1999, it is held one year only for Directors of NOAs and the following year as a Joint Session with the participation of NOC professional staff. Through these Sessions that focused exclusively on the role, operation, structure and activities of NOAs, as well as Olympic education for the development of young people, the IOA has supported in the best possible way their activities, communication between them and the training of their staff¹³.

During these Sessions, the NOA representatives present their educational

12. Szymiczek, Otto, The work and educational program of National Olympic Academies, IOA Archives, (no date).

13. Georgiadis Konstantinos, International Olympic Academy: Reality and Vision in IOA Report on the IOA's Special Sessions and Seminars 2001, Athens 2002, pp. 506-523.

Georgiadis Konstantinos, 45 Years of Olympic Studies and Olympic Education in the International Olympic Academy in IOA. Report on the IOA's Special Sessions and Seminars 2005, Athens 2006.

I have attended myself and directed from 1989 to date the proceedings of 7 of the 9 International Sessions for Directors of National Olympic Academies and 8 International Joint Sessions for Directors of National Olympic Academies and Members and Staff of National Olympic Committees.

activities and their Olympic education manuals, with their methodology and contents. They also discuss and establish contacts with other colleagues thus ensuring their collaboration after the end of the Session. Furthermore, the Session for NOA Directors represents a periodical but permanent forum for the presentation of activity reports by the NOAs.

The IOA has also encouraged NOAs to organize Olympic education seminars in its facilities in Ancient Olympia so that their people can become acquainted with the history and archaeological sites of the birthplace of the Olympic Games¹⁴.

One of the main objectives of the IOA is to increase to a maximum level the number of National Olympic Academies and ensure that accurate information is available on their educational framework of operation.

To achieve this objective, the former President of the IOA and IOC member Nicos Filaretos worked harmoniously for many years with Anselmo Lopez (1910-2004), the Director of Olympic Solidarity. A special program was developed in order to provide financial support to NOCs for the establishment of NOAs, libraries and Olympic education programs.

Many National Olympic Academies are doing outstanding work. Every year, they train hundreds of young people and adults on Olympic issues in their countries. They also develop excellent Olympic education programs. Germany's National Olympic Academy was one of the first to develop a handy manual entitled "Mach mit bei der Schülerolympiade"! Its contents are updated every two years, following the Summer and Winter Olympic Games and distributed to all schools in the country.

A large number of NOA activities are recorded in the proceedings of the IOA's sessions. Furthermore, on the initiative of the founder and current President of the Spanish NOA, the Ibero-American Association of Olympic Academies was established in Madrid on 25 June 1988. Efforts are being made to create similar associations among countries belonging to the same cultural zone or sharing the same mother tongue.

Today, approximately three decades after the creation of the first National Olympic Academies many of the objectives concerning Olympic education have

14. In the past, the IOA was offering its facilities free of charge to National Olympic Academies wishing to hold their seminars in Ancient Olympia, provided the number of participants did not exceed 40 people.

been achieved. Olympic education is a widely recognized concept all over the world and its ideas are the object of study and research at universities.

Many new Olympic Education programs have been developed or translated by NOAs and adapted to educational programs in many countries. In addition, all the Organizing Committees of the Summer and Winter Olympic Games are developing Olympic education programs, which they implement during the Games.

When we assess the present situation, we see that in the '70s, a little after the foundation of the International Olympic Academy, the Olympic Movement started focusing on education and this combined with its other activities led to the creation of National Olympic Academies. Things then moved very fast since the majority of National Olympic Academies were established during that period (102 of a total of 133). Their creation was supported by the President of the International Olympic Committee at the time, Juan Antonio Samaranch, throughout his term of office (1981-2001).

Samaranch introduced a number of innovations in the Olympic Movement and his office was marked by events such as the abolition of the concept of amateurism, a principle that governed the Olympic Movement since its inception, marketing and commercialization of the Olympic Games, gigantism on the one hand and the unity of the Olympic Movement on the other, the invasion of anabolics and the efforts to control them. National Olympic Academies and Olympic Education were called upon to counterbalance all these phenomena for the ideological preparation and cohesion of the Olympic Movement. The extent to which this balance could be achieved is not something that can be precisely assessed today. Of course, over and above the serious efforts that have been made we know even today that Olympic Committees give much more emphasis to participation in the Olympic Games and top performance sport than to educational issues. Even today, many people within the Olympic Movement have not understood that it is both a social and educational movement. It should not escape our attention that 68 National Olympic Committees have not founded a National Olympic Academy until now. There is also a relatively large number of National Olympic Academies (about 25%), which have been estab-

lished but have not developed any significant activities. It is true, on the other hand, that research on Olympic education issues has advanced considerably and this is mostly due to the work and presence of National Olympic Academies. The fact that there is a more or less equal distribution of NOAs around the world is something positive. In Africa there are 35 National Olympic Academies out of a total of 53 National Olympic Committees, in Asia 25 out of a total of 44, in America 30 out of a total of 42, in Europe 40 out of a total of 48 and in Oceania 3 out of a total of 15. It is indeed extremely hopeful that many National Olympic Academies in Africa, Asia and South America are extremely active in spite of the economic, social and political problems in their countries.

Today, more than ever before, the International Olympic Committee is called upon to support the work of the International Olympic Academy and thereby of National Olympic Academies. If the humanitarian ideas of the Olympic Movement are those which determine its cohesion and future course, then the intellectual network of the International Olympic Academy in cooperation with National Olympic Academies is of outmost importance for the propagation of these ideas worldwide. Blending sport with culture and education through the activities of the IOA and NOAs, the Olympic Movement will continue to play a leading role in disseminating its fundamental moral principles of respect for others, fair play, equality, democracy and peace in the world.

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PRESENTATION ON THE IOC INTERNATIONAL COOPERATION AND DEVELOPMENT DEPARTMENT



T.A. Ganda SITHOLE (ZIM)

Director of the IOC International Cooperation and Development Department

I noticed that there are many of you here today, that have been here with me for the past several Sessions. And during these Sessions I have made presentations which the dean calls lectures, and all these presentations are about what we are doing. I have been fighting resistance to make a presentation today and instead talk to you about a number of programs that the IOC has instituted, a number of milestones that we think that are important and ask questions like “what really is the role of the National Olympic Academy” and “whether the National Olympic Academy is equipped to play a role in the implementation of those programs”.

Furthermore, I would like us to ask ourselves whether perhaps there is a disconnection between the National Olympic Academies and the National Olympic Committees. In some National Olympic Committees there is not a National Olympic Academy, whereas in some you have both a National Olympic Academy and a Commission on Olympic Education and Culture, which makes it a little bit difficult for people like myself and my department to really deal with these National Olympic Committees, because I am certainly not sure which of the two represents the NOC in terms of Olympic Education.

The dean spoke about those who do not have NOAs and certainly over the

past three months we have tried our best to ensure that those that do not have NOAs at least participate in this particular Session and meet those who already have NOAs, talk to them and maybe exchange ideas on how they themselves might disseminate Olympic education in their countries.

You will be surprised to know that out of the 68 that we invited with an offer for tickets, with an offer for everything, only 5 turned up. And what are those 5 particular issues that I wanted to bring up and the venue can discuss either today with me if we have time, or among yourselves and certainly let us know how you wish to move on.

One topic is the communication on Olympic values education program and I am sure that if I ask you to raise your hands those who have had communication about the values education program, very few would, for the simple reason that it was distributed to the National Olympic Committees at the ANOC General Assembly, and I am 100%, as sure as I am standing here, that not all of you were informed by your Presidents or Secretaries General about the existence of such a programme.

But some of you today, particularly friends from Africa, some from the Middle East, Korea certainly, India (if there is anyone from India here) have participated in this start for this Olympic values education programme. And a manual has been developed for the purpose, and the French version is on the web, and the Arab version following soon after as well as one African language.

The second one is the Youth Olympic Games. There is going to be a presentation on the Youth Olympic Games. What are the Youth Olympic Games? Is it really an educational programme for young people? My question is again: "What is the role of the NOAs, what is the role of Olympic Education and Culture Programmes in your NOCs?" What do you know about it? Have you started participating in formulating educational programmes and disseminating educational programmes to the young people on the YOG? The first Games have already been allocated to Singapore in 2010 for summer and after that in 2012 there will be the winter Games; we don't know yet where they will be held. What is it that you intend to do yourselves and your National Olympic Committees?

The third one is the Athletes' Career Programme. It might not be very impor-

tant to developed countries, Germany, the United States, Britain, but it is absolutely important for developing countries. And we see that these programmes are completely being ignored by those who need them the most. This is something that we cannot understand. The Olympic values programme for instance has a million dollars behind it and I have not seen one, a single National Olympic Committee from a developing or a developed country wanting to access those funds in order to disseminate this Olympic values programme to their people. The same goes for the YOG.

Also, the Athletes' Career Programme has been running for the last three or four years. There are many athletes –and just this morning on the bus I was talking to Henry Tandau one of the world's best athletes in the world of the '70s and the '60s– who today are living in poverty, who have absolutely nothing in their names. And these are the people whose names you will hear, when you walk into the IOC, when you talk about athletes who have really given their best to the Olympic Movement, but they have been completely forgotten by the system and today they are nothing but poor people in their countries. Yet, there are programmes today that are meant to prevent such an occurrence again and yet nothing is happening. My question is: "Is it one of our programmes, is it an educational programme that we are sitting around here, which shouldn't be undertaken?"

We have of course our world programme on Olympic Education and the next one is coming in Bushan in September. Again here there is a problem of disconnection. I am sure that many of you who are sitting here are unaware of this programme, of this project, of this conference. Yet, this is where people like you participate in making policy, in influencing the direction of Olympic Education and Cultural Programmes in the IOC.

There is no way out when the IOC President, the IOC Executive Board, the IOC Session would sit up and say this is what the Olympic Movement needs in Olympic Education. We see very few of you. Certainly at these conferences we see a lot of Presidents and Secretaries General, sometimes Members of the NOCs, who probably have very little to do with the dissemination of Olympic Education. Isn't it time that we seriously think about how we are represented at these conferences

and make it a point to really bring to the sessions of these conferences the needs of NOCs, as you see them, because no one else, not ourselves, are just a repository of the programmes and the finances and the way you see them, the way you want them to run them. We have 4 months to go to this one. What is your role? How can you help us and how may we help you to participate in this?

Another milestone is for me the World Congress of the IOC. The IOC holds a Congress every 10 to 15 years. The changes that President Samaranch brought to the IOC were brought in the IOC Congress. In these congresses each and every one of us in the Olympic Movement is given an opportunity to contribute to the changes that may be needed over the next 15 years. The next one is next year in Copenhagen. The website for contributions has been open over the past one and a half year. Not a single National Olympic Academy has contributed, not one. If someone from a National Olympic Academy has contributed, he has done it in his name. How do we expect therefore to be influential in terms of the direction of Olympic Education and Culture in the Olympic Movement, if we cannot try to influence that direction through the Congress? There is not a single one. Believe me. But there might still be time for us to try and influence events.

The disconnection between the National Olympic Academy and the National Olympic Committee that I've talked about is quite clear from us, from our perspective, from where we see it. Shouldn't we find some way, in the same way that we have generally in the Olympic Movement, interpreting the term independence. It really doesn't exist. We have stopped using the term independence and we have started using the term autonomy; because independence comes with a price. It means that you are independent, that you have the same obligations and levels as the National Olympic Committees. The National Olympic Committees answer to someone and you answer to someone else. And therefore if you had to write to me requesting funding, resources for a programme in your country without your NOC or Olympic Solidarity, you would find it very difficult to get a positive answer. It's as simple as that.

Today, we also have another problem about cultural programmes. The dean spoke about several cultural programmes, "sport and art", "sport and song contests", "women and sport". There are 205 NOCs recognised by the IOC, there

are more than 160 NOCs or countries that have Olympic Academies. On average entries to the sport and art contests is 50 NOCs year in year out. Tomorrow, we have a judgement for sport and art and there are only 50 entries. "Sport and song" out of 205 there are only 35 entries. "Women and sport", a very important element in the Olympic Movement, you would be lucky to get 40 entries out of the 205. So, what is our role, if these are educational and cultural? Are we really judging ourselves through performance and what is our performance? Are we looking at the numbers? And what numbers are we looking at? When we talk about being successful in what we are doing, how are we judging ourselves? Are we looking at the numbers that we are reaching, are we looking at these tangible things that we have to ensure that the National Olympic Committees participate? Because they aren't. The same countries that participate in "sport and art" are the same ones that participate in "sport and photography", even if you put a huge prize to it. "Sport and art" carries a prize of 120.000 dollars. And I would suppose that the developing countries need this the most. And they are the least participants in these contests.

I just wanted to be a little provocative rather than giving you a long speech about what we are doing in the IOC. At the moment, we are very focused on Olympic values Education Programme, which we have launched, which has funding behind it, which we would be very happy to consider, should you use or request it, but through your NOC. We are very focused on the Youth Olympic Games that are just around the corner, because these are as much an educational as a sports programme. And they are real. In Singapore, they are already working on the Youth Olympic Games. They don't have time. It takes 7 years to organise an Olympic Games. Singapore has only 2 years to organise this. It's going to be a difficult one, but I am sure that they will do it. We are also very focused on the next Education and Culture Conference, and we would be very happy too to bring you with us to Bushan, if you have programmes that you have really developed in order for you to share this with others rather than just a small group of NOAs. This Congress determines the future of the Olympic Movement, over the next 15 years, where we want to go in terms of Youth, Education, Culture, Environment, Women and Sport, Humanitarian Actions, in terms of everything we consider to be Olympic values.

SPORT AND ART IN ANTIQUITY



Prof. Angela TEJA (ITA)
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First of all I would like to thank the IOA for inviting me as a lecturer to this Session for Directors of National Olympic Academies. This is not my first visit to Olympia, but I always feel deeply moved when I return. I thank you for the honour of participating in the work of this Session and for the opportunity of enjoying, once again, the wonderful feeling of being in this magic place.

Olympia is indeed a magic place, especially for people like me who have been studying the history of sport for many years now. In the past I studied antiquity and was therefore able to know the close link that exists between art and sport, the two topics of my lecture. Others have written¹ about the significance of the relationship between ancient competition and art and I wish to mention, among others, Sisto Favre, one of the first Italians who came to the IOA, at the time of its creation, with Carl Diem and John Ketseas and who was one of the lecturers. As he used to say, art and sport “are two inseparable and essential components of civilization”², both are an expression of life, the key to a civilization and its social system. Art, in its relation to sport, enhances its particular aspects and

1. Among others: B.Bilinsky, *Agoni ginnici. Componenti artistiche e intellettuali nell'antica agonistica greca*, Ossolineum, Warsaw 1979; W.W. Hyde, *Olympic Victor Monuments and Greek Athletic Art*, Washington 1921; H.V.Hermann, “Die Siegerstatuen von Olympia”, in *Nikephoros*, 1 (1988), pp. 119 ff.; F. Rausa, *L'immagine del vincitore. L'atleta nella statuaria greca dall'età arcaica all'ellenismo*, Viella, Rome 1994.

2. S. Favre, *Civiltà, arte e sport*, Soc. Dante Alighieri, Città di Castello 1970, p. 597.

expresses not only its physical features, but also its spiritual and moral elements. Art emphasizes the close link that exists between the body and the mind and this applies to all periods. It is for this reason that, in order to better understand this major social phenomenon³, sports historians will often use artistic production.

Returning to Etruscan art

I have to admit that I was rather embarrassed when I had to define the context of my lecture: which period of ancient art to choose and present to this distinguished audience from the infinite array of available options? I had to start from somewhere though and so I chose the period of Etruscan civilization, on the one hand because Etruscan art is a unique and valuable source of knowledge about ancient art (indeed, the only direct testimonies on ancient painting, before Roman times, are Etruscan⁴) and, on the other, because the Etruscans were a people who still owe today a great part of their fascination to a kind of mystery that surrounds their history and continues to raise many questions. I believe that the mysterious Etruscans blend beautifully with the magic of Olympia. There is also a third reason, which is the possibility for me to come back to a thesis I have already developed⁵, and thus be able to modify certain views expressed before. As Popper writes, there is no history of the past “as it really happened”, but only historic interpretations, none of which is ever conclusive. We turn to the past “driven by present-day problems and prospects”⁶ and, in my case, an unexpected and most welcome invitation to Olympia that led me to reflect again on themes I had put to the side. If, as Italian historian Dario Antiseri affirms: “the

3. We can think of the studies of Teresa Gonzalez Aja or Christian Vivier, Laurent Guido and Gianni Haver. CESH organized its last Congress in France, at Lorient (19-22 September 2007) on the theme of “Arts and Sport”.

4. M. Pallottino, *La peinture étrusque*, publ. A. Skira, Geneva 1952, p. 7.

5. A. Teja, “Arte e sport: un esempio a Villa Giulia, in *Accademia Olimpica Italiana*”, *Atti della VI Sessione dell'Accademia Olimpica Nazionale Italiana, 25April 1994, INOA, Rome 1994*, pp. 48-54.

6. D. Antiseri, “Ogni storia è ‘storia contemporanea’: il rapporto fra presente e passato nella ricerca storica e nell’insegnamento della storia”, in *Nuova Civiltà delle Macchine*, 2007, 1.

past is gone forever, but our knowledge of the past is an endless process”, this is an opportunity for me to come back to the theme of art and sport in antiquity and look with you at the album of sports images that are part of the Etruscan artistic heritage. This is a rich, many-coloured album, somewhat eclectic, but also quite familiar and full of ideas that I want us to try to put in order together.

We have thought for a long time that the Etruscans represented the transition from Greek to Roman civilization and could therefore reveal to us certain particularities, certain changes of course in the history of competition sport –and other aspects as well, but this is the part of ancient history that interests us right now– when it turned away from the Greek current in order to flow into the Roman river.

The Etruscans, in relation to Greek history, are situated, chronologically, between the geometric and the Hellenistic period, while remaining in close contact with the Roman era of which they were the protagonists for a short breadth of time. It is also true, however, that they did not have their own culture, which developed autonomously but were rather a blend of many different cultures, practically one for every city, all strongly influenced by Greek civilization⁷. This is something that can be verified in the field of art. Tarquinia, for example, judging by the wealth of its tombs, must have been one of the richest and most opulent cities.

I refer to the necropolises because archaeological finds have brought to light the remains of the tombs (which being underground were able to withstand the effects of time), but not of the cities and in the absence of direct literary testimonies, we have to rely on archaeology for help. The fate of the Etruscan civilization was indeed very strange: there are Greek and Latin literary sources, but no Etruscan; Etruscan art was basically created by Greek artists, not Etruscan and we know about their way of living mostly from the paintings found in spaces devoted to the dead, the tombs. These tombs, rich in religious symbolisms, increased the aura of mystery surrounding this people.

7. R. Bianchi Bandinelli, *Etruschi ed italici prima del dominio di Roma*, Rizzoli, Milan 1985, pp. 355-357; M. Torelli (a cura di), *gli Etruschi*, Bompiani, Milan 2000.

The Tyrrhenians

It is well known that the origin of the Etruscans, or Tyrrhenians as the Greeks called them, remain a mystery; many historians have studied this topic and have come forward with a number of interpretations⁸. We can say that Etruscan culture appeared in the Italian territories of today's Tuscany and Northern Latium, with a first settlement in Campania and Emilia Romagna during the Villanovan age, in the tenth century, immediately gaining naval supremacy, which they would lose after the attacks by the Phoenicians in the Sardinian Sea and their defeat in a sea-battle off Cumae in 474 by the Greeks of Syracuse. In the course of ten centuries, Etruscan cities first flourished with their merchants and metal craftsmen (let us not forget that the Etruscans owned iron mines on the island of Elba, which was a real source of wealth for this people) and then submitted to the domination of Rome, a neighbouring city, before disappearing altogether following their annexation by Augustus in 27. The great noble families that had always held power in the *lucume*⁹ moved to Rome, the capital of the future Empire. The Etruscans' social structure was aristocratic and oligarchic, as can also be seen in their art.

Etruscan art: imitation or in-depth knowledge?

The Etruscans' abundant artistic production is confirmed by the wealth of objects found in different museums, in particular in Rome's Villa Giulia that houses the most important collection of Etruscan art in the world. This material is so extensive

8. Following Herodotus' (I,94) footsteps, many people have adopted the orientaling view, according to which the Etruscans came from Lydia or the Caucasus; others, including Dionysius of Halicarnassus (I, 25-30), have thought them to be indigenous, while other scholars, finally, refer to an immigration of Indo-European people from the North. Massimo Pallottino, one of the greatest Etruscology experts, maintains that the Etruscans came into being, through the centuries, from a mix of foreign and indigenous ethnic, linguistic, political and cultural elements, with a strong mid-eastern influence. Cf. M.Pallottino, *Etruscologia*, Hoepli, Milan 19826, pp. 81-117.

9. The *lucume* were Etruscan cities ruled by a *lucumon* who was also a hierophantes. They formed a league of 12 cities and it is believed that ritual competitions were held in Volsinii. A second league was formed in Cumae, in the Etruscan region south of Rome.

that it would be impossible to attempt a synthesis and I do not intend to do so. I would, however, like to draw your attention to a number of elements that link the Etruscans to the Greeks, in order to determine whether the Etruscans had a good knowledge of Greek contests, which they reproduced and practised. If the answer is obviously affirmative, what was the spirit that guided these contests, did they understand their philosophy and did they later pass on to the Romans all the elements of Greek contests or only a few, those they liked best or which were more deeply rooted? In which case, did they simply function as a passive filter?

We can already answer some of these questions as it is commonly admitted that the Etruscans handed over to the Romans, in the field of athletic contests (in other fields the contacts are much older), elements of their own civilization and not the Greek, which would appear in Rome only during a later period of the Republic, when the other characteristics of the Etruscans, including contests, had already been assimilated¹⁰. Among these, let me mention horse racing and boxing, two sports that were very popular among Etruscans and were also a great success with the Romans. There are still many things that need to be clarified regarding the possible link between Greece and Rome in the field of competition, in the broadest sense of the term that includes the concept of *kalos kagathos*, i.e a way of life and a system of education par excellence.

We are aware of the high educational and cultural value of sporting contests for Greek citizens that were not restricted to the staging of the Olympic Games every four years. Greeks raised their citizens by means of an outstanding educational system, which centred on the gymnasium and nurtured and perfected the ideal of *kalos kagathos*. Given the wealth of vases depicting scenes from competitions that were found in Etruscan cemeteries, can we attribute a similar value to Etruscan sport? The answer is not obvious. The study of art, in which culture is usually reflected, does not make the task easier; on the contrary it gives rise to speculations, which have to be dispelled, according to Nigel Spivey¹¹.

The Etruscans were always attracted by the beauty of the objects manufactured in Greece, which were available in Etruria already since the 9th century;

10. W. Decker-J.P.Thuillier, *Le sport dans l'antiquité*, Picard, Paris 2004, p. 147.

11. N. Spivey, *Etruscans Art*, Thames and Hudson, London 1997, pp. 7-11.

because of the growing demand they started to reproduce them on their own and this is how they became familiar with Attica's geometric style and Corinth's naturalist style. The imports of Attic pottery reached their peak in Etruria between 530 and 470, when the production of these objects increased after the arrival of many Greek craftsmen probably forced by the Persian invasion to take refuge elsewhere. Pliny, a Latin author of the 1st century, recalls this phenomenon and its chronology, "Demaratus, who was exiled from Corinth and became the father of Tarquin, king of Rome, was supposedly accompanied when he settled in Etruria, by potters Euchinus, Diopes and Eugrammes and it was they who maybe introduced the art of pottery in Italy" (N.H. XXXV, 152). We should remember that, among many others, Nicosthenes, a potter from the second half of the 6th century, had signed several splendid works including a pyxis, entirely devoted to competition that can be found today in the Villa Giulia museum in Rome.

Scenes from the palaestra were frequently depicted, as well as scenes from athletic contests in general like chariot races for example, which were most suitable for representations of particular aesthetic beauty. Sport was a very popular theme for the Greeks. Vases, with a delicate and beautiful decoration, thus became a vehicle for the transfer of Greek myths and their propagation in Etruria. In this way, a whole culture was transmitted by one people to another: the legends, religion, the games, the circuses and the way of life. But let us come back to the question: is the presence of this wealth of objects depicting athletic scenes on Etruscan territory enough proof that the Etruscans had a truly thorough knowledge of Greek contests allowing them to stage them in a manner that respected their original spirit?

A positive answer to this question seemed natural to many scholars convinced as they were that the scenes from contests depicted on the vases were sufficient evidence. But if we look more carefully, this is not so obvious. Other studies¹²

12. Among the most recent, A. Guidi, "La nascita delle pratiche agonistiche nell'Italia preromana", in A. Teja – F. Garcia Romero – S. Mariano – D. Bolz (ed.s), *Sport e culture. Sports and Cultures*, Atti del IX Congresso Internazionale dell'European Committee for Sports History (CESH), Ed. del Convento, Calopezzati (Cs) 2004, pp. 48-58 and F. Marzatico – P. Gleirscher (a cura di), *Principi e guerrieri ed eroi fra il Danubio e il Po dalla preistoria all'alto Medioevo* (exhibition catalogue), Trento 2004; M. Poliakoff, *Combat sports in the ancient world*, New Haven & London 1987.

have highlighted the fact that the Italic populations before Rome already staged competitions, some of which re-emerged in the same territory under the Greek “brand”.

A number of art historians, including Becatti¹³ for example, have questioned the Etruscans’ knowledge of Greek contests; they believe that they purchased luxury objects that were fashionable in Greece without, however, understanding what they represented. This meant, therefore, that the spirit of competition, in the deepest sense, had not really penetrated Etruria, even though “it would be absurd to deny”¹⁴ that Greek contests did influence the Etruscan. We could therefore agree that Etruscan contests were not just a simulation, or a passive reproduction of the Greek model without, however, being fully understood, integrated and accepted with the characteristic educational values of the Greek events. The answer can probably be found somewhere between these two positions and, as Spivey tells us, the stories of contests in Etruscan tombs could well be the combined result of an illusory reality or an ambitious fantasy¹⁵.

In medio stat virtus

In order to better clarify this answer, however, I want to analyze with you certain images that could help us understand why the competitions depicted on the large frescoes of Etruscan tombs contain elements and details that reveal not only the autonomy of Etruscan sport, but also the absence of some important aspects of Greek sport. The concept of competition that we see on the numerous pottery objects and vases that were found in Etruscan cemeteries appears to be different from the philosophy underpinning the sports events depicted in the tombs, as though it were a different language. It is true that the same scenes that are reproduced on a larger scale might have created problems for the artists of the time during their transposition, but we do see some rather important differences in inter-

13. G. Becatti, *L'arte nell'età classica*, Florence 1977, p. 148-150.

14. Decker-Thullier, cit, p. 157.

15. Spivey, cit., p. 8.

pretation that could help us in our research. This is why I have chosen to study the funerary paintings in Etruscan art as they do not pass on stereotyped images, but a “concrete, immediate and serialized vision of reality”¹⁶ and therefore represent real documentary evidence for historians. It is also true, however, in the opinion of another group of scholars who study the Etruscans from an anthropological angle, that the information provided by the frescoes is not always understandable because in order to read it you would have “to think like a Greek”, with his categories and frame of mind¹⁷. I quote J. Pierre Vernant’s¹⁸ words: the production of images is a work of culture in which the image is conditioned by the personal vision of the world. We should, therefore, look at the frescoes “through the eyes” of the Etruscans. These two positions may seem contradictory but they both, in fact, show us the complexity of interpreting the competition scenes in Etruscan tombs. If they depict real scenes, can we interpret them in the light of that period’s culture or are we influenced, for example, by the knowledge we possess regarding the Greek contests?

We have said that the vases were, originally, imported from Greece for the Etruscan market and were later produced in local workshops by Greek craftsmen and their pupils. As a result, the contests depicted on the vases were those of the Greeks and not those of the Etruscans. Indeed, there is nothing to show us whether these vases were a “photograph” of what happened in Etruria, or rather of what was taking place in Greece; we could, therefore, say that this was a “second-hand” production, which reproduced, in a passive manner, a fashionable trend, which it had heard about.

If, on the contrary, we analyze the tomb frescoes, we realize that the few competitive features they contain –we will see shortly what these were– were of a different character, they were stronger and more popular, more “provincial” we could say; the athletes they portrayed often had muscular and heavy bodies,

16. Pallottino, *Peinture*, *ibid.*

17. B. D’Agostino–L. Cerchiali, *Il mare, la morte, l’amore. Gli Etruschi, i Greci e l’immagine*, Donzelli publishers, Rome 1999, p. XVI.

18. J. P. Vernant, “La città delle immagini”, in J. P. Vernant–M. Detienne, *Nascita di immagini e altri scritti su religione, storia, ragione*, Il Saggiatore, Milano 1982, pp. 6-7. Cf. also, E., Panofsky, *Studi di iconologia*, Einaudi, Torino 1975, (orig. title *Studies in Iconology*, Oxford University Press, New York 1939).

lacking the harmony of the ephebe's body and Greek art with its refined sense of beauty would never have represented them in this way¹⁹. This was the outcome of the transformation of the classical Greek athletic model by the Etruscans because of their admiration for the circus events. This phenomenon would be reproduced throughout history. Sports contests, when imported, favour the reproduction of the athletic movement aiming at a spectacular result, thus losing the deeper and educational aspects of the *kalos kagathos* concept on which the original Greek model was based. Those who revived modern Olympism were inspired by ideas, which disappear from the moment we start observing the phenomenon in a passive way, focusing only on the spectacular aspects, which are secondary.

But let's return to our Etruscans.

We can assume that they were aware of the reputation of the sacred Olympic festival, not only through the huge quantity of pottery objects and Greek sculptures that reached all Mediterranean ports and therefore also the Etruscan ports, but because of a "globalization" of Hellenic culture (the known "world" at that time being the area around the Mediterranean). The themes and iconology of the Greek contests, which were the only institutionalized athletic contests in the ancient world, had therefore invaded the markets and the imagination of those who purchased luxury items and established a true fashion. So much so that we can say that the imaginative sports universe of that period was totally monopolized by the Olympic Games in honour of Zeus. Were the abundance of products and the references to Greek "athletic" art, the result of an *ante litteram* globalization, with the limitations we mentioned?

Thanks to an inscription found in Delphi,²⁰ we know that an Etruscan athlete had competed in a wrestling contest, during the 1st half of the 5th century, against a Greek, Telemachus, who killed him accidentally. Luigi Moretti doubts that the contest was part of the Pythian Games, as the Etruscans were considered to be "barbarians"

19. Decker-Thuillier, cit., p. 158.

20. "And I am his (Ajax from Farsala) brother and on the same day, winning in the wrestling contest, I obtained the same number of crowns: I killed the stronger man of the Tyrrhenians, but I did not want this to happen. My name is Telemachus". In Thuillier, 1985, p. 286. Cf. also L. Moretti, *Iscrizioni agonistiche greche*, A. Signorelli, Rome 1953, n. 29, p. 69

who, at the time, were demanding ransom from Greek ships in the Mediterranean like true pirates. So, this was probably a contest that was not part of the Games of Delphi.

If, however, it was a part of the Pythian Games, this would show that there were athletes who knew the Greek contests and major festivals (*panegyris*). We also know that Caere was one of the most Hellenized cities with its own *thesaurus* in Delphi, which it visited in order to consult the Oracle.

The Games of Pyrgi

Herodotus (I, 167) tells us that after the battle of Alalia (circa 540) the people of Caere savagely assassinated the Phocaeen prisoners by stoning them to death. To placate the Gods and after consulting the Delphi oracle they ordered sacrifices and Games to be held in honour of the dead, close to the sanctuary of Pyrgi, on the Tyrrhenian coast north of Rome. This is an example of classical competition that helps us understand how the Etruscans, while keeping their own customs and mores, were also copying those of the Greeks on certain occasions. We also know of another contest in which the Etruscans participated during the annual assembly of all the 12-city leagues near the temple of the god of the seasons Vertumnus, close to *Fanum Voltumnae*, which we site today near the city of Bolsena that was called Volsinii²¹ at the time. We do not know, however, what kind of contests were held there. It was probably those that remained in Etruscan culture as the most popular (horse races, boxing, wrestling, horseback acrobatics and dances, including the pyrrhic dance), the same that were passed on to Rome as Etruscan contests and not as Greek derivatives. Livy (Titus Livius) writes that it was the king of Rome, Tarquinius Priscus (616-579) who introduced, during his reign, contests of horses and boxers “who were brought mostly from Etruria” (Livy, 1,35,9). These were the easiest contests, those that came more naturally we might say, practically all of military origin, as Thullier underlines²².

21. Titus-Livius (V,1) informs us that the dodecapolis of Veio withdrew its athletes from the contest because it had not been chosen as *hierophantes*.

22. J. P. Thullier, *Les jeux athlétiques dans la civilisation Etrusque*, École Française de Rome, Rome 1985.

At the expiatory and funerary games that were held near the sanctuary of Pyrgi, we can identify: a) a theme inspired by the Delphi oracle, i.e. of Greek origin, b) a Greek root as regards the choice of disciplines and c) an Etruscan intervention with the transformation of the funerary games into a real circus entertainment.

Even though the contests reproduced on the vases that were found in the land of Etruria include all the Olympic events, we can also see these in certain tombs. The Etruscans, however, chose the sports that were best adapted to the type of contest they already knew and practised only part of these.

Let us now have a closer look at the elements of Etruscan art that lead us to think that we are dealing with an indigenous sports culture and at those, on the contrary, that make us, instinctively, feel that the Olympic memory related only to contests, which wealthy Etruscans had never experienced, but only maybe dreamed and were envious of. Such an explanation could also help us understand why the essence of the Greek contests does not exist in Rome and what we find there is only their reprocessing into a recreational activity²³.

A first sign: the ancient Italic origins of competitive events

As we progress, the first trace we need to follow is the artistic evidence regarding the practice of competitive sports that we find among Proto-Italic people, before the influence of Greek civilization. As Alessandro Guidi summarily informed us in his lecture at the CESH conference (Croton, 2004), despite the fact that frescoes in Etruscan tombs “clearly reveal the influence of Hellenic culture, both as regards the painting’s style and the choice of traditional Olympic sports to be depicted”, we also see, at the same time, “a diffuse iconography”, in various regions of pre-Roman Italy, which shows us that competitions existed, *in loco*, before the arrival of Greek settlers in some cases²⁴. For example, scenes of hunting, depicted more as past-time than as a means of subsistence, are quite numerous and date back, if we include

23. A. Teja, “Olimpiadi greche e ludi romani: dal culto agonistico allo spettacolo», in *Proceedings of the IXth session of the Italian NOA, Rome 15-17 May 1998 Scuola dello Sport-Coni*, INOA, Rome 1998, pp. 45-51.

24. A. Guidi, cit.

the rock paintings of Val Camonica, to the end of the 2nd and the beginning of the 1st millennium. Just as numerous are the representations of boxing, wrestling and other forms of combat, using a sword or carrying weights, painted on vases or reproduced on small bronze statues or various objects from the daily life of the elite. We should not forget the dance in armour, similar to the pyrrhic dance, equestrian exhibitions and chariot races, like those held, for example, in the Kuffarn region of the Tyrol, during the second half of the 5th century²⁵. Although some of the objects that were found date back to the period after the first Olympiad and Greek colonization in the West, scholars believe that these already belonged to the “local” competition legacy, as part of training for military purposes.

The practice of competition was therefore well rooted in the pre-Roman indigenous Italic culture in which the Etruscans played a major role. We find these same disciplines most frequently on the tomb frescoes, often with personalized traits, different from the Greek and we shall attempt to look at a few examples. Tomb painting, in contrast to the decoration of vases, could therefore be a most interesting field of research for us as we try to identify the differences in the way in which Greeks and Etruscans perceived the contests.

A second sign, the practices depicted on tomb paintings

Etruscan tombs depicted scenes from real life as this people believed, since the archaic period, that surrounding the dead with the different manifestations of life, in a magic-religious way was a continuation of life itself in the beyond. We have a “funerary” vision of the Etruscans for the reason mentioned above, since the main archaeological finds come from the necropolises, but they must have been a happy people, full of vitality, at least this is the impression we get from their painting, in particular that of the archaic and classical period (6th, 5th and 4th century) with many natural elements and images of conviviality, in addition of course to sports scenes.

The funerary contests convey fantastic and magic messages while reflecting

25. Marzatico-Gleirscher cit., n.cat.6.12, cit. in Guidi, cit.

reality. It is also true, however, that there is no trace of Etruscan sports facilities, apart from a reference by Tarquinius Priscus (Livy 1,35,7-10) to the creation of the Circus Maximus in Rome and drawings of platforms and facilities in tombs. Some sports required a level field, horse races for example, something easily found in nature, whilst others could also be practised in confined spaces. A number of historians suggest that we look at the tombs' layout where we find rectangular spaces, often surrounded by stands, where wrestling and boxing²⁶ competitions were probably held in addition to dances. This is why the competitions reproduced in the tombs probably depicted funerary rites. Certain sports would have required facilities that have not yet been discovered in Etruscan regions.

This stresses, in my opinion, how careful we have to be when attributing certain sports practices to the Etruscans. It is not at all certain that the programme of the famous games that were held each year at the *Fanum Voltumnae* or at Pyrgi was similar to that of the Olympic Games.

But let us go back to the tombs and their frescoes; before I mention the most famous, I want to emphasize that the staging of games, in addition to the element of vitality and energy, something highly desirable, undoubtedly, for the beyond, could also be considered as part of an acceptable and appreciated lifestyle, especially if we recall what it symbolized for the Greek *aristoi* (the best). It would, therefore, seem obvious that sport as a form of spectacular entertainment superseded the conception of competition as a principle of education (the famous *kalos kagathos*), which explains the choice of spectacular disciplines, "risky events that evolve into a spectacular display"²⁷, according to Decker and Thuillier.

A few examples of tomb frescoes

Let us now look at the most outstanding examples of the limited number of Greek sports, which Etruscans chose to depict.

Of the 190 tombs with frescoes studied until now, 140 are located in Tarquinia

26. Colonna, *Urbanistica e architettura, in Rasenna*, Milan 1986, pp. 463-6, pp. 472-4.

27. Decker-Thuillier, cit., p. 150.

and belong to the 6th and 5th century. They were decorated by Greek artists who had probably arrived there in order to flee from the Persian wars. They brought their themes with them in the new workshops but, with the passage of time, the “ideological” references to education were lost. Herodotus places the arrival of Greek contests in Etruria in the first half of the 6th century, with the games of Caere mentioned above, attributing to this city the role of a bridge between the two civilizations. Was Herodotus the first to confuse the issue?

The idea of staging games in honour of the dead –often these were cruel combats between human beings, similar to the *munera gladiatoria* of the Romans– was a typical Etruscan custom, harsh and testing, in contrast to the idea of a rich, refined Hellenic culture, devoted to the pleasures of life, which is the image we often have of the Etruscan civilization. But even in this case, the truth lies probably in the merger of the two models: the Etruscans had been a wealthy people who lived a luxurious life, full of delights and pleasures, like the life we see depicted on the tomb paintings, but they were not refined like the Greeks whose culture they lacked. They were a people of merchants but also of pirates, who did not have too many scruples.

Let us look for example at the *François Tomb* of the first half of the 4th century, during the Hellenistic period, the unique tomb in Vulci that is decorated with frescoes. It is a typical example of a blending of two cultures, with the scenes depicting Achilles sacrificing the prisoners in order to honour his friend Patroclus slain by the enemies, the combat between Eteocles and Polyneices, a combat much harder than wrestling, and the wealthy nobleman, Vel Saties, wearing a crown and toga, with his slave, Azrna, who carries a bird that could be a hawk symbolizing aristocratic hunting. This myth wanted to recall the massacre of the Phocaeans and the Etruscans’ supremacy in the first centuries of their civilization, with Vel Saties reminding us of Mastarna, the king of Rome Servius Tullius (578-535). The massacre of the Trojan/Phocaeen prisoners after a bloody battle was considered as a precursor sign of the *munera gladiatoria*, the gladiatorial combats that were so popular in Rome. It was the “strong” tastes of the neighbours that won over the Romans and not the elegant competitions of the Greeks.

Another trace to follow in our history could be the Roman trace. Which Etruscan elements have remained among the Romans? To begin with, the typical

Etruscan contests, we have mentioned that already and, in order to arrive to this conclusion, it would probably be sufficient to follow Livy and his “History” and maybe also look again at the elements of Greek contests, which the Etruscans had assimilated. The Romans appear to have accepted and developed only some of the Greek contest’s aspects that had already been filtered by the Etruscans. The Roman *ludi* were therefore a copy of a copy, “*ludi*” and not “*agones*”, which led Decker and Thuillier to affirm that when dealing with either the Etruscans or the Romans, historians should not be concerned about using the term “sport” because this was an entertaining display and not a competition in the style of the Greeks.

Coming back to Etruscan tombs and their contest scenes, the paintings of the *Tomb of the Bigas* in Tarquinia (circa 480), which Pallotino describes as “the most important for the evolution of Etruscan painting”²⁸, represent the largest cycle of competition scenes ever found on Etruscan territory, in particularly sumptuous setting²⁹. We see boxing and wrestling contests, chariot races, the pyrrhic dance (which some people interpret as a race in armour, faithful to the theme of classical contests) and discus throw. We also see two *desultores* (acrobats on horseback), so popular with the Romans.

Etruscan athletes, depending on their discipline, wore short tunics and wide belts and charioteers wore a hat, called *tutulus*, totally unknown to the Greeks but which the Romans inherited. We can also see judges and spectators, among whom there were also women and slaves under the platforms who, according to Bianchi Bandinelli’s interpretation, were “indulging in more libertine distractions”³⁰, as well as athletes waiting for their turn to compete. This was a real show that reminds us more of a Roman circus than a Greek hippodrome and Thuillier thus describes as “ambiguous” the tomb’s Greek character³¹.

28. Pallotino, Peinture cit., p. 61.

29. This is how Bianchi Bandinelli describes the tomb, underlining the details and style of the representations of Greek contests (Bianchi Bandinelli-Giuliano, cit., p. 264). The competitions are reproduced on the left wall, while the wall on the right depicts a scene from a rich banquet. The tomb, which was discovered in 1827, was severely damaged, but we have the sketches of its discoverer, M. Stackelberg. In the case of the Etruscans, we can often study not the original object but its drawing, sometimes with transposition errors.

30. Bianchi Bandinelli-Giuliano, cit., p. 264.

31. Thuillier, cit. 1985, p. 343.

The *Tomb of the Bigas* gives an Etruscan reading of Greek contests. A painting of refined art, probably the work of an Etruscan artist, who could have been the pupil of a Greek master, as Bianchi Bandinelli believes, where we can distinguish many details that make us believe that the artist wanted to include Etruscan elements next to the classical contests, for example the characteristic manner in which charioteers fastened the reins on their waist, a rather dangerous habit that often caused horrible accidents, some of which have been immortalized on tomb frescoes³².

The *Tomb of the Olympiads* in Tarquinia, earlier than the *Tomb of the Bigas* (circa 510)³³, shows another small collection of sports disciplines, less complete compared to the tomb of the Bigas, which include boxing, a spectacular race with four bigas, with the last chariot suffering a terrible accident, discus throw, a foot race (runners are wearing a “perizoma” this time), jump, dance and the game of “Phersu”. This was a combat between two contestants one of whom, wearing a mask, the “Phersu” and a pointed cap is attacking with a fierce dog his opponent who is wearing a hood and carrying a short sword, an obvious precursor of the Roman *venationes*. So, we have here a mix of Etruscan and Greek elements, which allows us to think that the contests were adapted to Etruscan tastes, with a preference for equestrian contests, to which the whole left wall is devoted.

We have now reached the *Tomb of the Augurs*, also in Tarquinia, dating back to the last quarter of the 6th century, probably the work of a Greek master from the East³⁴. In this tomb, which is often considered as the “logo” of Etruscan sport³⁵, we find representations of wrestling, the game of Phersu and dance, a blend of classical and popular taste that is now recognized as typical of Etruscan art. The wrestling scene is very well known and highlights the usual competition

32. We also see spectacular accidents on some vases produced in Athens for export; it must have been a fashionable decoration motif around the Mediterranean. Cf. Bianchi Bandinelli-Giuliano, cit., pp. 184,185.

33. R. Bartoccini-C. M. Lerici-M. Moretti, *Tarquinia, La tomba delle Olimpiadi*, publ. C.M. Lerici, Milan 1959.

34. G.Becatti-F.Magi, “Le pitture delle tombe degli Auguri e del Pulcinella”, in *Monumenti della pittura antica*, sez.1, fasc.3-4, 1955.

35. As Thuillier says (cit. 1985, p. 403): “... one of the most revealing documents on the Etruscan people’s sports mentality”.

themes, competitors, judges, prizes and technique, although the athletes' bodies are rather stocky and not very harmonious.

As we can see, in none of the three tombs known for their athletic murals do we find the characteristic Greek elements; representations are a blend of animated Etruscan popular customs, associated with local games. Indeed, we often see in the tombs activities that are “not competitive” like, for example, displays by acrobats or jugglers, very common in Etruria, which reveal the Etruscan's original approach to sport. This leads to the emergence of a trend in the description of competition scenes in a colourful and naturalistic way with emphasis, however, on the spectacular aspect that overrides any other “educational” intention. We can therefore say that the show eliminates any educational element, which appears to have been forgotten by the Greek artist and, even more so, by his pupils and successors.

If we quickly look at the other tombs decorated with frescoes, we will see scenes of banquets, hunting and nature or sports, i.e. the three main themes most frequently selected by the Etruscan elite³⁶. There are about thirty tombs with competition scenes. J.Paul Thuillier has studied 14 in Tarquinia and 7 in Chiusi, rightly focusing only on those that depict the predominant sports, i.e. horse races, wrestling and boxing. The *pentathlon*, the athletics discipline par excellence, the one that best reflected the theory of *kalos kagathos*, is only rarely seen; its competitions appear in only eleven of the tombs studied with a maximum of three events³⁷ never that is in complete form. This first attempt at quantitative analysis of the images could help us find the answers to our questions.

So, the Olympic programme is never fully represented. Hunting and fishing scenes are more numerous, as well as many seascapes. We all remember the magnificent Tarquinia Diver of the end of the 6th century, but when we compare

36. Cf. M.Torelli, *Gli Etruschi*, Bompiani, Milan 2000, p. 160.

37. In Tarquinia in the Tomb of the Bigas (discus, race and jump – not long jump but pole vaulting), in the Tomb of the Olympiads (discus, race and jump) in the Tomb of the Master of the Olympiads (race), in the Tomb of the Warrior (javelin and discus), in the Tomb of the Funeral Bed (discus and wrestling), in the Tomb of the Augurs (wrestling) and in the Tomb of the Inscriptions (wrestling). In Chiusi, in the Tomb of the Monkey (wrestling and javelin) and in three tombs that are no longer visible: the Tomb del Poggio del Moro (race, jump, javelin?), the Tomb del Poggio Gaiella (race) and the Tomb of Montello (wrestling).

him to the Greek Diver of Poseidonia we have doubts regarding the originality of the theme when considered as an expression of local and popular vitality. Similarly, the animals depicted are often exotic, lions and lionesses, leopards and antelopes represented from imported models. In this field, we could therefore draw analogies with what has already been said about competitions and their imported models.

Competitions depicted on vases are not a trace to be followed

We cannot base our views regarding Etruscan competitions solely on the reproduction of Greek sports events on vases. The vases were imported or reproduced in Etruscan workshops by Greek artists whose inspiration came of course from the traditional Greek contests. Their references to Olympic sports may, therefore, not be part of the indigenous heritage and certain aspects can be rarely seen even in tomb paintings. The examples of sports in the tombs are, as we have seen, very few and they represent only a small percentage. Even Decker and Thuillier, whom I have often quoted as they are among the most important historians of antiquity and who have again recently dealt with these issues³⁸, affirm as regards the presence of the pentathlon in the land of Etruria that: "... we do not have the slightest proof"³⁹. The *barbells*, which we link to jumping events, when we think of Greek competitions, can also be seen among the objects of prehistoric art in Northern Italy, which we talked about, but they were carried by boxers⁴⁰ in a local sport that most probably was older than the Etruscan civilization⁴¹. On the other hand, the fact that jumping, discus throw and javelin throw appear on the vases, sometimes together, in what appears to be a reconstitution of the

38. Decker-Thuillier cit.

39. Decker-Thuillier, cit, p. 157.

40. Guidi, cit, fig.5 p. 52, the figures belong to L. Capuis-M. Ruta Serafini, "L'uomo alato, il cavallo, il lupo: tra arte delle situle e racconti tecnologici", in *Padusa* n.s. XXXVIII, 2002, pp. 35-55.

41. If we look carefully at the Tomb of Poggio del Moro (Chiusi, 6th c.), the two boxers may remind us of this type of boxing with weights, which led the transformation of the Greek *imantes* into the frightening *sphairai* that Roman boxers would later use.

pentathlon, might be due to the artist's need to "fill" the scene or to make it richer by adding an "exotic" touch that would emphasize the dead person's social class, thus becoming a kind of *status symbol*.

So, we cannot affirm with certainty that all the sports depicted on the tomb frescoes were part of the Etruscans' athletic heritage. On the one hand, there was the Greek artist who gave advice on the tomb, based on his knowledge and, on the other, a rich Etruscan who had commissioned the construction and decoration of his tomb with typical Hellenic themes, including competition scenes, for the sole purpose of showing off his wealth. Nowadays, we would describe such attitude as "provincial", but it must have been compatible with the Etruscans' way of acting and thinking.

The most important period of this painting was the 5th century, when the buyer was still very wealthy, powerful and educated and the athletes, the symbol of major contests, reflected the ideals of the Greek *aristoi*. Later, artists would stick to traditional formulas (we cannot exclude the possibility that, for the most fashionable periods, they might have used "cardboard" with the drawing already on it, which they then traced) before reviving, in the 4th century, subjects that responded to new beliefs and new religious convictions, such as the vision of Hades, of Charon, of monsters to be exorcised. Sport's vitality and joy no longer seemed to have a place within a society that was beginning to feel its end drawing near. On the other hand, it is also true that Greek contests were beginning to lose the values that had made them an integral part of Greek life and their influence on society's way of thinking was diminishing day by day as attention turned to other themes and other trendy fashions. The subjects were then fully perceived, with a true autonomy of expression, no longer requiring filling images⁴². The classical competition theme thus became rarer while the spectacular model of Etruscan sport was passed on to the Romans and survived for a long time.

42. Bandinelli-Giuliano, cit., p. 271.

Conclusions

We can, therefore, say that the Etruscans after imitating –perhaps without being initially aware of it– the Greeks in many aspects of their life, including sports contests, later acquired greater autonomy revealing features of originality.

As we have seen, in certain cases, art helps us to defend this thesis but it often brings us before “crossroads” and it is not easy to choose the right way. Thanks to the semantic value of images that we have to “read” in a funerary setting that already attributes specific meanings to each image and motion, we can conclude that it is difficult to find there the cultural values of Greek contest. The contest that the Etruscans wanted was exclusively aimed at providing entertainment, based on the reproduction of clichés and without any “competitive spirit”.

Besides, the Etruscans were known to love dance and entertainment, two features they would pass on to the Romans but which were very remote from the individualism of the Greeks and their theory of *kalos kagathos*. The reputation of the Games of Olympia had probably spread all over the then known world without any consideration, however, for the ideals that had established and consecrated them.

The wealthy merchant who had commissioned the *Tomb of the Olympiads* or the *Tomb of the Bigas* in Tarquinia, around the end of the 5th century, may have been present at the Olympic festival, attracted to this sacred place, the symbol of Greek civilization and beacon of the Mediterranean, driven by curiosity having heard so many stories from his Greek suppliers. He had then chosen the splendid images of the event to keep him company in his lavish home of the beyond, among his dearest memories, underlining the richness of his life on earth that had allowed him to travel so far. When he was alive, he had mostly appreciated horse races and boxing matches that were so popular and had produced excellent professionals. One thing he had certainly learned from the Greeks: the importance of being noticed.

THE CONTRIBUTION OF OLYMPIC SOLIDARITY TO THE DEVELOPMENT OF OLYMPIC EDUCATION



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I would like to start by reminding you of the place and role of Olympic Solidarity within the Olympic Movement, which, as you know, is represented by three major components – the International Olympic Committee, the National Olympic Committees and the International Olympic Sports Federations.

Olympic Solidarity is an integral part of the IOC. However, its status is different from that of the IOC departments. Indeed, Olympic Solidarity is managed and controlled by the Commission for Olympic Solidarity, which benefits from some degree of independence owing to the fact that it is a decision-making commission and not a consultative one like the majority of the other IOC commissions. As such, the Commission is responsible for defining the direction and managing the activities of Olympic Solidarity, including approving the programmes and their related budgets, as well as monitoring the activities developed. The Commission for Olympic Solidarity works in close collaboration with the IOC President and Executive Board, keeping them regularly updated.

Olympic Solidarity is responsible for managing the television rights revenues for the broadcast of the Olympic Games which are intended for the NOCs and for redistributing them in the form of programmes. This is why the only beneficiaries of the programmes are the National Olympic Committees.

The main constituents of the Olympic Movement whose interests are compatible are responsible for collaborating among themselves in order to contribute to the development of sport and the dissemination of the values conveyed by the fundamental principles of Olympism. Olympic Solidarity has therefore created a global network of partners, including the International Olympic Sports Federations, which collaborate in the set-up, technical appraisal and realisation of some of Olympic Solidarity's programmes.

The fact that Olympic Solidarity is linked to, or works hand-in-hand with all the constituents of the Olympic Movement encourages a consistent relationship and enables everyone to work on the same lines and with a common goal. This concept is not new, as it was mooted at the XI Olympic Congress in Baden-Baden in 1981, with the idea of organising the unity of the Olympic Movement and cementing this idea with the motto "United by and for Sport".

The Olympic Movement is governed by the Olympic Charter, which codifies the fundamental principles and essential values of Olympism. This basic, constitutional document defines the rights and obligations of the parties making up the Olympic Movement, as well as their mission.

Olympic Solidarity's main mission is to plan, organise and monitor the execution of programmes assisting the NOCs, notably those which are most in need. Here again, Olympic Solidarity's mission is closely linked to the mission and role of the NOCs and their common objectives, which include:

- Promoting the fundamental principles of Olympism;
- Developing technical knowledge and improving the level of athletes and coaches;
- Training sports administrators;
- Collaborating with the organisations and bodies that have these objectives, particularly through Olympic education and the propagation of sport.

I would mention four major common objectives of the Olympic Movement.

Olympic Games

Many people think that the role of the IOC is limited in its activities to the organisation of the Olympic Games and to the tests that relate to them. Obviously, this is not the case, but of course the Olympic Games represent the globally visible pinnacle of the Olympic Movement where the roles of each party – IOC / NOCs / IFs – come together.

The Olympic Games are composed of a number of symbols, such as the Olympic Torch Relay and the Olympic flag, and of course the aim of the summer editions of the Games is the representation of all the NOCs which are members of the IOC, with this universality being represented by more countries than there are members of the United Nations.

With this objective, Olympic Solidarity's contribution is expressed through assistance to every NOC so that all can participate, but above all through a programme of scholarships awarded to a large number of athletes to provide equal opportunities to those who do not have such a favourable environment as athletes from developed countries, enabling them to try to qualify for the Olympic Games, also with the goal of maintaining universality.

The athletes are obviously the main actors in the Games, and this is why it is important to offer them the appropriate backing and support, which is also expressed through help in changing profession at the end of their sports careers. It is also a question of giving them a role of ambassador to the future generations in their respective countries, and encouraging young people to practise sport.

Development of sport

Another common denominator of the Olympic Movement is the obligation to encourage, support and ensure the development of elite sport and sport for all throughout the world.

The development of sport is expressed through promoting physical activity;

organising competitions, regional and continental games; and supporting and training athletes, leaders, coaches, officials and sports technicians.

What is Olympic Solidarity's contribution in the broad context of sports development? We know that the IOC's mission is not to monitor directly the development and organisation of sport in every region, but rather to support sport throughout the world and to spread the Olympic idea to all sports, from elite competition to school, university and youth sport. In this framework, Olympic Solidarity's role is to offer the NOCs an advisory service to enable them to access financial, technical and administrative assistance through its programmes.

For the athletes: Programmes for preparing and participating in competitions of all levels.

For coaches, administrators and leaders: offer them specific, adapted training and exchange programmes to learn from other NOCs' experience and good practices.

Development through sport

In almost every field of development –human, social or economic–, when we define “development”, we increasingly associate it with one word: “sustainable”.

Because sport is composed of values, and in “development through sport”, we note that Olympism is concentrated on these values, putting them at the service of society and contributing to the improvement of individuals and their quality of life. Sport is therefore associated with human development, showing a will to rally together and take action to make the ethical values of sport predominate. It is a universal means of human and cultural expression which serves as a platform for promoting diversity, creating a climate conducive to bonding and mutual respect, and allowing all forms of discrimination and exclusion to be fought against.

We have no doubt that sport contributes to development in general: Sport for human wellbeing; sport for promoting peace; sport for environmental conservation; sport for education; and sport for integration, tolerance and the respect of others.

As such, there are various means of teaching the values of sport, thus contributing to development.

Olympic Solidarity's programmes promoting the Olympic values aim to encourage the NOCs in particular to commit themselves to actions linked to the fundamental principles of Olympism.

- Sport for All: Through the practice of whichever sport, or through specific actions, for example: In refugee camps.
- Women in sport: For equality in the practice of sport and access to sports leader positions.
- The environment: Global awareness of the impact of our way of life and consumption on the environment, and the urgency of conserving our resources.
- Through technical, academic and technical training.
- How sport can play a major role in combating exclusion, changing consumer habits, protecting health and integrating the concept of sustainable development into sports policies.

Educational movement

Because the Olympic Movement is, above all, an educational movement, the heir to Baron de Coubertin's spiritual legacy, the idea of the harmonious development of the human being, equal chances, commitment to ethical principles, respect and tolerance – the characteristics of Olympism highlight Coubertin's ideas. It is these educational foundations that allowed the Olympic Movement to stand out, and the Olympic Games to set themselves apart from any other sporting event.

This association between sport, culture and education is therefore essential to Olympism, as it is its profound *raison d'être*.

If the Olympic Movement wishes to keep its *raison d'être*, it must, through various means, spread Olympism and promote its fundamental principles:

Through educational and cultural programmes;

Through developing Olympic education and teaching programmes disseminated in schools, sports and physical education institutions and universities;

Through creating institutions devoted to Olympic education.

Since the beginning of our 2005-2008 quadrennial plan, in the framework of our programmes promoting the Olympic values, Olympic Solidarity has contributed, to date, to financing more than 500 activities undertaken on a national level by the NOCs. We have also helped more than 1,000 NOC delegates to participate in regional seminars or IOC world conferences on women and sport, sport and the environment and culture and education, and in IOA Sessions.

We note the diversity of the activities, and the proof is that the same, standard programme is not applied to all the NOCs, but rather a tailor-made one. Therefore, Olympic Solidarity's programmes need to be flexible in order to be able to cater for this diversity.

These figures concern Olympic Solidarity, but we know that NOCs undertake other activities without requesting assistance.

Somehow or other, Olympic Solidarity's aim is to help, but also to encourage, as many NOCs as possible to take initiatives in these areas.

We are aware that needs are becoming increasingly greater and the NOCs' responsibilities more important. Priorities and levels of development are different, as they are specific to each NOC's individual character. There are barriers, often due to lack of human resources, as the Olympic Movement is largely based on volunteering, or because of a lack of financial resources. It is clear that Olympic Solidarity cannot answer all these needs and that the NOCs must also find other sources of assistance and collaboration, which we encourage them to do. We try to fulfil expectations as best we can, and to adapt to this evolution.

We are constantly exposed to change, due to transforming values and altering habits, and the Olympic Movement's task is to try to find an adapted concept of Olympism, as far as both ideas and action are concerned.

New challenges await us: Economic depreciation; the evolution of electronic media (the fight for audience figures); reaching young people; the fight against doping; betting; and the autonomy and good governance of our organisations.

I do not wish to finish on a discouraging note, and I think, on the contrary, that challenges can be stimulating. We all work in the same field, and with the

same goal, having the same experiences on a daily basis. We all have the same partners on the other side of the table.

Although sport is competition, our role is expressed through collaboration. Sharing our knowledge, experiences, strategies and plans enables us to contribute together to developing Olympic education and sustainable development.

United by and for sport.

UTILIZATION OF INFORMATION TECHNOLOGY IN OLYMPIC EDUCATION



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*South Russian Olympic Academy,
Kuban State Physical Education,
Sports and Tourism University*

Αξιότιμε κοσμήτορα, κυρίες και κύριοι!

Respectable Mr Dean, dear colleagues from the Olympic Family!

As it was written by professor Vladimir Rodichenko, “The Olympic Education on the one hand is a specific, objective and verifiable learning process organized with different parts of population by National Olympic Committees, National Olympic Academies and under their direct leadership by universities and higher institutions of physical education and sports, and on the other a body of knowledge received as a result of education”. The role of information technologies in this field is very important because “IT” helps not only in teaching Olympism but also in providing control and research functions.

The information technologies as specific means of processing, storage and transfer of different kinds of information have been involved in the Olympic Movement since its revival in XIX Century and are still developing together with it in the present day. Digital media provide greater and varied opportunities for communication with the different bodies that comprise the Olympic Movement. The IOC, IFs, NOCs, athletes, OCOGS, commercial and non-commercial partners and media should evaluate the advantages they can gain from the methods of communication that are now available to them.

This process is the requirement of our times. However, out of many works that have been published recently only few authors seem to be concerned with the utilization of information technologies' opportunities in the sphere of physical training, sports and Olympic Movement. Analyzing the materials by Miguel de Moragas, Berta Cerezuela, Ana Belén Moreno, Maxim Fedorov, Dmitri Romanov and some other authors, it is possible conditionally to subdivide the application of the information technologies into three branches:

1. Supply with information on sports activities, their illumination, presentation and advertising activity.
2. Assistance in growth of sports skill, carrying out and, what is more important, in refereeing sports activities.
3. Olympic education as a way to inform young generation about the ideals of the Olympic Movement.

The purpose of this lecture is the theoretical substantiation of the basic directions and opportunities of using the information technologies in the International Olympic Movement and Olympic Education in the framework of those branches mentioned above.

Analyzing the *first direction*, it is possible to say, that the history of the Olympic Movement as the world cultural-sports event, reflects also the evolution of information technologies.

From the first moment of the Olympics revival in 1894, the International Olympic Committee (IOC) has begun searching for effective means of world wide distribution of the ideals and principles of Olympism and also the data of the Olympic Games. In the beginning of the past century there were only books, newspapers and magazines; then in the 20th century radio joined them. Information on the Olympics has increased with the TV, and in the beginning of the 90s, during the universal introduction of new information technologies, this process was joined by a global computer network – the Internet.

Undoubtedly, the traditional mass media hold superiority as they are powerful means which can be used for the propagation of humanistic values and principles of Olympism.

The Evolution of Information Technologies in the Olympic Movement

YEAR	PRINTED EDITIONS	RADIO TRANSMISSION	COUNTRIES – TV BROADCASTING	INTERNET TECHNOLOGIES
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PRINTED EDITIONS – THE ONLY INFORMATION TECHNOLOGY

1896	✕			
1900	✕			
1904	✕			
1908	✕	○		
1912	✕			
1920	✕			

PRINTED EDITIONS, RADIO, AND FIRST TV-TRANSMISSIONS*

1924	✕	○		
1928	✕	○		
1932	✕	○		
1936	✕	○	1	
1948	✕	○	1	
1952	✕	○	2	
1956 (S/W)	✕	○	1 / 22	

THE ERA OF TV-BROADCASTING

1960 (S/W)	✕	○	21 / 27	
1964 (S/W)	✕	○	40 / 30	
1968 (S/W)	✕	○	64 / 32	
1972 (S/W)	✕	○	98 / 41	
1976 (S/W)	✕	○	124 / 38	
1980 (S/W)	✕	○	111 / 40	
1984 (S/W)	✕	○	156 / 100	
1988 (S/W)	✕	○	160 / 64	

GLOBAL MULTIMEDIA INFORMATION TECHNOLOGIES

1992 (S/W)	✕	○	193 / 86	☰
1994	✕	○	120	☰
1996	✕	○	214	☰
1998	✕	○	160	☰
2000	✕	○	220	☰
2002	✕	○	160	☰
2004	✕	○	220	☰
2006	✕	○	200	☰
2008	✕	○	220 (est)	☰
2010	✕	○	200 (est)	☰
2012	✕	○	220 (est)	☰
2014	✕	○	200 (est)	☰

* Figures from the Olympic Marketing Fact File 2008

Analyzing the above-stated data, we can allocate the basic periods of introduction of information technologies in the Olympic Movement:

1896-1924 – Illumination in printed editions;

1924-1960 – Printed editions and radio-transmissions;

1960-1992 – Printed editions, radio-transmissions, TV-broadcasting;

1992-2014 – A global supply with information by computer and Internet technologies.

The second important direction is the assistance of information technologies in the growth of sports skill that is in carrying out and, what is more important, in refereeing sports activities. To someone unfamiliar with the humanistic essence of Olympism, incorporated by Pierre de Coubertin, it can seem, that gradually the Olympic Games have turned into the most powerful industry of shows and entertainment, thus causing irreparable harm to the development of the Olympic Movement, breaking its principles and destroying the Olympic idea. We know that this is not true and information technologies are the instrument of the Olympic values propagation through sport activities.

In spite of the fact that sports performance is one of the brightest and most attractive values, in some kinds of sports dependence of result estimation on the subjective opinion of judges and spectators leads to conflict and moral degradation in these events. Results of sociological and scientific researches show that now on the advanced positions there are computer technologies which have to provide effective systems of programmed, methodical, scientific, and information support of Olympism and Olympic Education. Despite skepticism concerning the technocratic sight at the process of refereeing, today the moment has come when it is necessary to reflect on the objective control over techniques of performance in sports exercises during competitions, and to speak about the objectification of judgment. The last events have shown, that sports results can affect the public opinion which can not always expose an impartial estimation. Absence of an effective monitoring system of impellent skill at new rules, can negatively affect and could seriously undermine the ideas of Olympism.

Within the limits of pedagogical education such a system will allow to generate interest in sports and raise aspirations for fair achievement of sports

results. Now there are already systems of active monitoring of sport activity and biomechanical characteristics of a person's movements, based on the application of the computer video analysis and modeling reference means for each concrete person based on standard techniques of athletic performance. They are applied by coaches in training professional sportsmen and the selection of talented youth. International and Russian programs are already accessible to a general review, and become more and more useful. Today, to our big regret, world leaders in this branch are foreign developers of information technologies (Ariel Dynamics Incorporated, SIMI Motion). However, during the four last years Kuban trampolines jumpers train with the use of a similar system developed and patented by Krasnodar engineers.

It is a common view now that application of automatic expert systems in judicial and trainer's activity so as to increase efficiency and impartiality is quite possible in the near future. It is necessary to say, that the given systems will be complex, i.e. including the whole spectrum of the newest technical developments in tensometrics, video analysis and electro-physiological equipment.

The third branch is educational, reflecting the historically developed idea of the Olympic Movement as a way to inform the young generation about the Olympic Values, and to make it accessible all over the world. As it is extremely difficult to cope with the given problem within the limits of traditional physical training there is a question concerning the creation of new theoretical and technological approaches for the transformation and applied use of physical training and sports means so as to illuminate the cultural bases of sports activity. As practical experience has shown, video lessons of champions in due time have actively affected the process of inclusion of children and youth in educational sports activity of various orientation (recreation, sports, animation) and have contributed to the formation of Olympic mentality in modern society. Today, the process of increasing interest in sports and inclusion of children and youth in educational sports activity can be reached by creation of on-line lessons of winners of various competitions on a new technological level. As the last researches have shown, interest in sports sites has sharply increased recently. Therefore, now there is Internet-technology in senior positions, enabling the

creation of effective systems of programmed, methodical, and resource support for the Olympic Education.

Since 1960 when IBM company began officially supporting the Olympic Games, information technologies have taken the leading position among the means of processing, transferring and analysing information.


Although the presence of information technologies in the Games dates back to the Tokyo Olympics, there were some telematic precedents in the Barcelona '92 and Albertville '92 Olympic Games, but the Internet era did not start until Atlanta '96, with the first official web site of the Organizing Committee (ACOG) (www.atlanta.olympic.org/) with a total number of 185 million visits during the 16 days of the Games. This first experience demonstrated the possibilities, but also the gaps and contradictions, of new information technologies: difficulties in network operational capacity ("transmission interrupted"), insufficient transmission, low capacity of networks ("waiting for a reply") and above all, lack of experience of users and information managers in the use of these new communication opportunities.

As Miguel de Moragas wrote: "The Internet era is provoking the creation of a 'large digital memory of the world', or a 'large worldwide documentation centre', accessible on-line and made up of millions of digitised pages, data and images. This 'digital memory of the world' will increase with a geometrical rhythm as a consequence of one of the basic characteristics of modern communication: digitalisation and the consequent possibility of automatic storage and recuperation of information. The 'multiplication' of documents available on the Internet is spectacular".

With the beginning of active distribution of web-technologies, the IOC has paid attention that the Internet becomes really the huge information environment incorporating earlier inaccessible characteristics and opportunities. Internet technology differs from all the other methods of conducting PR campaigns by a number of important features; it allows to create as much informative communications as possible, and expand them; beyond all bounds it is possible to inform the public fully and in due time and to react to a varying economic and political conjuncture.

Now the general structure of the Olympic web-sites includes the following components:

General structure of the Olympic web-sites

SEARCH SYSTEM	NEWS AND PRESS RELEASES	BRIEF HISTORY OF THE GAMES
OGOC INFORMATION		DAY BY DAY GUIDE
COMPETITIONS TIMETABLE		PICTURE GALLERY
SPORTS RESULTS	CHAMPIONS INTERVIEWS	FORUMS AND CONNECTION

The Internet presents itself as an instrument capable of maximising the potential realisation of the founding objectives of the Olympic Movement. However, the analysis of Olympic information available on the Internet reveals many gaps and tasks to be undertaken. The Olympic Movement must now take the initiative and establish its own communication proposals on the Internet in a highly competitive context. It should start with the improvement of a new communications policy that articulates the distinct Olympic initiatives –National Olympic Committees, Organising Committees, the IOC itself– without giving in to the temptation of designing a centralized project that is incompatible with the opportunities that the Internet offers.

I agree with specialists of the University of Barcelona, the IOC has positively increased its educational and cultural responsibilities using all the possibilities that the Internet offers, which would have been dreamt by Pierre de Coubertin. The analysis of the main Olympic web sites –with some exceptions such as the educational projects developed in Australia during the Olympic Games of 2000, 2004, 2008– reveals the limited development of educational and cultural projects that have taken advantage of the huge potential of the Net.

The principal objective of the Olympic Movement is faced with the phenomenon that the Internet is now having new resources of selling the rights

for transmissions to the highest bidder. The main objective is to adapt its current forms of communication in its own organisation to the new conditions of digital technology, for the renewal of the Olympic Movement, as a humanistic and educational project, in the era of information.

Regarding all Olympic Web sites, finally we would point out the lack of educational project development that could take advantage of the extraordinary educational potential of the Internet and its technologies.

I have already said that most of the efforts and resources appear to be dedicated to technological innovation. But there are other noticeable negative trends that make the absence of educational and cultural projects about Olympism on the Web even more apparent. Some Olympic Web sites use interactive technological resources for entertainment, games and shows rather than informative, cultural or educational contents. This is understandable in the case of purely commercial initiatives but is not in the case of institutional initiatives with the highest degree of responsibility within the Olympic Movement.

A few words about the situation in Russia. The main trends of coordinating the main activities of the Russian Olympic Committee and 12 Olympic Academies in the framework of using information technologies in the sphere of Olympic Education are the following:

1. To execute the functions of the organizational and methodical center of spreading the Olympic Idea – the Olympic Studies center was opened in the Russian State Physical Education, Sports and Tourism University.
2. To organize and implement the state program of Olympic Education in accordance with regional programs, development and inclusion of special studies on Olympism into the curricula of the sports higher educational institutions – 17 editions of the teaching aid “Your Olympic textbook” have been published since 1994.
3. Organization of scientific conferences on the Olympic Movement, to hold seminars and advanced training courses for the deputy directors of schools and schoolteachers together with the local administration bodies of physical education, sports and education.

4. Organization of the All-Russian contests “Olympic Education in Russia” and “Sport Elite of the year” with up-to-date online information.

5. Online and video lessons by Olympic Champions Alexander Popov, Alexander Moskalenko and others, that teach youth to live and train using the Olympic Values.

6. Editing and promoting multimedia means such as “The Olympic Encyclopedia” and the computer game “The Olympic Effort” which are helping young people in studying the Olympic History.

It is now obvious that the process of integrating the Internet technologies in various spheres of life, including the international sports movement, is irreversible. The various organizational structures of modern sports industry must cope with the problem of the development and introduction of new PR methods, using resources of the Internet. The number of specialized sports network resources promptly grows. Receptions and technologies of realization of various projects in new information space are fulfilled.

Certainly, the International Olympic movement tries to use, as effectively as possible new means for similar activities. And now the Olympic movement has already organically entered the world information space.

In conclusion it is possible to note the following:

1. Utilization of telecommunication technologies in the sphere of Olympic movement in the near future can lead to integration of sport and educational information into a united resource. Thus, the given process should not replace traditional sources of information, and the IOC has already made corresponding decisions in this direction.

2. The existing level of development of hardware-software means allows to begin practice of electronic refereeing with the use of information technologies in the near future.

3. Network information technologies are valuable means of Olympic Education of the young generation. Their using can unite through the Internet all bodies of the International Olympic Movement in this direction.

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FILMS AND OLYMPIC EDUCATION



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Introduction

First, I would like to show you the reality of Japanese students' knowledge about Olympic related matters. It is often said that Japanese people like the Olympic Games. In reality, few Japanese understand the Olympics well. Rather, they have merely a smattering of reports that are delivered by television media. In Japan, the television media formerly reported the Games only one-sidedly; it tried to create concern about medal outcomes, it used exclaiming or excited announcers and it only broadcast the most exciting and interesting scenes.

On the other hand, according to a short survey in my class, more than half of my Japanese college students cannot draw the Olympic Symbol. It is the case that almost all students do not know the origin and the meaning of the symbol. Moreover, they do not understand the concept of Olympism, which is not found in the Japanese dictionary, at all. Surprisingly, there are many students who have not heard the words, "Baron Pierre de Coubertin" and "Olympic Motto." This reality was caused mainly by the absence of Olympic Education systems in the Japanese public education system.

In Japan, because of a revision of the national school teaching guide in 2002, Japanese compulsory schools are beginning to teach the history of the Olympic Games held in Japan¹. Moreover, especially in high school, the Olympic

1. Osamu Kado. (1996). Research on the textbook for Olympics. The web site of the Japan Olympic Academy; <http://www.olympic-academy.jp/> (in Japanese)

Movement and Olympics related issues, doping for example, are likely to be added to the curriculum. Now, the national curricula of junior and senior high school are going to be revised again, and Olympic Education in Japan will be included in physical education. Nevertheless, teaching tips and materials for Olympic Education are still insufficient. I guess it seems that the same situation might be shown in the Olympic Education system in many countries.

In contrast, in some countries Olympic Education is already taught in all stages of the school education system from kindergarten to high school, especially in those countries where Olympic Games were held or would be held. Not only in the USA, Australia, and Greece, but also in New Zealand, England, and Canada, if we check the home pages of many countries' Olympic Committees (NOCs), we can find examples of Olympic Education initiatives. Moreover, there are many countries where teaching kits for Olympic Education are arranged, including CD-ROMs.

In order to attain an effective teaching course, it seems necessary that film and video images should be arranged more effectively in the education system. It may be said that the historical value of the Olympic images is prominent. Moreover, because the impact of images can be intense for viewers, Olympics related films are useful for teaching Olympic history. For example, documentary films can be effective tools to enlighten students about the Olympics. Since the 1936 Berlin Games, the IOC official films are helpful as historical materials. Television archives of the Olympics can show how the "image bio-picture" of the hero/heroine's dream-come-true is an apparatus for the reproduction of the Olympic dream. In sport drama films, there are many aspects about problematical issues that surround the Games. For example, the philosophy of the athlete, athletes' identity crises, racial discrimination, doping, gender issues, are all brought to light in sport drama films. It is now possible to arrange viewings of these films and video to enhance Olympic Education worldwide. However, because students need to understand the media's power as an opinion and values maker, we must introduce and teach media literacy in Olympic Education too.

Given the state of Olympic Education worldwide, the purpose of this lecture is as follows: (1) to review the status quo of Olympic Education as conducted

by the IOC; (2) to list the films and videos available for Olympic Education; (3) to discuss the possibility, development, and important points for the use of the films, and (4), if time permits, I will show you some examples of the images and interpretations of Olympic related films.

Olympic Education

Olympic Education is an important area for the Olympic Movement and is developed enthusiastically in a number of countries. On the contrary, for example, in Japan, there is a kind of resistance to introduce Olympic Education into the public school physical education curricula. Because the modern Olympic Games have a dark side, such as the problems with commercialism and politics, many Japanese believe that it may be controversial to introduce the subject of this mega sport event into school physical education systems. However, Olympic Education is not restricted to physical education, but to all subjects including lifelong education. Generally speaking, Olympic Education tries to teach basic knowledge of, and attitudes towards, the history, the ideal, the foundations of the Olympic Games, and to actualize the ideal of Olympism. The International Olympic Academy (IOA), as you know, has promoted Olympic Education as a center focused upon attaining mutual understanding, international friendship, and a peaceful world. In 1967, the International Olympic Committee (IOC) created a Commission for the IOA and Olympic Education, which was reorganized in 2000 as the Commission for Culture and Olympic Education. Originally, the IOC Commission for the IOA and Olympic Education indicated that the goal of Olympic Education is to "... use Olympic themes to motivate students in mathematics, sciences, writing and reading, the arts and physical education," and that it "... can reinforce cultural identity in a world of global diversity, and promote wellness for everyone everywhere"². The objectives of Olympic Education are, "to acquire knowledge and understanding,

2. IOC Commission for the International Olympic Academy and Olympic Education. (1995). *Keep the spirit alive: You and the Olympic games; a handbook for educators*. Published by IOC Commission for the International Olympic Academy and Olympic Education.

to develop positive attitudes and values; to understand history and traditions, symbols and ceremonies, Olympic sports, famous Olympic athletes, and related issues; to develop enthusiasm, international friendship, physical activity and sport; and to promote self-esteem, cultural identity, excellence in achievement, moral judgement, and fair play.”

Films and videotapes for Olympic Education

Olympics related images including films and video have high quality as historical teaching materials for Olympic Education. Moreover, there are many films and videos that could cause children to consider Olympics related social issues. These films can be categorized and located as follows: (1) official IOC films, (2) Olympics documentary films, (3) Olympics related dramatic movies, (4) special features on television, e.g. NHK and BBC, (5) archives of the Olympic Television Archive Bureau (OTAB), (6) the archives in the Olympic Study Center at the Olympic Museum, (7) image video clips located on the IOC's home web page, and (8) images for the Olympic Education created by successive OCOGs, e.g. web-sites and CD-ROMs.

IOC official Olympic films

Since the 1936 Berlin Games, the IOC has asked the OCOGs to make official Olympic films in every Game. The following films are easily accessed, and it is arguable that these films are useful in Olympic Education.

“Olympia”; 1938/1939, directed by Leni Riefenstahl

This film is actually composed of two films, “The Festival of the Nations” and “The Festival of Beauty.” The topics for Olympic Education depicted in this film are the historical aspects of the 1936 Olympic Games, politics and propaganda, and the heroism of athletes like Jessie Owens.

“Tokyo Olympiad”; 1965, directed by Kon Ichikawa

The themes for Olympic Education in this film are the history of the Tokyo Games, the concept of Olympism depicted by the director, the images of heroes/

heroines like Abebe Bikila, Robert Hayes, Anton Geesink, and Vera Caslavka, so on, and the dispute whether the documentary film should be about “Art or Records.”

“13 Jours en France”; 1969, directed by Claude Lelouch

The topics of this film related to Olympic Education are the history of the winter games, the shooting method of the official film, the heroic images of Jean-Claude Killy, and the situation of the art programs.

A series of director Bud Greenspan’s official Olympic films: the legends and mythology of Olympic heroes/heroines. In his films of the 1984 Los Angeles Games and the 1996 Atlanta Games, the drastic change of the Games into an entertainment and commercialized event are well depicted. In the films of the 1988 Calgary Games and the 1994 Lillehammer Games, he included the history of the Games, the figures of heroes/ heroines, and the cultural programs as localism. Mr Greenspan recorded Japanese local culture, heroes/heroine’s stories, and the romanticism of the Olympics in his film of 1998 Nagano Games. And then, he continuously filmed the 2000 Sydney Games, 2002 Salt Lake City Winter Games, and 2004 Athens Games from the standpoint of heroes/heroines stories.

The Olympic documentary films

These types of films are documentary films other than the official IOC films.

“100 Years of the Olympics”: Japanese dubbed version of the 16 volumes of videos authorized by the IOC. The history of the Games, historical heroes/heroines and many impressive competitions are included in these videos.

“Olympic Century”: three volumes of videos, the history of Olympic Games and the stories of the heroes/heroines.

“100 Years of Olympic Glory”: 1996, two volumes of the edited version of Bud Greenspan’s films. The Olympic histories and the stories of famous athletes are depicted.

“The Olympic Series”: 2003, four volumes of edited version of BBC.

Olympics related dramatic movies (selected illustrations)

There are many dramatic movies that include examinations of athletes’

philosophies of life, formation of their identities, and racial and gender issues, especially in the form of bio-pictures of the athletes. In these movies, the directors' main messages are depicted by following the athletes' lives. Simultaneously, their anecdotes and historical materials are well depicted.

"Chariots of Fire": 1981, directed by Hugh Hudson

The history of the 1924 Paris Games, Olympic Motto, Olympic flag and the ceremony of the Games are well reconstructed. The aims of the runners, in particular those of the two protagonists, Harold Abrahams and Eric Liddell, racism and religious aspects of sport, amateurism and the elite education of the upper class in England of the period, and the heroic images of the elite athletes, are dramatized.

"Finish Line": 1989, directed by John Nicoletta.

This movie addresses the problematical issue of drugs following the doping problem of Ben Johnson in 1988 Seoul Games. Doping issues, aims for running, effects of television on athletics, the ideology of winning at any cost, and the possibilities of sport science are well depicted.

"Running Brave": 1983, directed by D.S. Everet.

This is a bio-picture of Billy Mills, who won the 10,000m at the 1964 Tokyo Games. The history of the Games, racial issues surrounding Native Americans, and ethnic identity and independence are presented in this movie.

"Personal Best": 1982, directed by Robert Towne.

The history of the boycott of 1980 Moscow Games, gender issues of sport, male gaze for female athletes, and physicality are depicted.

"Cutting Edge": 1992, directed by Paul Glaser.

The history of the 1988 Calgary and 1992 Albertville Games, the love between Olympians, the importance of participation, perseverance of athletes, and the changes in sport are included.

"Cool Running": 1993, directed by Jon Turteltaub.

The history of the 1988 Calgary Games, the story of the Jamaican bobsleigh team, the spirit never to give up, the importance of participation, the dominance of northern countries in the Winter Games (Euro-centrism) and their contempt for southern countries, national identity and self identity issues in sport, and

moral issues such as cheating are included in this comedy. Moreover, the director expressed Rastafarianism in this drama film as a hidden message, too.

Special features on the television

Every two years, on the occasion of the Olympic Games, Olympic related problems tend to be examined on television. These television archives often record the autobiographies of heroes/heroines that have a function of reproducing the dreams of young athletes. Moreover, because these types of featured programs try to focus on the severe issues, they can be important materials to rethink Olympics related problems.

“Olympics in the 20th century: The song of Apollo – Light and shade of a hundred years of Olympics featured in images”: aired by Nihon Hoso Kyokai (NHK), on July 25th 1992 in Japanese. This television program showed the original objectives of de Coubertin at the time of 1896 and focused on the political dimension of Olympic history. Because it focuses on the impact of international politics on the Olympic Games, this television program is interesting material for the Olympic Education.

“Shaking the Olympic spirit: For whom is sport?”: a six part television series originally broadcast by the BBC, it was aired by NHK from October 20th 1992 with Japanese subtitles.

The six themes are doping, the corruption of the USSR, merits and demerits of commercialization, the impact of television, sportsmanship, and sport for all. Olympic related issues such as the end of the cold war, commercialization of the Olympics after the 1984 Los Angeles Games, and the moral corruptions of athletes are well introduced in this TV program.

“Sport in the 20th Century: Tracks of Olympics in glory and hardship”: aired by NHK on December 29th 1999 in Japanese. After the disclosures surrounding the bidding process for the Olympic Games in 1999, this TV program showed the Olympic problems related to bribery in the IOC. This TV program seems to be suitable material for examining the hidden side of the Olympics.

The Olympic Television Archive Bureau (OTAB)

The Olympic Television Archive Bureau (OTAB) in Lausanne is an official orga-

nization of the IOC and it gathers and manages Olympics related films and images that are produced worldwide³. This organization was created in 1995 in order to collect and loan the IOC's official films, the IOC's original images, television news reels, and so on. As the IOC tries to control the copyrights of all kind of images related to the Olympic Games, this type of organization was created to manage the images and films. The Archives contain more than 20,000 hours of moving images of the Olympics, beginning with the 1896 Athens Games.

The archives of the Olympic Study Center (OSC) in the Olympic Museum

The Olympic Study Center (OSC) is an annex of the Olympic Museum⁴. In this Center, there is one division for the film and video archives: The Images and Sound Department for the Olympic Movement and Olympic Games. This organization is designed for researchers and media persons to support study of the Olympics. Moreover, they recently have arranged the film and VTR loan system to the NOA members as strong Olympic Education tools.

Video clips from the IOC's internet home page: "Celebrate Humanity"

These are promotional videos created by the IOC. After disclosure of the IOC's bribery scandal, it tried to recover good impressions with these video clips⁵. The video clips consist of video footage, narration and background music. For this type of video, there are three series begun on the occasions of the 2000 Games, the 2002 Winter Games, and 2004 Games. Through famous scenes and recollections the videos may seem useful as historical materials for Olympic Education. However, the duration of the stories of the heroes/heroines is too short to think about the issues. (Though this web site was closed too, some CD-ROM version is available.)

3. To see <http://www.otab.com/home.aspx>

4. To see <http://www.museum.olympic.org>

5. To see http://www.museum.olympic.org/e/gallery/virtual/celebrate_humanity/celebrate_html. (Though this web site was closed, the CD-ROM version may be available).

The 2000 Sydney video version:

This version includes the following short footage clips: Opponent (32 sec), Courage (32 sec), Giant (63 sec), Silver Medal (32 sec), Bronze Medal (32 sec), and Rhymes (63 sec).

The 2000 Sydney still photos:

There are 4 photos entitled as follows: "Anything is possible," "Greatest last place finish ever," "Weak leg, a strong father," and "A pioneer in taking one for the team."

The 2002 Salt Lake City video version:

Bobsleigh (33 sec), The Hermannator (33 sec), Ski jump (33 sec), Smile (62 sec), Opponent (48 sec), Giant (62 sec), Olympian (45 sec), and Citius, Altius, Fortius (35 sec).

The 2002 Salt Lake City still photos:

There are four photos entitled and captioned as follows: (1) Dan Jansen: Most speed-skating victories come down to 1/100th of a second. This one took over a decade, (2) Eugenio Monti: An Olympic story that teaches us the value of sportsmanship and hardware, (3) Johann Koss: After Olympic fame, four gold medals and three world records, Johann finally found something he was really good at, and (4) Celebrate Humanity.

Images for Olympic Education by OCOGs, (e.g. web site and CD-ROM)

Recently, a number of OCOGs have tried to arrange materials for Olympic Education. Above all, image material such as film and videos are well arranged. This trend suggests that OCOGs believe that image material is impressive and understandable by children, and is useful in Olympic Education.

The 1996 Atlanta Games

AIOC received video material for Olympic Education from the USOC on the occasion of the 1996 Atlanta Games, "Olympism: Lighting the Way," which were designed for elementary, junior and high school level and accompanied by material books. Films and videos in the web site of the Atlanta Games have not been confirmed.

The 2000 Sydney Games

SOCOG made a CD-ROM for Olympic Education, "Aspire," where the materials

were differentiated into three-school grades with teacher guides. There are interesting devices that the children can use to copy and paste the topics according to their own interest.

The 2002 Salt Lake Games

The UTAH Education Network built a web site⁶, in connection with the Paralympic Games. In this website, there were many curricula from kindergarten to the 12th grades. The title of the Olympic Education program was the same as the theme of the 2002 Games, “Light the Fire Within.” The subjects were: fine arts, mathematics, science, health education, physical education, social issues, English and character education. Unfortunately, there was no video footage.

The 2004 Athens Games

If you submit the web-site program, “youth 2004,” you can access and use the material for the Athens Olympic Education⁷. They introduce the textbook and the teacher’s guide for the Olympic Education. (This web site was closed, too.)

You can find out more video materials on the web site of 2008 Games, and 2010 Games, too.

The possibility of the use of images: case study

For example, it should be useful to show the historic and artistic official film, i.e. “*Tokyo Olympiad*,” directed by Kon Ichikawa and still give a great impression to viewers in relation to the philosophy of Olympism. From 2003, in Japan, students are taught about the relationship between modern society and the Olympics, and the problematic issues concerning doping. In this stage, it will be useful to show the Olympics related video and the dramatic movie “*Finish Line*,” mentioned above. To teach the relationship between Olympic history and politics, “*Olympia*” by Leni Riefenstahl, and the first official Olympic film, seems to be useful. “*Cool*

6. To see, <http://www.uen.org> (This web site was closed. For a similar example, please check the 2008 Games).

7. To see, <http://www.olympiceducation.gr> (This web site was closed. Please check, for example, the 2010 Winter Games’ web site; <http://www.vancouver2010.com/en>)

Running” is a good movie in order to teach realistically Coubertin’s creed, “The most important thing in life is not to win but to take part. The essential thing is not to have conquered but to have fought well.” Like these, there are many film and video materials for children to learn about Olympic related issues⁸. If possible, I will show some example films here.

Sport images and media literacy

What should be used and how it should be presented, and for what objectives? These are important conditions to construct teaching materials from the mass media. Moreover, it is most important for us to understand that “the media could construct reality,” and to have a critical stance to this type of media information. In this sense, it seems to be crucial in Olympic Education that children should be taught to develop the correct recognition, values and attitudes to the Olympic culture, simultaneously with sport related media literacy education.

The concept of media literacy is defined as “the competencies of the public to analyze, evaluate, and access the media according to the social context, and to build up the diversified style of communication skills”⁹. Moreover, in this type of education, it is important to teach the ability to read, critique and reform the media messages, and not to believe the contents of the television broadcasts recklessly, but with recognition that media images are inevitably presented through the filter of someone else’s views.

Taking this kind of standpoint to media literacy, it seems to be important to regard the following six points in using images presented by television in Olympic Education.

8. As to examples of the utilization of film and video images in Olympic Education, please check the following report: Naofumi Masumoto. (2000). Cultural hermeneutical study on the images of Olympism. Report for the National Research Grant between 1998-1999, pp. 135-149. (in Japanese)

9. Midori Suzuki (ed.). (1997). *For people who want to learn media literacy*. Sekai-Shisosya, p. 8. (in Japanese)

- Self-consciousness to the existence of “the reality constructed by media”; Asking the questions what was presented and not presented, and who made the decision?
- Self-consciousness to the word, “being touched” as presented by Japanese mass media; Asking the questions such as: why do the announcers and the commentators in Japanese television use this phrase repeatedly? Although this seems to be a stock phrase, in this style of broadcasting can the announcers communicate the events correctly? Does this word stop questions and critiques towards the athletic events?
- Changing the point of view from the audiences to the critics; To nurture the competency to view the television broadcasts more critically, not to blame, but with more accurate recognition, is important for audiences, by understanding consciously the structure and the power of the media.
- Having the active producer’s viewpoint; to understand the importance of comprehending the producer’s point of view, by imagining the assumptions of the producer’s job, and the practices of television video editing.
- The restrictions that these images are only materials for children to find, search and deepen their interest and concerns; To nurture the attitudes to access the film and video images in order to breed and deepen the various concerns related to the Olympic Movement and Games.
- The material limitations for children to develop and construct their own opinions; Images are limited in the ability to create the opportunity for children to have their own thoughts of how to reform and develop better Olympic and sport culture.

According to these points, we can propose a new concept of “Olympic literacy” in order to develop Olympic Education world-wide. This concept consists of much Olympic knowledge and media literacy. This education will teach students to access the information about Olympic related issues on films, TV and newspapers, to read this information critically, and to acquire the ability to interpret various kinds of communications. This type of education would be a more realistic Olympic Education not only in Japan but also worldwide.

Conclusion

To examine Olympic Education worldwide, the purpose of this lecture was as follows: (1) to review the status quo of the Olympic Education efforts conducted by the IOC, (2) to list the available films and video for Olympic Education, and (3) to discuss the utilization of film and video images, their possibilities and development, and the important points to consider when using these films.

Finally, I would like to discuss important tasks remaining in the effort to clarify the use of film and video in Olympic Education.

- There is a difficult problem that the concept of “Olympic Education” includes in itself. In other words, when we use words like “Education”, will the “Olympics” fit in this type of educative phenomenon in school? Moreover, some may have misgivings that it would bring new burdens and responsibility, and resistance to it will possibly occur among teachers as a consequence of using the name “Olympic Education”, which has not been developed.
- It is not necessary to focus only on the merits of the Olympics in Olympic Education. Although the ideals of Olympism seem to deserve admiration, it is important for children to learn about both the merits and demerits of the Olympics and to develop a balanced viewpoint.
- Relating to this second point, it is necessary for children to be taught not to overlook the historical impact of Euro-centrism and colonialism, which have been hidden within Olympism and the Olympic Movement. Moreover, it must be considered that there are difficult problems in the Olympic Movement, i.e. the global standpoint that might lead to the collapse of local culture, and the ethnocentrism and patriotism that might not enhance the world peace but be used to justify the narrow nationalistic interest. In Olympic Education, because cultural diversity should be recognized and the uniformity of the Olympic Movement should be avoided, it is necessary to develop and distribute a kind of message or behavior from non-European countries in the future.

- Critical consideration will be needed as to whether peace, which the Olympic Movement tries to attain worldwide, is automatically approved. Just because some movement might raise the concept of peace does not mean that movement should automatically be accepted. For example, in an extreme case, the situation that “war might be approved to attain peace” might happen, but this scenario must be avoided. It is necessary that Olympic Education must be examined under these critical considerations.
- There is a problem that must be recognized in what the Olympic Motto, “Citius, Altius, Fortius, (faster, higher, stronger)” includes. It is necessary in Olympic Education to ask whether this type of “more and more” which may be a reflection of industrial values with its focus on an ever increasing yield curve, is suitable to this 21st century world or not. Though it may seem not to be a problem to add to this Motto one more item, “Humanus (more human)”, this item must not be Euro-humanism. Nevertheless, there is no need to say that it is valuable to strive to improve one’s self.
- It is important to be aware that Olympic Education is no more than an aid that teachers may use to help children to understand their own Olympic world. Teachers must avoid forcing the subjects and materials on children. In this sense, media literacy education will be introduced too as children and students’ motivations to study Olympic culture are facilitated.

Please try to actualize the new concept of “Olympic literacy” for Olympic Education.

(Note: This is a revised version of the paper that was presented in the proceedings of 2002 ICOS symposium; *The Global Nexus Engaged*; 6th International Symposium for Olympic Research, pp. 239-246. I would like to thank Dr Gordon MacDonald for checking my English paper.)

THE YOUTH OLYMPIC GAMES

International Olympic Committee

* The lecture was presented on behalf of the International Olympic Committee by the IOA Honorary Dean and Member of the Consultative Committee for the Youth Olympic Games, Assoc. Prof. Konstantinos Georgiadis.

- **Vision and objectives**
- **Description**
- **Sports Competitions programme**
- **Culture and Education programme**

- **Vision and objectives**

Context

- Issues observed regarding youth and sport throughout the world
 - Unequal access to sport
 - Decline in physical activity / Increase of obesity
 - Drop in sport participation at ages 14-16
 - Decline in sports audience

Background

- IOC “Olympism and Youth” projects launched to ensure appeal of Olympism and Olympic Games for young people
 - Event: Youth Olympic Games (YOG)

- Olympic Games: Introduction of BMX/Ski-cross
- Promotional campaign: “The Best of Us”
- Digital media: Olympic.org next generation
- Education: Olympic Values Education Programme (OVEP)

Kick-off

5 July 2007:

Unanimous approval of Youth Olympic Games project by IOC members at the 119th IOC session in Guatemala

Vision

“The Youth Olympic Games will inspire young people around the world to participate in sport and adopt and live by the Olympic values”

Mission

“Organise an event to educate, engage and influence young athletes inspiring them to play an active role in their communities”

Definition

The Youth Olympic Games are:

- A sporting event for the youth balancing sport, education and culture
- Within the Olympic Movement, a catalyst for sporting, educational and cultural initiatives for young people

Objectives

- Bring together and celebrate the world’s best young athletes
- Propose a unique and powerful introduction to Olympism
- Innovate in educating and debating Olympic values and societal challenges
- Share and celebrate the cultures of the world in a festive atmosphere
- Reach youth communities throughout the world to promote Olympic values

- Raise sport awareness and participation among the youth
- Act as a platform for initiatives within the Olympic Movement
- Organise an event of the highest sports international standards

● Description

Format

- Every 4 years, first editions in Summer 2010 (Singapore) and Winter 2012
- Summer: approx 12 days year of the Olympic Winter Games
- Winter: approx 10 days year of the Olympic Summer Games

Participation

- Age between 14 and 18 years old; Fine tuning according to IF categories, maximum 2 years difference by Sport
- Minimum of 4 “universality places” guaranteed for each NOC (summer edition)
- Non-athlete youth participation also encouraged: officials, reporters, organisers...
- Summer: 3,500 Athletes and 875 Team officials
- Winter: 1,000 Athletes and 500 Team officials

Programmes

- Participants to stay for the whole duration of Games and take part in both sports competitions and Culture and Education programmes
- Sports Competitions programme
For 2010 and 2012 YOG, all sports of 2012 and 2014 Olympic Games, but with a limited number of disciplines
- Culture & Education programme
With interactive and innovative workshops and forums, artistic activities and events, celebrations of cultures and Games
- Idea is to create community of “ambassador sportspersons in society”

Infrastructures

- Youth Olympic village
- Hotel accommodation: 3,000 rooms (S), 2,000 rooms (W)
- Sport venues: no new venues should be built
- Transport: single common shuttle service, small car pool

Finance

IOC will fund:

- Travel and accommodation of NOC delegations
- IFs' International Technical Officials
- Production of daily TV highlights (OBS)

● Sports Competitions programme

Principles

- Same sports as Olympic Games (26 for Summer, 7 for Winter)
- Disciplines and events can be non-Olympic
- Junior International level competition standards defined by IFs
- No records registered: focus on achievement and excellence
- Mandatory for Athletes to participate in Culture & Education programmes, which will be designed around the sports competitions
- Creativity and innovation encouraged for sport presentation
- IF young officials' involvement encouraged (ITOs, NTOs)

Sports (Summer)

Sports	Disciplines	Events	Number
Basketball	3 on 3 Basketball	20 team tournaments (M&W)	2
Football		6 team tournaments (M&W)	2
Handball		6 team tournaments (M&W)	2
Hockey		6 team tournaments (M&W)	2
Volleyball	Volleyball	6 team tournaments (M&W)	2
Aquatics	Diving	Individual springboard (3m), platform (10m) (M&W)	4
	Swimming	16 events (M&W)	32
		Mixed Relays	2
Archery		Recurve Individual (M&W)	2
		Mixed Team (Gender and NOC)	1
Athletics		15 events	30
Badminton		Singles (M&W)	2
Boxing	Men only	8 weight categories (M)	8
Canoeing	Flatwater	K1 and K2 (M&W), C1 (M), C2 (M)	6
Cycling		Mixed Team Combined BMX - Mountain Bike - Road	2
Equestrian	Jumping	Individual, Team competition (M-W)	2
Fencing		Sabre, Epée, Foil individual (M&W)	6
		Mixed Team	1

(M-W) no difference in terms of gender

THE YOUTH OLYMPIC GAMES

Sports	Disciplines	Events	Number
Gymnastics	Artistic	Individual all-around (M&W)	14
		Individual apparatus finals (M&W)	
	Trampoline (M&W)		
	Rhythmic	Individual all-around, Group Competition (W)	2
Judo		4 weight categories (M&W)	8
		Continental Team (M&W)	2
Modern Pentathlon		Individual (no equestrian) (M&W)	2
		Mixed Relay (no equestrian)	1
Rowing		Single sculls, Pairs (M&W)	4
Sailing		Windsurfing, 1 person dinghy (M&W)	4
Shooting		Air rifle 10m, Air pistol 10m (M&W)	4
Table tennis		Singles (M&W)	2
		Mixed Team	1
Taekwondo		5 weight categories (M&W)	10
Tennis		Singles, Doubles (M&W)	4
Triathlon		Individual sprint distance (M&W)	2
		Super sprint Continental Team relay (M&W)	2
Weightlifting		6 weight categories (M), 5 weight categories (W)	11
Wrestling	Olympic format	Greco-roman, 7 weight categories (M)	7
		Freestyle, 7 weight categories (W)	7
	Beach format	2 weight categories (M&W)	4
			199

Sports (Winter)

Sports	Disciplines	Events	Number
Biathlon		Sprint, Pursuit (M&W)	4
		Mixed NOC Relay (M&W)	2
Curling		Mixed Team and Doubles	2
Ice Hockey		5 team tournaments (M&W)	2
Bobsleigh	Bobsleigh*	Two-man bob race (M&W)	2
	Skeleton*	Individual (M&W)	2
Luge	Artificial track**	Singles (M&W)	2
		Double, Team Relay, Sprint (M-W)	3
Skating	Short Track	Limited number of events based on the Olympic programme (TBD)	TBD
	Speed Skating*		
	Figure Skating		
Skiing	Alpine	Slalom, Giant slalom, Super G, Combined	TBD
	Cross-country	Short distances, Sprint	
	Freestyle	Moguls, Ski Cross	
	Nordic Combined*	Individual competition	
	Ski Jumping*	Individual competition	
	Snowboard	Half pipe, Showboard Cross	

* If infrastructures exist

** If an artificial Luge track does not exist, a natural Luge track may be used as a substitute (M-W) no difference in terms of gender

Venues (Summer)

Sports	Minimum Capacity
Aquatics	1500 / 2500
Archery	500
Athletics	10000
Badminton	1000
Basketball	3000
Boxing	1000
Canoeing	1000
Cycling	Open / 2000
Equestrian	1500
Fencing	1000
Football	3000 / 10000
Gymnastics	2000
Handball	1500
Hockey	1000
Judo	1000
Modern Pentathlon	Variable
Rowing	1000
Sailing	Open venue
Shooting	500
Table Tennis	1000
Taekwondo	1000
Tennis	2000
Triathlon	Open venue
Volleyball	1500
Weightlifting	1000
Wrestling	1000

Venues (Winter)

Sports	Minimum Capacity
Biathlon	Open venue
Bobsleigh	Open venue
Curling	500
Ice Hockey	3000
Luge	Open venue
Skating	3000
Skiing	Open venue

Qualification System Principles

- *General*
 - IFs manage qualification system and criteria
 - NOCs select and send athletes and Team officials
 - Host NOC participation in all sports (conditional on performance level)
 - Use of IFs' existing events and/or rankings for qualification
- *Universality*
 - 4 "universality places"
 - guaranteed for each NOC
 - Managed by Tripartite Commission
 - Team Sports
 - 6 teams tournament with at least 1 team from each continent
 - Maximum of 2 teams by NOC in total
 - Individual Sports
 - Maximum 70 athletes per NOC
 - Limited number of athletes per NOC per sport
 - Gender equity ensured

Singapore 2010 Qualification Calendar

September 2008	IF Qualification Systems for all sports released
October to December 2008	NOCs to submit preferences by sport/discipline for universality places
January to February 2009	IOC confirms allocation of universality places to NOCs
March 2009 to May 2010	IF qualification period (14 Months)
15 July 2010	Entries deadline (by name) for all sports
August 2010 (date TBC)	1st Summer Youth Olympic Games

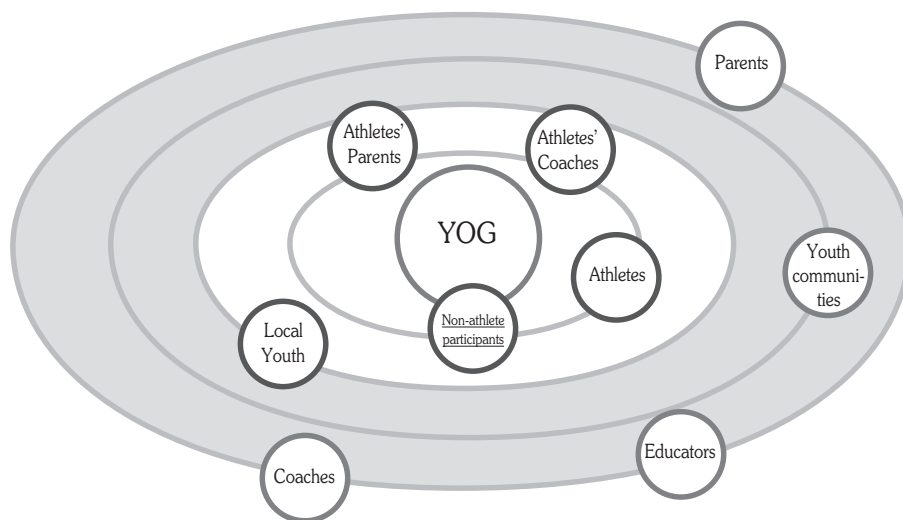
● Culture and Education programme

C & E Programme = Learn & Share Spirit!



Audiences and Challenges

Large audience and heterogeneous community (i.e. language, culture)



- Athletes: establish a quality, flexible and motivating programme. Facilitate interaction with Athlete Role Models with other participants
- Young non-athlete participants: fulfill their expectations of educational and cultural experience
- Athletes' parents and coaches: get them to fully support the YOG concept
- Local youth: give them the chance to be part of a unique experience, even if some tasks are less directly linked to the event
- Youth communities worldwide: appeal and reach youth communities by using new media
- Parents, coaches and educators: win their support and make them active relays towards young people

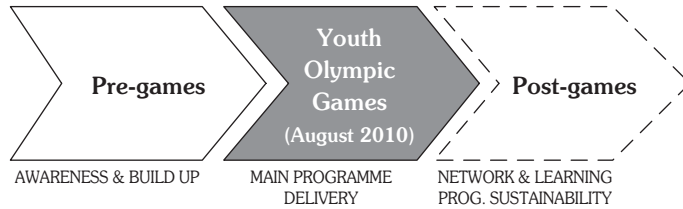
Roles and Implementation

- Education
 - IOC is leading the process to ensure and sustain quality
 - NOCs and IFs are contributing
 - Organizing Committee (YOGOC) is contributing and implementing
- Culture
 - YOGOC is developing attractive programme celebrating participants and cultures of the world
 - IOC is reviewing and validating

Themes

- History of Olympic Movement
- Olympism and Olympic Values
- Sports context (e.g. media relations, career management)
- Risks in Sports (e.g. doping, betting)
- Well being and healthy lifestyle
- Involving youth (careers in sport)
- Social responsibility (e.g. Community assistance, Environmental protection, Humanitarian issues)
- Digital Media: initiation and new developments

Phases

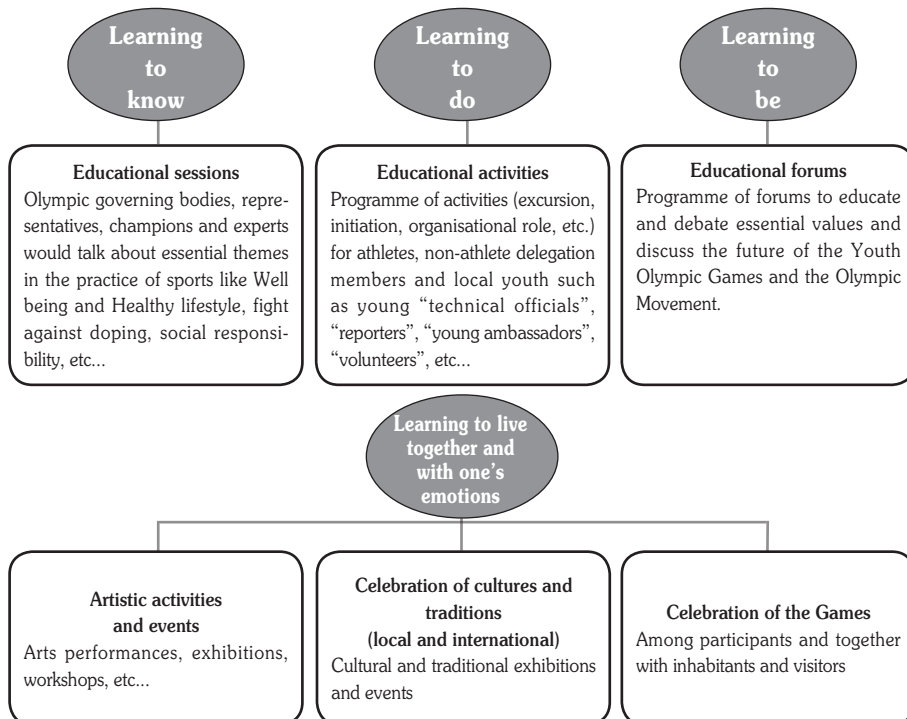


Pre-games time approach: NOC involvement

- Inform, engage and federate national sports community (NFs, Olympians, athletes, clubs) as well as public authorities around YOG vision and concept
- Lead and coordinate YOG related initiatives involving all parties

Games time approach: “4 pillars” of Education*

* Based on report of UNESCO – International Commission on Education for the 21st Century



* Based on report of UNESCO – International Commission on Education for the 21st Century

Principles and objectives

- Principles
 - Conceived around sports programme
 - Combines mandatory and facultative components (“à la carte”)
 - Comprised of Education sessions, workshops, forums and events
 - Participants: athletes and also non-athletes
 - Involves “Athlete Role Models” (former Champions and Olympians)

- Objectives
 - 8 to 12 hours mandatory for all athletes
 - 4 to 6 hours of educational sessions (planned by YOGOC and IOC in advance)
 - 4 to 6 hours of workshops

Post-games time approach: Network creation

- Athletes
 - Farewell kit with Games time Educational material
 - Intranet network platform

- NOCs / IFs
 - Compilation of Best Practices (written publication and Internet library online)
 - Kit with Educational material made available

- YOGOCs
 - Knowledge transfer

Reaching out to the youth of the world

- Taking into consideration different communication means throughout the world ensure maximum reach of YOG

- Pre-Games
 - Digital Platform online before in lead-up to event

- Games time
 - Digital Platform
 - Internet (blogs, chat, forums, podcast, etc.)
 - Web TV and Web Radio
 - TV and radio broadcasting
 - Broadcast on mobile phone

- Post-Games
 - Digital Platform with content oriented for educational structure (NOC, National Olympic Academy, schools, etc.)

THE CULTURAL OLYMPIAD: PYLON OF THE OLYMPIC MOVEMENT



Dr Beatriz GARCÍA¹ (ESP)
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This paper offers a perspective on the origins and evolution of the concept of Olympic cultural program. The two initial sections present a review of the historical background of the cultural program, from the initial conception by Pierre de Coubertin up to the last implementations on the occasion of the Barcelona '92, Atlanta '96 and Sydney 2000 Games. The historical review is complemented by a brief revision of the current challenges and prospects that the program, now denominated “Cultural Olympiad” or “Olympic Arts Festivals”, holds within the Olympic Movement.

Origins: The ideal role of cultural events in the Olympic Games

The idea of holding a culture and art festival within the Olympic Games celebration is embedded in the very foundations of the Olympic Movement. Hanna (1999) describes that in the Ancient Games, “athletes, philosophers, scholars, poets, musicians, sculptors and high-profile leaders displayed their talents, in

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what de Coubertin called the spirit of Olympism” (p. 109). Olympism was often defined by de Coubertin as the simultaneous training of the human body and the cultivation of the intellect and spirit, together viewed as manifestations of the harmoniously educated man. Upon this basis, de Coubertin’s dream was to create an environment in modern society where artists and athletes could again be mutually inspired. From this, it can be concluded that de Coubertin brought the Olympic Games back to life hoping to develop an internationally recognised marriage between art and sport. In support of this ambition, the Olympic Charter establishes that “blending sport with culture and education” is a fundamental principle of Olympism (IOC 2007: 11).

The ability of de Coubertin to coordinate and attract the attention of critical decision makers around the world led to the re-birth of the Games in 1896 –Athens– and to their continuation in 1900 –Paris– and 1904 – St Louis. Nevertheless, none of these Games incorporated arts alongside the sporting events. In order to encourage a reflection on this situation and change the pattern, the Baron convened a “Consultative conference on Art, Letters and Sport”² at the Comedie Française in Paris, 1906. De Coubertin invited artists, writers and sports experts to discuss how the arts could be integrated into the modern Olympic Games. The invitation stated that the purpose of the meeting was to study “to what extent and in what form the arts and letters could take part in the celebration of modern Olympic Games and become associated, in general, with the practice of sports, in order to profit from them and ennoble them” (Carl Diem Institute 1966: 16). As a result of the conference and in order to ensure the association of the arts with sports, de Coubertin decided to establish an arts competition that was to be part of each Olympic Games celebration (IOC 1997: 92). This competition was called the “Pentathlon of Muses” and would award medals in the categories of sculpture, painting, music, literature and architecture.

In order to prepare the first “Pentathlon of Muses”, a commission was set up by the Olympic Organising Committee of the host city that was going to stage the following Games, London 1908. Nevertheless, time constraints and disagree-

2. See: http://www.aafila.org/SportsLibrary/Olympika/Olympika_1996/olympika0501b.pdf

ment over content restrictions provoked the cancellation of the “Pentathlon” at a late stage (Burnosky 1994: 21-22). The idea of an Olympic arts competition was therefore not implemented until the Stockholm Games in 1912.

Evolution of the Olympic cultural program: from competitions to exhibitions

• Stockholm 1912 to London 1948: Olympic Arts Competitions

From 1912 in Stockholm until 1948 in London, arts competitions were organised in parallel to the sporting competitions, and artists, like athletes, competed and won gold, silver and bronze medals (Good 1998, Stanton 2000). However, regulations and contest parameters changed considerably due to difficulties in defining the different competition sections and disagreement in defining the most appropriate subject for the works presented. Over the years, the competition’s sections changed from the five areas composing the “Pentathlon of Muses” to a long list of sub-categories. Moreover, the appropriate theme for Olympic artworks was also a controversial area as it was discussed whether or not to restrict the entries to works inspired in or portraying sports activities. Initially, it was compulsory to present a sporting theme, but this proved difficult and limiting in areas other than architecture or design for sports buildings (Burnosky 1994: 23). Also problematic was the non-universal or localised nature of the arts competitions, as most judges and competitors were European and it was very rare that non-western artists were awarded a medal (Burnosky 1994, Hanna 1999, Good 1998). Other problems were related to transport difficulties, inconsistent support from respective OCOGs and many limitations resulting from the regulation of amateurism in the Olympic Movement. The latter implied that, as in the case of athletes at the time, the participation of professional artists could not be accepted. In an arts context this was particularly problematic because all artists were considered professional in their devotion to their vocation (Hanna 1999: 108, referring to an IOC document from the 44th IOC Session in Rome, 1949).

Hanna adds that perhaps most disappointing was the poor audience participation invoked by the arts competitions. In her words: “Cultural celebrations based on sport were increasingly irrelevant; people watch[ed] sport in real competitions, but their interest did not extend to sport in art.” (ibid: 108).

This was a remarkable failure in the context of de Coubertin’s ideals, as a major reason for holding cultural events alongside the sports competitions was the possibility to inspire discussion and the promotion of ideas among all Olympic participants and spectators. In this context, it is interesting to see that, in contrast with other host cities where Olympic arts manifestations had played a minor role, the so-called “Nazi Games” of Berlin 1936 staged a cultural festival of unprecedented size and nature for which, as indicated in the Berlin Games official report, an ambitious publicity campaign was created. “Because of the slight interest which the general public had hitherto evidenced in the Olympic Art Competition and Exhibition, it was necessary to emphasise their cultural significance to the Olympic Games through numerous articles in the professional and daily publications as well as radio lectures.” (The XIth Olympic Games Berlin 1936, Official Report cited in Good 1998: 19).

In this case, the Olympic art programme, which was closely linked to the implementation of new and spectacular rituals such as the first modern Olympic torch relay, was used as a propaganda tool for the German National Socialists. Large sculptures, new musical compositions and the production of the epic film masterpiece “Olympia” by Leni Riefenstahl, became all memorable outcomes of the 1936 Olympic arts programme.

As stated by Burnosky (1994), the 1940 and 1944 Olympic Games and related arts competitions were not held because of World War II. In any case, at the time when the Games were re-established in London 1948, the organising committee succeeded in paralleling the sports with arts competitions. Remarkably, after the cultural programme ended, the British Fine Arts Committee that had been set up on occasion of the Games compiled a “report of juror’s suggestions for future arts contests” (p. 33). This was intended for use as a guide to organising future arts competitions (Good 1998: 20). Good explains that “the recommendations included reducing the number of arts categories” and concluded that the “interest

in the exhibitions would be greater if they were more closely linked up with the Games themselves and if a more intensive press campaign had been organised” (ibid).

By 1950, the problems and difficulties noted above were perceived to be far greater than the benefits and achievements brought by the Olympic art competitions. To review the situation, an extended discussion process took place within the IOC from 1949 in Rome to 1952 in Helsinki. As a result of this controversial process, which involved a detailed assessment of the “amateur” nature of Olympic contributions, it was decided that from 1952 on, the presence of the arts in the Olympics would take the form of cultural exhibitions and festivals instead of competitions.

• **Melbourne 1956 to Sydney 2000: Olympic Arts Festivals and Cultural Olympiads**

The first official Olympic arts festival was held at the Melbourne 1956 Games. According to Hanna (1997) a Fine-Arts Subcommittee was elected in 1953 and, afterwards, a Festival Sub-Committee in 1955. The festival had two major components: one of visual arts and literature, and another one of music and drama. As Hanna describes it, “exhibitions and festivals were staged simultaneously in the weeks leading up to and during the Games and featured local, national and international artists and performers” (p. 76). A special book on Australian arts was published after the Games, entitled “The Arts Festival: a Guide to the Exhibition with Introductory Commentaries on the Arts in Australia” (Good 1998: 29). The Official Report of the Melbourne Games concluded that “the change from a competition to a Festival was widely welcomed, since the Festival provided a significant commentary on Australia’s contribution to the Arts” (ibid).

However, after Melbourne, successive cities had very different approaches to the cultural component of the Games either in length, organisation, objectives or themes. Moreover, despite the changes, most Olympic arts committees found similar problems to the ones found by organisers from 1912 to 1948. In this regard, Good (1998) argues that the shift from competitions to exhibitions did not increase awareness about the art festivals because it did not study or analyse

the “management issues” that had been repeatedly raised in the official reports of prior Games (p. 31). Moreover, these problems might have been accentuated by the absence of an international arts organization comparable to the sports’ international federations in its ability to coordinate and support Olympic arts initiatives (Masterton cited in Good 1998: 30). Arguably, the latter point could be seen as the reason why the evolution of the Games cultural programs has been so variable and unstable since its origins. Recent attempts to address this gap (see reference to the Cultural Olympiad Foundation in following paragraphs) have failed to fully materialise.

A further development in the concept of Olympic cultural programming occurred at the time of the Barcelona ’92 Games. The organisers of these Games set a new precedent and established the model of the Cultural Olympiad, a program for cultural celebrations that lasted the four years separating the previous Olympic Summer Games in Seoul ’88 from the Games to be hosted in the city in 1992. Guevara (1992) has explained this ambitious decision by referring to the organisers’ strategic intention to use the Games to improve the city’s urban landscape and assist in its international projection far beyond the Games staging period.

The four-year format has been sustained by following summer Olympic host cities, from Atlanta ’96 up to London 2012. This format has provided greater opportunities for creating an impact but, notably, as discussed in the following section, it has also brought further challenges to organisers. In Athens, the concept of a Cultural Olympiad was placed at a prime position within the event hosting process as the city celebrated the contribution of Greece and Greek heritage as the cradle of European civilization and the cradle of the Olympic Games. The cultural programme was utilised as a platform to convey ancient Olympic values and claim ownership of the Games in ways not accessible to other Games hosts. This involved the promotion of the Olympic Truce as a particularly important component of the Olympiad and the establishment of a Cultural Olympiad Foundation, with the aim to become a permanent institution to coordinate Olympic cultural programming in the same way that the IOC coordinates the sporting programme. At the time of writing, eight years on from the establishment of this

institution, the role of this foundation remains unclear, providing yet another indication of the persistent challenges embedded within the Olympic cultural programme tradition. The Olympic programme for Beijing 2008 and London 2012 does also incorporate a cultural Olympiad. In Beijing, this has taken the form of “Olympic Cultural Festivals” taking place over a month each year from 2003 to 2008 – so, over a six year period.³ In London, the Cultural Olympiad will start at the end of September 2008 and will involve a nation-wide programme of activities up to 2012.

Current issues and projections for the Olympic Cultural Programs

• Management and promotion of Olympic cultural programs

The changeable nature of the Olympic cultural programme has been studied by Guevara (1992) through a comparative analysis of the cultural component of the Olympic Games from Mexico 1968 to Barcelona 1992. In her thesis, Guevara points out the radical differences shown by respective OCOGs in their commitment towards the arts. These differences are contrasted in terms of the duration of the festivals, their management structure, their objectives, and their themes and artistic programming. This section provides an overview of these issues covering the period from 1968 to 2008.

The length of the festivals has varied throughout the years from three weeks in Moscow 1980 to four years in the summer editions of Barcelona 1992 onwards, although the duration of a Cultural Olympiad is not completely set either. While Barcelona, Sydney and Athens presented activities distributed throughout each of the four years leading to the Games, in Beijing, the Olympiad involves one week to one month of activity every year between 2003 and 2008, mainly to commemorate the day of the Games award. As a middle term, the Mexico 1968 arts festival lasted one year, the Rome 1960 festival held exhibitions during six months and the Los Angeles 1984 Olympic Arts Festival lasted ten weeks.

3. See: <http://en.beijing2008.cn/culture/festivals/>

An additional dimension, not considered by Guevara, is the actual geographical spread of cultural activity. While most Olympic Games editions have concentrated their cultural programmes in the host city (mainly within central areas or, in some cases, within the Olympic park and related Olympic venues), since the establishment of the Cultural Olympiad, the ambition has been to involve communities beyond the host city to ensure that the Games is owned at a national level – and, sometimes, internationally. This has brought an additional challenge, as the more disperse the activity, the more difficult to ensure that the programme is widely visible, recognised and impacting on a large scale – particularly from the perspective of media coverage. The first nation-wide cultural programme took place in Mexico 1968, with various attempts at following this trend taking place in the lead to Sydney 2000, Athens 2004 and London 2012. All of these editions of the Games have also aspired to incorporate an international dimension, with artworks being presented across the five continents.

The management of the cultural programmes has varied from a central management model to shared management, state management, private management and mixed management.

- *Central management* occurs when the cultural programme is the sole responsibility of the OCOG. This has been the case in Mexico 1968, Munich 1972, Seoul 1988 and Sydney 2000.
- *Decentralised management* or *shared management* has occurred when the Olympic cultural responsibilities have been the obligation of the OCOG in partnership with other organisations either private or public. A representative case was Montreal 1976, where Canadian provinces were in charge of designing the arts programmes while the OCOG's cultural department was in charge of the logistics.
- *State management* has occurred when the control of the cultural programme has been in hands of one or various public bodies. This was the model for the management, planning and production of the Moscow 1980 Games arts component as well as the Cultural Olympiad in Athens 2004, entirely managed via a special branch of the Hellenic Ministry of Culture.

- In stark contrast, the clearest example of *private management* has been Los Angeles '84. On that occasion, the OCOG was established as a private company and its cultural department hired co-producer agencies to organise the arts events. This was also the case in Atlanta 1996.
- Finally, there have been some cases of "*mixed management*" such as in Barcelona 1992, where a special organisation for the cultural programme was created with name *Olimpiada Cultural SA (OCSA)*. OCSA was at the same time separated and dependent upon the Olympic Organising Committee (COOB): on the one hand, it had an administrative committee composed of Public Administration representatives independent of the OCOG; on the other, the OCSA Board of Directors was presided by the Major of Barcelona, who was also president of COOB.

Guevara (1992) distinguishes five major and non-exclusive categories of objectives for the cultural programmes: 1) acknowledgement of the city artistic and cultural capacities, 2) improvement of the city cultural services, 3) showcase of the country cultural diversity, 4) international projection and 5) change of image. The first objective was paramount to Munich '72 and Los Angeles '84. Both cities were already linked to important cultural circuits and counted on the appropriate budget to present a great festival of international significance. The aim to use the Games as an opportunity to *improve the city cultural services* is said to have been the major drive of the Barcelona 1992 Cultural Olympiad. The initiative to present a four year festival responded to this aim and intended the involvement of many relevant sponsors and public bodies to have a long lasting impact on both national and international audiences. The showcase of the country *folklore and cultural diversity*, was a fundamental factor in the design of the Mexico '68, Montreal '76 and Moscow '80 cultural programme. This is also the case for Beijing 2008. The aim to get an *international projection* was especially remarkable in Seoul '88, Barcelona '92, Sydney 2000 and Athens 2004. In the case of Seoul and Barcelona, the Games brought both cities the opportunity to be known world-wide and so, they combined the local expression with marked international communication strategies. Finally, the objective to achieve a *change of image* has been key in the cultural agenda of

cities such as Munich, Seoul and Beijing, all of them cities within countries with a marked military past needed to transform international stereotypes.

The themes and artistic programming of Olympic cultural programmes have traditionally responded to the defined objectives. As such, they have varied from strongly rooted national festivals to international festivals, and from a focus on popular events to a focus on high arts manifestations. For example, Mexico '68 presented a year-long national and international festival while Montreal '76 presented a small scale but highly popular spontaneous festival with a marked national character. In contrast, Los Angeles '84 was a large scale, well promoted festival focused on elite national and international events with few open-air popular manifestations. Seoul '88 also presented some international elite artists but combined them with many other popular events. Remarkably, Munich '72 was paradigmatic in the configuration and production of the arts festivals because the festival was completely integrated within the Olympic sporting events. Munich understood the Games as a cultural event in itself and presented the arts manifestations in an open and spontaneous way. This was particularly evident in the so-called "Avenue of Entertainment" which was composed of street theatre shows, mimes, clowns and acrobats (Burnosky 1994: 47) and incorporated performances focused on the interpretation of sports through art (Kidd 1999, pers. comm.).

Finally, since the creation of the Cultural Olympiad model, a common feature has been the design of thematic festivals, one for each year of the event. In Barcelona, the themes evolved from a "Cultural gateway" in 1988, to the "Year of Culture and Sport" in 1989, the "Year of the Arts" in 1990, the "Year of the Future" in 1991 and the "Olympic Art Festival" in 1992. Atlanta also covered a wide range of subjects during the four years of festivals, arranged into two main themes: "Southern Connections" at a national level, and "International Connections". Sydney offered a taste of the many and diverse Australian cultural communities through presenting an indigenous festival in 1997, a festival dedicated to multicultural groups and the waves of immigration in 1998, and international festivals in 1999 and year 2000. Athens reflected on major philosophical and humanistic principles by exploring the notions of "Man and Space", "Man and the Earth", "Man and the Spirit" and "Man and Man".

• Challenges and potential contributions by the IOC

Presently, the IOC maintains its commitment to ensure the survival of the concept of Olympic cultural program as an event additional and complementary to the sports competitions. In 1994, this emphasis resulted in the opening of a renovated Olympic Museum in Lausanne, a venue that welcomes the display of a wide array of arts and cultural elements related to sport and the Olympic Movement. Nevertheless, the radical transformations and variable nature of Olympic Arts Competitions, subsequent Olympic Arts Festivals and the recently established Cultural Olympiad initiative, seem to have affected the ability of Olympic organisers and audiences to understand the function and purpose of a cultural program integral to the Olympic celebration.

Existing IOC regulations and guidelines emphasize that, to become an Olympic host city, it is compulsory to organise and promote a cultural program acting in parallel to the sporting competitions. These regulations currently appear in the Olympic Charter (2007, Rule 40: Cultural Programme,) and in the official guidelines for the host city candidature (2005, Theme 17. Olympism and Culture). However, none of these regulations, guidelines and recommendations seem to clarify which is the exact function that a cultural program for the Games is expected to accomplish and how its success or failure can be evaluated or studied by the IOC after its implementation. This has led to a series of problems, difficulties and dysfunctions that are affecting the preparations of current Cultural Olympiads as much as they affected the Olympic cultural programs taking place throughout the last century.

Traditionally, there has been a large gap between the eagerness of potential host cities to propose activities for the cultural Olympic program at the bid stage and the readiness of the chosen Olympic organising committee (OCOG) to implement them. This gap might be a direct result of the ambiguous description of the cultural program in the Olympic Charter guidelines. At present, the only clear statement in the Charter is the fact that the cultural program is a compulsory element in the staging process of the Olympic Games (IOC 2007). However, the role of this program is defined in extremely broad terms and no specific performance indicators are provided for the OCOG to follow. This situation has allowed a great

freedom of action and interpretation and has contributed to incite very ambitious cultural bid proposals. Nevertheless, this is also the source of remarkable discontinuities in the OCOG's commitment to realise them, especially when the question of budget and resource allocation is debated.

Further, Olympic cultural programs, whether they have been organised by an independent institution or by a department within the OCOG, have had difficulties to sustain their association with other Olympic activities and to benefit from the Games' extensive promotional opportunities (García 2001). This indicates that there may exist a conflict that prevents the integration of the cultural program within the overall Olympic Games preparations. Ultimately, this suggests that, although the Olympic Movement aims to be a humanistic project encompassing sport, culture and education, the commercial imperatives of the Olympic Games staging process have led to the absolute predominance of the competitive elite sport programme over cultural and educational activities. The prior statement is reflected in the operational structure of the OCOG, where the team in charge of the cultural program tends to be operate almost independently to the rest of the organisation. This does not only provoke an understandable separation of the cultural program from the departments in charge of sporting competitions but also from the departments in charge of Olympic ceremonies, marketing, communications, media and institutional relations. This lack of cohesion of programs and activities has led to an unnecessary duplicity of resources and to a lack of visibility for the Cultural Olympiad.

Finally, it is relevant to note the continuous and remarkable difficulties to guarantee appropriate fundraising for respective cultural programs. This may be a direct result of the way the current Olympic marketing strategies have been designed. None of the fundamental sources of Olympic revenue –the successful worldwide Olympic sponsorship program (TOP) and the national sponsorship programs or the sales of television rights– include concrete references which favour investment in or coverage of Olympic cultural activities. In this context, considering the low status of the cultural program when compared to such activities as the sporting competitions, the ceremonies and the torch relay, it is to be expected that Olympic sponsors will almost unanimously tend to invest in the

latter areas rather than in a cultural program. Further, the exclusivity principle lying behind all Olympic marketing arrangements has traditionally limited the possibility of attracting funders for cultural activity other than public entities (see García 2002, 2004).

All these considerations make a case for a better regulation of the cultural program management and production system. More specifically, it calls for the creation of a more clearly defined IOC cultural policy that can protect and enhance such an important but misunderstood dimension of the Olympic Games. This policy should not impose limits on the creative freedom of the Olympic host city, but should help guarantee its applicability. For example, the policy should guarantee the commitment of the OCOG to the Olympic cultural program or Cultural Olympiad, when promises are made at the bid stage. It should encourage a better integration (if not a fusion) of cultural, educational and sporting activities within the Olympic delivery framework, especially through a better coordinated use of Olympic communication tools and, possibly, an improved interaction between the planned Cultural Olympiad and other programs such as the ceremonies, the torch relay or the Olympic education activities. Finally, it should facilitate the task of attracting appropriate funds to realise the program. This would involve the inclusion of new clauses in the existing Olympic marketing guidelines oriented towards the support of Olympic cultural programs.

As a final and encouraging note, recent initiatives developed under the auspices of the IOC and the Olympic Museum in Lausanne indicate that there might be some opportunities for leveraging the presence and relevance of Olympic cultural programs in the near future. A good example has been the establishment of a regular “World Forum on Sport, Olympic Education and Culture”, currently in its fifth edition, and the celebration of an international Forum on “The IOC and its Cultural Policy” in March 2000 at the Olympic Museum. The 2000 forum followed the decision to merge the previously existing Olympic Cultural Commission with the Olympic Education Commission to give birth to the current Commission for Olympic Culture and Education. This joint program is supposed to assist in the enhancement of the role and visibility of cultural matters within the Olympic Movement. The results of these actions are still to be fully realised,

but they embody an interest to solve the contradictions behind the traditional “Olympic sport, culture and education” discourse and may assist in generating new regulations to protect and promote the notion of Olympic Cultural Programming. Given the ongoing challenge of global intercultural relations, and the privileged position of the Olympic Movement to establish strong cultural bridges, this should be a priority for the principles of Olympism in the 21st Century.

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Short Presentations

OLYMPIC EDUCATION ACTIVITIES AROUND THE WORLD



Brazil



Canada



Austria

















SHORT PRESENTATIONS



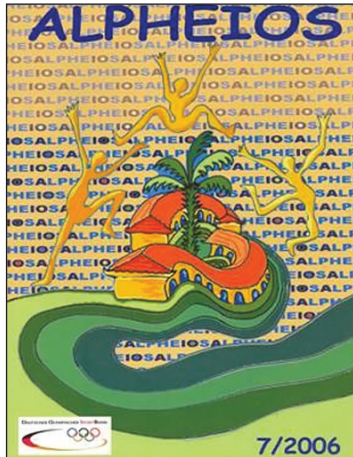
Chinese Taipei



Estonia

 23 de junio de 1894: Reestablecimiento de los Juegos Olímpicos	 1984: Boicot Olímpico	 Abebe Bikila: Maratón	 Años olímpicos
 Atletas en la antigüedad	 Atletas James, Evans y Freeman	 XII. Innsbruck 1976	 Ben Johnson no descalificado por dopaje
 Recorrido de la antorcha	 Carl Lewis - Los Angeles 1984	 Ceremonia de alumbramiento de la antorcha	 XIV. Sarajevo 1984
 El Olivo máximo galardón	 XIII. Lake Placid 1980	 Emil Zapeteh: la locomotora humana	 En los JO lo importante es participar

Guatemala



Germany



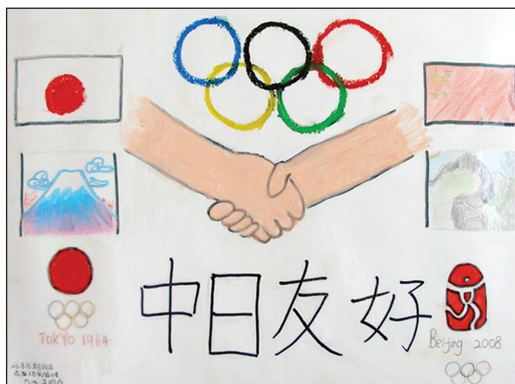
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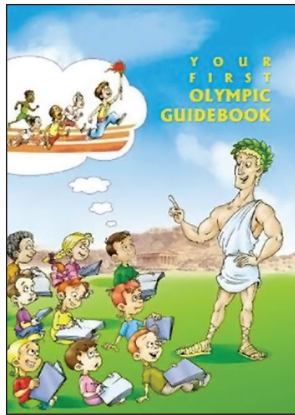
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Ukraine



Serbia

2008 OLYMPIC EDUCATION PROGRAM FINAL REPORT

Frances CORDARO (AUS)
Member of the NOA of Australia

The Australian Olympic Committee (AOC) produced an exciting and engaging national education program themed on the 2008 Beijing Olympic Games for primary schools. The program was delivered online via the a.s.p.i.r.e. school network. At the conclusion of the 2008 Olympic Games, membership totaled 14,267 teachers.

Below lies a summary of the offered activities and recommendations.

2008 Beijing Olympic Resource

A resource containing over 60 cross-curriculum lesson plans themed on the Beijing Games was developed for primary teachers. The resource was drafted and reviewed by educators and industry stakeholders in the first half of 2007. It was published and promoted in November 2007, for teachers to access and incorporate into their planning for 2008.

The resource had two major foci. The first was about the host nation China, exploring the language, culture, history, geography and customs, so that students investigated Chinese proverbs, inventions, recipes and symbols. The second was about the Australian Olympic Team and directed students to the AOC website, olympics.com.au to learn more about the athletes and Australia's history at the

Games. There were also specific lessons about AOC education activities, such as the Show your Support message competition, to support teachers in the classroom.

The resource was available to download for free from olympics.com.au by registering with the a.s.p.i.r.e. school network. More than 10,000 teachers registered with program in the lead up to the Games to access the resource. This approximately equates to more than 200,000 primary students learning about the Olympic Games.

Due to its availability online, the resource was inexpensive to produce and make available for teachers. Resources should continue to be made available online. A small resource should be developed for the 2010 Winter Olympic Games, while a larger more comprehensive resource should be developed for the 2012 Games.

Village Art Program

The AOC received over 2,000 pieces of artwork from 100 primary schools across Australia as part of its Village Art Program. The activity invited primary school students to decorate the apartments of the Australian athletes in Beijing.

Upon receipt of artwork, participating schools received a thank you letter and set of the A.S.P.I.R.E. posters. The schools were also acknowledged on the AOC website and the BKZONE. Select pictures were displayed on the BKZONE.

Athlete Services displayed the artwork in the Olympic Village. Using the 20,000 available postcards, athletes personally thanked students for creating the artwork, by signing and/or writing a message on the addressed postcards.

The Village Art Program was simple, of minimal cost and effective for both students and athletes. The activity is recommended for the 2010 and 2012 Games.

Show Your Support Message Competition

The Show Your Support message competition was a national competition for primary schools, inviting students to encourage, support and inspire the Aussie Team to do their very best at the Games by creating a podcast.

The AOC received 20 podcasts from primary schools and selected one from each state and territory to show to the athletes on the eve of the Games at the Team Reception in Beijing. Winning schools also received an item of Olympic memorabilia and merchandise.

Although the number of entries was not huge, it was a pleasing result considering it is the first time the AOC staged such an activity. The competition and participating schools received some excellent local media coverage (see appendices). The activity also encouraged students to visit the BKZONE, where they could view all the podcasts and vote for their favourite. One school received 7,472 votes. It would be good to conduct such a competition in conjunction with a sponsor.

The winning podcasts were played at the Team Reception. The podcasts were played at the end of the formal proceedings and because of this scheduling lost potential impact. It would have been better to play one at the beginning of the formal proceedings and the remainder towards the end.

Laurie Lawrence supported the competition by filming a promotional video, published on the BK ZONE.

BK ZONE

The BK ZONE was launched in February 2008. The BK ZONE was and is a website for primary students containing fun, interactive, educational activities themed around the Olympic Games and BK, the Boxing Kangaroo.

The website featured user generated content and self directed learning. Students were able to submit blogs, stories and artwork for publication to the site. Over 1,000 questions were received from students asking questions of athletes as

part of the Chat to a Champ program. Twenty blogs and more than 40 stories were received.

Students were able to download “fun sheets”, containing line art for colouring in and worksheets to complete about the Aussie team and the Games. The fun sheets directed students back to the AOC’s website. Students were also able to download posters, screensavers, athlete recipes as well as participate in the never-ending quiz.

On average during the Games, there were 3,000 visits to the site, viewing five pages and spending three and a half minutes on the site.

The BK ZONE will continue to exist as an Olympic website for primary students. The website will host Chat to a Champ content and other multimedia content.

Chat to a Champ

Chat to a Champ provided the opportunity for primary students to communicate with Olympians online in live and delayed video conferences.

In the lead up to the Games, Chat to a Champ occurred twice per term. Students from any school across the country could ask questions, via the BK ZONE, to athletes in an organized interview. Athletes would answer the questions in a recorded interview, which was published to the BK ZONE for students to watch.

During the Games and in an Olympic first, the AOC in partnership with Telstra and Lenovo facilitated the opportunity for students to talk online in real time with Olympians in Beijing. Twenty schools participated in the activity, two per day. It was a fantastic initiative for both the students and the Olympians.

Jon Coburn from Barnier Public School said “I would just like to express my sincere thanks to you as two classes participated in a video chat with Sara Carrigan yesterday. The students have not stopped talking about it and the parents of our students wanted to also express their thanks and gratitude. It’s not an everyday event that 7-8yr old children get to speak to an Olympic gold medallist.”

In one school where truancy is an issue, the school reported 95% of students attended school on the day of Chat to a Champ.

The Olympians who participated in the activity were Amber Halliday, Tania Luiz, Briony Cole, Robin Bell, Sara Carrigan, Dani Samuels, Shona Morgan, Emma Moffatt and Janelle Shepherd. All the athletes were great ambassadors for their sport and country. They gave a wonderful insight into an Olympian's experience at the Games.

Please find in the appendices a media coverage summary and media clips.

Twinning Schools

As part of BOCOG's Olympic education program, the AOC was invited to participate in the Heart to Heart (twinning schools) program. Its purpose was to foster cultural learning and exchange between two countries.

The AOC was allocated one school in China with which to partner an Australian school. The program was successfully facilitated.

In addition, the AOC tried to expand the program to link more Australian and Chinese schools. Despite extensive collaboration with BOCOG, the Chinese Education Authority, Australian and Chinese embassies, the AOC was not able to secure more Chinese schools to which they could link Australian schools. This was disappointing.

Olympic Day

Coinciding with international Olympic Day on 23 June and for the second consecutive year, primary schools were invited to participate in this event. Schools were invited to plan and hold a mini Olympics, celebrating the Games. Resources and support material were available to download from the AOC website, olympics.com.au.

More than 1,200 schools participated, of which the AOC in partnership with SOCs organized Olympians to attend 70 schools for their celebration. Olympians were given BKZONE autograph cards, a BK plush toy and A.S.P.I.R.E. posters for the school visit.

Olympic Day will continue as annual, national event for primary schools.

LOTE (Languages Other Than English) Resource

In partnership with the Modern Languages Teachers Association of Victoria (MLTAV) and in the International Year of Languages, the AOC produced an Olympic Resource for Languages. Available in eleven languages, the lessons introduced students to the Olympics, uncovering the symbols and values of the Games.

The lessons were available for free from the AOC's website by registering with the a.s.p.i.r.e. school network. The resource was launched at the national conference for modern language teachers and well received across the country.

Distance Education Resource

In partnership with Distance Education Victoria, the AOC developed an online education module for distance education students.

In recorded interviews Olympians Russell Mark (shooting), Claire Mitchell-Taverner (hockey), Billy Celeski (football), Nick Green (rowing), Kyle Davis (table tennis) and Sarah Blanck (sailing) discuss the contribution of values to their success and failure, both on and off the sporting field.

The module included teacher lesson plans, student activity sheets and student forums, where young people could reflect on the a.s.p.i.r.e. values and how they apply to their every day life.

Marketing and Promotion

The Olympic education program and its activities were promoted to the 7,500 Australian primary schools from November 2007-August 2008. The program was promoted through direct marketing, public relations, a media launch and the a.s.p.i.r.e. school newsletter.

Direct Marketing

Schools were alerted to the program via colour posters (3 per school and 4 per teacher member) received in February 2008 and fax broadcasts distributed from November 2007-August 2008.

Public Relations

Press releases about each of the activities, profiling participating schools, were distributed to the media. Coverage was received in local and suburban newspapers and industry specific magazines.

Media Launch

A very successful media launch involving the Deputy Prime Minister and Minister for Education, the Hon Julia Gillard was staged in February 2008 at Manorvale Primary School. Extensive television and print coverage was received.

a.s.p.i.r.e. school newsletter

A newsletter containing information about the activities as well updates on the Team was distributed monthly to teacher members of the a.s.p.i.r.e. school network.

a.s.p.i.r.e. posters

It should be noted the AOC received 600 sets of the a.s.p.i.r.e. posters, left over stock from RIC Publications from the 2004 Olympic Games. The posters were used to reward and thank schools for their involvement in the program. It is recommended posters like the a.s.p.i.r.e. posters are available for the 2012 Games.

THE AUSTRIAN OLYMPIC ACADEMY (AOA)

Dr Heinz ERTL (AUT)

Chairman of the Austrian Olympic Academy

After three seminars with former IOA participants in the years 1979-1981 the Austrian Olympic Academy (AOA) was founded in 1982 by Univ. Prof. Dr Erwin Niedermann. A forerunner was Univ. Prof. Dr Josef Recla in the sixties, who had already organised Olympic seminars in Graz and participated also in the first meetings of the International Olympic Academy in Olympia in those times.

Prof. Niedermann was an enthusiastic fighter for Olympic ideals. He extended the influence of the AOA within the Austrian sport landscape, founded a magazine titled “Sport in unserer Zeit” (sport in our decade). He came into contact with the representatives of the Olympic Academies of the neighbouring countries and started the participation of IOA meetings in Olympia. His successor was Dr Hermann Andrecs; he continued the original concept, organized special journeys to the Olympic Academy in Olympia and to the Olympic Museum in Lausanne, also annual meetings with Olympic topics. Then he started publishing brochures for the children in the primary and secondary schools to spread the Olympic spirit on the occasion of the Olympic games in the nineties.

During 2001-02 I have been installed as the Chairman taking the responsibility for the Austrian Olympic Academy. As a member from the very beginning I've been in touch with all the goals and running projects. The AOA has continued its participation to IOC and IOA meetings. The AOA attended some meetings, e.g. the IOA-Directors-Meeting 2002, the meeting of the German Olympic Academy 2003, the Olympic Congress in Torino 2006 and a journey to Beijing and the

Olympic venues, supported by the Panathlon Club and the Austrian Chinese Friendship Society. The AOA started again meetings for their clientele. The latest Olympic seminar took place in November 2006 in connection with the bidding for the Olympic Winter Games 2014 and presented international well known scientists as Prof. Dr Roland Naul (Essen), Prof. Dr Norbert Müller (Mainz) and Prof. Hans Holdhaus (IMSB, Vienna).

Projects of the Austrian Olympic Academy

AOA Newsletter: shall be published at a minimum of twice a year. The first started in October 2007. It reports events and meetings in the Olympic landscape. Questions of fundamental interests are also discussed as proposals promising a great future. Then the actual books of Olympic Education and the Olympic value scene are presented, also references to Olympic literature. The recipients are sport federations, sport clubs, sport schools, institutes for sport sciences at the universities, sport academies, ministries, public authorities etc.

Value Education Project: in the beginning planned as a brochure & DVD for the pupils of secondary schools, later on changed. The content of this project should be installed on the AOA homepage and shall consist of the basic themes of the Olympic movement such as Olympic values, Olympic symbols, history of the Olympic Games, Austrian athletes at the Olympic Games, problems of modern Olympic Games as the influence of mass media and communication, commercialisation and professionalism.

This homepage should also attract young people to communicate and to tackle themselves with the values of the Olympic movement. It should also support teachers and coaches in their educational process with a “teachers corner”.

Goals for the future:

- AOA is going to award excellence diploma and dissertation thesis.

- AOA intends to nominate contact persons in the Faculties and Institutes for Sport Sciences, in the University Sport Centres, in the Pedagogic High Schools, in the Sport Federations, etc.
- AOA is going to contribute DVDs, CDs and working papers for the spreading of the Olympic Idea at seminars, training courses of PE teachers, coaches, scientists etc.
- AOA is going to support the inclusion of the values of Olympic education in the curricula of the primary, secondary and high schools; also in the curricula of the studying courses of PE teachers and sport scientists at universities.
- AOA is obliged to promote and assist anti-doping initiatives. The chancellor of Austria Dr. Alfred Gusenbauer, in his role as sport minister, the secretary of state Dr. Reinhold Lopatka and the president of the Austrian Olympic Committee Dr. Wallner underlined, that professional sport as well as fitness sport have to be clean, and declared this goal as one of the most important political and educational goals for the Austrian society and for the Austrian sport movement. The anti-doping law was extended and intensified last spring in order to give the utmost help.

To judge the role and position of the AOA in the Austrian sport landscape have a look at the sport structure in this country: Austria has a well structured framework regarding sport federations and school sport. The three existing sport-head-federations, the so called “Dachverbände” ASKÖ, ASVÖ and UNION are ruled by a roof organisation, the BUNDES-SPORTORGANISATION (BSO). Besides this structure about sixty sport federations, representing the various sport disciplines, exist. This structure can be found in a minimized version in each of the nine provinces.

Physical education and school sport is in a similar way structured and organised. On the top a department for PE, pedagogical matters and school sport is located in the ministry for education and culture (BMUK); the new term is “Bewegung und Sport”. For sport federations their own Ministry for Sport was founded in the eighties, nowadays headed by the Federal Chancellor.

The Chancellor is also the Sport Minister, supported by a Sport Secretary of the State. On federal state level there are also politicians and officials responsible for sport. For the quality of PE special inspectors are implemented to watch how it is realised. Training courses are offered regularly by the school administration but also by private institutions as the Federation for Physical Education Teachers both during working time and also in vacation times. In addition to this the AOC is responsible for Olympic Sport and Educational Programmes; selected goals are produced by the AOA.

This overview should give us a feeling of the density of goals and tasks executed by sport federations and the administration for school sport.

At present many responsible institutions and sport federations are willing to create new models of cooperation between schools and sport clubs because of economic measures but also urged on by the demand to improve the possibilities for movement for youngsters and pupils. In this well structured and widely spread network the AOA has to fulfil important tasks.

THE BRASILIAN OLYMPIC COMMITTEE

Maria Nirailde LIMA ÁGUEDA (BRA)

Director of the NOA of Brazil

Cultural Department

Since 1996, under the current president Mr Carlos Arthur Nuzman's management, the Brazilian Olympic Committee has been working an untiring way on developing a positive image, creating educational and cultural activities that lead with commitment and responsibility to the promotion of the Olympic Movement according to the dimensions of Olympism. As such the Cultural Department was created and has been charged with all cultural and educational activities in Brazil since then.

The Cultural Department of Brazilian Olympic Committee is formed in four different areas:

Library

The Brazilian Olympic Library has got about 14.000 titles including books, official reports of all Olympic Games and a video and DVD collection of Olympic Games, Pan-American Games and South-American Games, Olympic Movement in Brazil and general sports events. It is an important source for researchers from different areas and students from public and private schools.

Olympic Memory

Olympic Memory is the area responsible for the BOC Collection comprising of more than 5.000 pieces including torches, mascots, medals, coins, stamps, pictures, uniforms, photos, and other memorabilia items. Olympic Memory is also responsible for the temporary and itinerary exhibitions. Currently it is finishing the project of the creation of the Brazilian Olympic Museum.

Cultural Stamp

Throughout history, sport has been directly linked to Brazil's cultural formation. Aiming at eternalizing the moments of joy, commotion and magic that sport creates, and at publicizing and multiplying knowledge about different disciplines, particularly Olympic disciplines, the Brazilian Olympic Committee and Casa da Palavra Publishing House launched in 2005 the Cultural COB Stamp.

The aim of these nationally-distributed products is to regularly publish new books on athlete stories, victories and profiles, introduction to Olympic disciplines for beginners, training techniques, participation of Brazilian Delegations in events, and other topics.

Brazilian Olympic Academy

Affiliated to the International Olympic Academy and Pan-American Olympic Academy, the Brazilian Olympic Academy was established in 1998, by Dr Carlos Arthur Nuzman, President of the Brazilian Olympic Committee. The main objective of the Brazilian Olympic Academy is to foster the development of the Olympic Education all over the Brazilian territory. For such a purpose, it stimulates initiatives which give priority to the academic production of studies and researches adjusted to the Brazilian reality, from a multicultural and interdisciplinary perspective. The exchange of knowledge is carried out by

cultural exchange among students, masters, PhDs., Universities, national and foreign research centers. Such a project has a great relevance for the proposal of creation and dissemination of a Brazilian Olympic culture as a real and effective commitment to the Brazilian society.

Cultural and Educational Activities

Brazil has a population of 190 million inhabitants and 65 million under 18 years old. BOC organize events in different Brazilian cities in order to promote Olympism and the Olympic Movement for all young Brazilians.

Among several cultural and educational activities organized by BOC Cultural Department we can highlight:

- **Olympic Week**

Besides the traditional running to celebrate the Olympic Day, BOC offers lectures about Olympism and exhibitions with photos from Brazilians in Olympic and Pan-American Games.

- **Students' Games**

This annual event is a competition among schools from all Brazilian states and students play seven different sports during two weeks. In the last edition, in 2007, 3.250 students from 800 schools attended the event. The Cultural Department organize activities as part of the event for the athletes and for the citizens from the host city such as: telling sport stories, books donations for the host city libraries, planting trees, exhibition of Brazilians athletes' photos, and drawing and composition contest between elementary schools, from the host city with Olympism as a theme.

In these events we invite Brazilian Olympic and Panamerican athletes to establish a closer contact with students because sports in Brazil is considered an

important way of social inclusion and athletes are considered as a good example to be followed.

The Cultural Department intends to go on developing these activities in 2008, as part of the events organized by the Brazilian Olympic Committee; besides it will continue assisting schools and other Educational Institutions which are constantly requesting for sports material and activities.

ENGAGING CANADIANS IN THE OLYMPIC MOVEMENT

Bruce DEACON (CAN)

Manager Responsible for NOC's Education Programs

Dr Gene SUTTON (CAN)

Chair, NOC's Academy Programs

Canadian Olympic Committee – Education & Youth Outreach Programs

The Canadian Olympic Committee (COC) vision is that Canada would be among the top performing sporting nations in the world, and that Canadians would be energized and engaged in the Olympic Movement and sport in Canada. It is through its education and academy programs that the COC meets the latter part of this vision.

Canadian Olympic School Program

The Canadian Olympic School Program (COSP) is an educational legacy from the Calgary 1988 Olympic Winter Games that provides free Olympic-themed classroom resources to teachers. Over the last twenty years, the program has had enormous success, reaching hundred of thousands of grade four to six students (children aged eight to eleven).

Preparing for Vancouver 2010

While pleased with our reach into the school system, the COC recognized that the potential for growth was very significant, and that hosting the Vancouver 2010 Olympic Winter Games would create an opportunity to expand into every classroom in the nation. To maximize this potential, the COC determined in the summer of 2007 that it needed to re-conceptualize its approach and reconstruct the program. Thanks to the generous support of the program sponsor, the Royal Bank of Canada, the COC was given this chance.

The revised COSP program was launched at the end of February 2008, and featured an expansion to include curriculum for students aged six to eighteen (grades two through twelve). At the elementary level, a series of Olympian Stories and corresponding lesson plans shifted the content focus away from basic Olympic Games knowledge and towards an emphasis on Olympic values. Stories of successful Canadian Olympians emphasize the values of excellence, fairness, personal growth, respect and leadership, and learning activities build critical thinking skills. Each story was written at three reading levels, making them accessible to different grades, classrooms with a large variance in student reading abilities, and the large population of immigrant students. High school resources included a series of cross-curricular projects linked to provincial learning outcomes. Using an applied learning pedagogy, these projects placed the students in specific roles (e.g., sports scientists or Chef de Mission of Team Canada) and asked them to solve authentic problems using their creativity, subject knowledge and research skills.

The effects of historical injustices are still being felt in many of Canada's Aboriginal communities. The COC has working with key Aboriginal organizations to assist in the process of reconciliation by producing inspiring Olympic-themed resources that nurture cultural pride and self-esteem. A series of Aboriginal Olympian Stories and lesson plans were released this spring in English, French and more widely used aboriginal languages such as Hul'quimi'num, Cree, and Mohawk.

All of these resources have been made available in a downloadable format in both French and English at www.olympicschool.ca or www.ecoleolympique.ca.

Adopt An Athlete Program (AAA)

The Adopt An Athlete Program pairs active and aspiring Olympians with a school for a year. The Olympian visits the school two to three times and corresponds three or four times monthly by email. The school commits to hosting two fundraising events to subsidize the athlete's training and competition expenses. Currently in its first year of operations, AAA has fifty-three school-athlete matches.

Olympic Academy Programs

The COC's Olympic Academy programs are designed to teach participants about the values and spirit of the Olympic Movement and to encourage the participants to become ambassadors of the Olympic ideals. The COC supports and facilitates two types of Academy programs for a variety of age groups and backgrounds:

1. Provincial/Territorial Olympic Academy Programs (PTOAs)

PTOAs are leadership development programs geared to youth aged 14-18 and delivered by volunteer organizing committees. Thirty to fifty participants meet for a period of three to five days to focus on values, leadership skills, team building, physical activity, issue analysis and goal setting. The COC provides resources to support three to five PTOAs across Canada each year, including a grant of \$3,500, access to regalia, and connection with local athletes/Olympians and sport leaders.

2. Olympic Academy of Canada (OAC) – National Olympic Academy Program

The Olympic Academy of Canada (OAC) is a twenty-five year old leadership development program that provides current and future sport and community leaders with exceptional opportunities to learn about the Olympic Movement, the philosophy of Olympism, the Canadian sport system and the role of the Canadian Olympic Committee. The program is designed to enable the participants to have

an opportunity to discover, discuss and debate current issues within the Olympic Movement.

The OAC program features speakers, workshops and activities that cover topics related to various aspects of sport and the Olympic Movement. Delegates are provided opportunities to participate in discussions and group presentations, as well as physical and social activities.

The OAC program is structured as a six-day residential workshop and hosted bi-annually in an Olympic Games year. The OAC is organized by the COC and committed volunteers who comprise an Advisory and Host Committee. Up to fifty Canadian and international applications are accepted from individuals 18 years of age and older.

Graduates of the program have gone on to play key roles within Canada's Olympic Movement and sports system. The COC believes that this is due in part to the valuable training and tools that participants are provided during their academy experience.

EVOLUTION OF CHAD'S NATIONAL OLYMPIC ACADEMY (CNOA)

Ngarguinam Job N'DJERAYAN (CHA)

President of the NOA of Chad

In order to give an official status to this national instrument of education, training, information and awareness-raising, the President of Chad's National Olympic Committee took the following steps:

On 14th February 2006, an information document regarding the establishment of the CNOA was sent to the following seven partner ministries:

Ministry of Culture, Youth and Sports;
Ministry of National Education;
Ministry of Higher Education;
Ministry of the Environment;
Ministry of Communication;
Ministry of Social Action and Family;
Ministry of the Economy, Planning and Cooperation.

Information document on the establishment of a National Olympic Academy within Chad's National Olympic Committee

Addressed to the Minister. In accordance with the circular note that was sent by the President of the International Olympic Committee (IOC), Mr Juan Antonio Samaranch, in 1994, every National Olympic Committee (NOC) should establish a National Olympic Academy (NOA) in its country.

An Olympic Academy was a major objective of the founder of the modern Olympic Games, Baron Pierre de Coubertin. He believed that, through this institution, Olympism as a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind and blending sport with culture and education, would create a way of life based on the joy found in effort, good example and respect for universal fundamental ethical principles.

In response to this recommendation, a National Olympic Academy was therefore created in Chad (CNOA).

This institution that was just established within Chad's National Olympic Committee, will have as its main mission to disseminate the principles of Olympism in our country.

The propagation of these principles aims at developing people's physical and moral qualities.

Wishing to encourage youth to embrace the principles of Olympism, Chad's National Olympic Committee, through its National Olympic Academy, intends to design, develop and implement a series of activities aligned with the programs of partner ministries.

These Ministries include, inter alia:

the Ministry responsible for National and Higher Education;

the Ministry responsible for Youth and Sports;

the Ministry of Communication and Culture;

the Ministry of Public Health;

the Ministry of the Environment and Water Resources;

the Ministry of the Economy, Planning and Cooperation;

the Ministry of Social Action and Women.

Mr Minister,

In view of the scope and importance of the activities which your Ministry and Chad's National Olympic Committee will be organizing jointly in the future, we have the honour of drawing this matter to your attention so that you can inform your relevant services about this question and about the arrangements that will have to be made for our future working meetings.

This is the object of the document I have the honour and pleasure to submit to your consideration.

N'Djamena, 14/02/06

**The President of Chad's
National Olympic Committee**

Moussa AGGREY

NB: You will note that the name of some Ministries has changed.

- In June 2006, a conference and debate was held on the subject: the National Olympic Committee (CNOC) and the National Olympic Academy (CNOA) of Chad.
- On 30th January 2007, an Information and Awareness-Raising Seminar was organized by CNOA in N'Djamena, attended by thirty (30) persons (representatives of partner Ministries, CNOC members and representatives of national sports federations).

Final Report of the Information and Awareness-Raising Seminar on the Ideals of Olympism and the Significance of the NOA's Creation in Chad

The Information and Awareness-Raising Seminar on the Ideals of Olympism and the Significance of the Creation of a National Olympic Academy in Chad was held under the auspices of Chad's National Olympic Committee and the patronage of the Minister for Youth and Sports.

It was officially opened on 30th January 2007, in CEFOD's Conference Hall, with the speeches of the President of Chad's Olympic Committee and the representative of the Minister for Youth and Sports General Secretary, Mr Khayar Oumar Deffalah.

There were 30 people in all: 11 members of the Executive Board of Chad's Olympic Committee, 10 delegates of partner ministries and 9 officials from the Technical Directorates of the Ministry of Youth and Sports.

It should be noted that this Seminar was conducted by the members of CNOA's provisional Bureau.

Three (03) main themes were considered:

the Olympic Movement;

the NOC;

the NOA.

The first speaker, Mr Madjingar Kayo, General Secretary of CNOA's provisional Bureau and Technical Director of Chad's National Olympic Committee, developed the theme: The Olympic Movement.

He first presented the birth of the ancient Olympic Games and the revival of the modern Olympic Games and the Olympic Movement's present-day structure.

The lecture gave rise to a lively discussion with very enriching interventions.

The second speaker, Mr Tigabe Ousmane, 1st Deputy General Secretary of Chad's Olympic Committee, presented the theme: the National Olympic Committee.

In his presentation, Mr Tigabe explained to participants the NOC's mission and role before touching on the second aspect, the operation of Chad's National Olympic Committee (CNOC).

This second part of the lecture was most constructive and informative for many participants who do not really know the CNOC and, in particular, the partnership between our national sports institutions and the State.

The last speaker, Mr Ngarguinam Job, President of CNOA's provisional Bureau and CNOC's 2nd Deputy General Secretary, focused on the significance of the creation of the NOA in Chad.

He first described the birth of the International Olympic Academy, its mission and role, its achievements and future projects.

He then presented the National Olympic Academy and emphasized the

significance of the creation of a NOA in Chad, its contribution to the development of culture and education and the actions that need to be taken to make this Academy viable and operational.

This presentation was followed by a lengthy discussion and many questions on the NOA's mission and role in a country like ours that is still trying to find its way.

All in all, we can say that this Seminar was very enlightening for participants who do not really know the Olympic Movement and, in particular, the partnership relations that exist between national sports institutions and the State.

Very satisfied with the Seminar, participants adopted in the end a recommendation and a motion of thanks to Olympic Solidarity, Chad's National Olympic Committee and the Government.

The Information and Awareness-Raising Seminar on the Ideals of Olympism ended with a cocktail reception in CEFOD's gardens, in the presence of the Representative of the Minister for Youth and Sport.

For the General Secretary
1st Deputy Tigabe Ousmane

- On 17th November 2007: An informal session on CNOA's future with the members of CNOC's Steering Committee.
- On 17th December 2007 in Moundou, Chad's 3rd largest city, an information session on the NOA was held for the members of provincial sports leagues (Sports Administration Course).
- Finally, on 21st, 22nd and 23rd July 2008, the Seminar on the harmonization of statutory texts and the validation of CNOA's quadrennial programme was held.

Prospects

The validated programme takes into account many of the points raised in the summary document that was presented and outlines all the activities scheduled for the next four-year period.

**Programme of Activities
2009 - 2012**

Year 2009

APRIL: Consultation Session for the harmonization of the texts introducing Olympic education in Chad's education curriculum (Partner Ministries: Higher Education, National Education, Culture, Youth and Sports).

OCTOBER: Information and Awareness-Raising Session on the Ideals of Olympism and the Olympic Movement for Journalists and Sports Journalists.

Year 2010

MARCH: Information Session for National Technical Directors and National Coaches.

NOVEMBER: Information Session on the preparation of the Olympic Games for athletes and elite athletes.

Year 2011

JUNE: Information Session on Chad's cultural and sports History Researchers / Historians.

OCTOBER: Information Session on Sports Medicine.

Year 2012

MAY: Information Session for Presidents and General Secretaries of National Sports Federations.

NOVEMBER: Youth Session.

PROJECT OF THE ESTONIAN OLYMPIC ACADEMY SCHOOL OLYMPIC GAMES

Reele REMMELKOOR (EST)

Director of the Estonian Olympic Academy

Background of the project

Initiating and promoting the School Olympic Games has been the most successful educational project of the Estonian Olympic Academy since 2004. We are convinced that this project is not only promoting the practice of sport by young people but also contributing to the environment necessary for the development of harmonious personalities in all Estonian regions, as well as the raising of a generation of young citizens with a healthy orientation of values.

The School Olympic Games are not merely an athletic competition held at school under the Olympic flag. The program is much wider and usually includes the essay contest, drawing contest, contest of designing an Olympic mascot and contest of Olympic knowledge. The latter covers the history of ancient, as well as modern Olympic Games, and the understanding of Olympism and the Olympic Movement. Certainly, sports competitions in different events constitute an essential part of each School Olympic Games. The ceremonies (opening and closing of the Games with the Olympic flag and flame, the Olympic oath by the representatives of athletes and judges, etc.) are an important part of the School Olympic Games and are organized following the spirit and principles of the Olympic Charter. In this way, the School Olympic Games provide children with an opportunity to test physical

fitness, enjoy satisfaction of muscular effort, as well as experience the Olympic spirit in intellectual and cultural activities.

Aim of the project

The main aim of the project is to disseminate the ideas of Olympism among Estonian schoolchildren, to improve their knowledge about the Olympic Movement and the Olympic Games and to offer them an opportunity to experience the Olympic spirit in sport, as well as in sports-related organizational, intellectual and cultural activities.

Description of the project

Stage 1 consists of compiling and issuing teaching materials on Olympic education, in order to help the arrangement of Olympic Games in schools. For example, a handbook for organizers of the games has been compiled and issued – “Handbook of the School Olympic Games” – which provides valuable practical advice and help for teachers and other people involved in the preparation of the School Olympic Games. In addition to printed material, several videos have been produced by the EOA in conjunction with Estonian TV.

During Stage 2, several annual courses of Olympic education under the title “Olympic Education in school. Organising of the School Olympic Games” have been conducted for teachers, potential organisers of the School Olympic Games. In order to attract as many teachers as possible, the courses have taken place in different counties of Estonia.

In Stage 3, the EOA organises the contest for the projects of the School Olympic Games. All schools in Estonia are invited to participate by sending their application, the programme and the budget of the School Olympic Games to the EOA. The committee of experts is appointed by the Board of the EOA for evaluating the School Olympic projects which arrive from numerous schools from all counties of Estonia. The evaluation has been held out in two stages, according to the criteria of

evaluation, elaborated by the Board of the EOA. All the criteria of the evaluation, as well the conditions of the contest and application forms, are available on the internet webpage of the EOA (<http://www.eoa.org.ee>). The EOA has supported financially the organisation of the best projects from each country of Estonia with 3,000-10,000 EEK annually. Besides the financial support, the EOA in co-operation with the EOC has helped the schools, organising the School Olympic Games, with common special diplomas and medals.

In Stage 4, the School Olympic Games have been carried out by schools and kindergartens in all 15 counties of Estonia with the support of the EOA. All these Games were visited and evaluated by the experts of the EOA and the organisers presented a report, after the Games, to the EOA. Without exception the Games were highly educational, spreading excitement, interest and joy.

In Stage 5, the results of every year of the project have been analysed annually and preliminary conclusions have been drawn during the two-day summer school of the EOA. The practical experience of the local organisers of the Games has been summarised and concrete proposals for the further development of the project have been formulated in group discussions. As a result of the active work in the summer school, direct instructions have been put together for the guidance of organising the School Olympic Games. These instructions were published in the new publication of the EOA "Handbook of the School Olympic Games".

In Stage 6, the School Olympic Games, organised by following the rules of the Olympic Charter, have been recognised and awarded with the certificates of the EOA in the Annual Meeting of the EOA.

Besides this, two international seminars were organised by the Estonian Olympic Academy in 2007, for introducing the project of School Olympic Games and for analysing the results of the project:

1. Workshop of "Pestalozzi" programme "School Olympics", held in Estonia (23-28/08/2007) where, in addition to the Estonian participants, sports pedagogues and officials from other European countries took part (among others Dr Robert Marxen from Germany who gave us an excellent presentation about practical teaching of the Olympic values). In addition to lectures and discussions, the Opening ceremony in ancient Greek style and other educational activities

were held, where the families of participants, including children, could learn teamwork skills. This Workshop was supported by the Council of Europe (Pestalozzi programme – training programme for education professionals).

2. 2nd Joint Seminar of the Estonian and Finnish Olympic Academies “Chances and Challenges in Olympic Education”, held in Greece (15-22/09/2007), where, among others, the best organisers of the School Olympic Games from Estonia had the possibility to attend lectures and group discussions, analysing the strategy of the project of the School Olympic Games and giving their proposals for the Estonian Olympic Academy about the effectuation of their experiences in organising the School Olympic Games. In addition to the lectures and reports, several excursions were held to the archaeological places in Athens, as well to Nemea, Nafplion, Mycenae and, of course, to Ancient Olympia, despite the damages of the terrible forest fires. The seminar was supported by the Olympic Solidarity.

Results of the project

Well-prepared teachers in every county of Estonia who share the essential knowledge and understanding of Olympism, and who are prepared to organize School Olympic Games at their own schools, are the most important outcome of stage 1 of the project. Improved knowledge of thousands of Estonian schoolchildren about Olympism, Olympic Movement and Olympic Games, as well as personal experience in organizing and participating in sport, intellectual and cultural activities is the main outcome of stage 2 of the project.

Conclusions

The idea of the School Olympic Games has been accepted successfully among Estonian teachers. During the four years of the project of the Estonian Olympic Academy, 94 School Olympic Games have been organised in Estonia, which offered the chance to experience the real Olympic feeling to more than 30,000 pupils in Estonia (the total population of Estonia is 1.345 million people).

THE FINNISH OLYMPIC ACADEMY

Anja JÄRVINEN (FIN)

President of the Finnish Olympic Academy

Finnish Olympic Academy

The Finnish Olympic Academy acts as an expert group of the Finnish Olympic Committee in the field of Olympic Education. The Finnish Olympic Academy was founded in 1987. The Academy is composed of 12 members, who are nominated by the Finnish Olympic Committee for an Olympiad-long term.

Main Task

Our main task is to promote and spread the ethical, educational and cultural values of the Olympic Movement and to make a better world with less discrimination and more solidarity through the education of children by means of Olympism.

Main Forms of Activity

FOA has two principal forms of activity: annual sessions and the Olympic Education Programme in Finnish schools.

22 Sessions in Different Cities

When you look at the map of Finland, you can see that the sessions are held annually in different economical and cultural areas of Finland. Through these sessions our academy wants to promote the fundamental principles of Olympism. The subjects include various aspects of the Olympic idea and the current challenges of the Olympic Movement. The participants are local decision-makers, officials, teachers, members of sport associations, coaches, athletes, students in various fields, as well as representatives of the arts and sciences. A report is drawn up on each meeting. It contains all the presentations in Finnish and short summaries in English.

FOA has had three sessions in Greece, two of which in Olympia.

Participants of the 21st Session in Greece

The participants of the 2nd Joint Session of the Estonian and Finnish Olympic Academies in the Opening Ceremony on the Hill of Pnyx in Athens.

The 2nd Joint Seminar of the Estonian and Finnish Olympic Academies was planned to be held in the International Olympic Academy, in Olympia. Due to the damages caused by the forest fires, it was impossible for both academies to hold the planned Seminar in IOA. Despite this fact, both NOAs decided not to cancel the Seminar, but to organise it in two different places in Peloponnesos. The place was changed, but the aim of the Seminar remained the same: to give the participants a wide knowledge about the Olympic idea, Olympism and the history and the current challenges of the Olympic Movement.

The main activities of the seminar consisted of lectures, presentations of the School Olympic Games organised by teachers in different cities and group discussions. We talked about the organisational problems of the modern Olympic Education and chances and challenges of the development of the Olympic education in Finland.

Exchange of the experiences and ideas among participants was one of the most

important subject. They gave the FOA some concrete proposals for the further development of the project, Towards Beijing 2008.

The cultural heritage of Greece is magnificent and it was a privilege for us to visit so many cultural and archaeological sites: Ancient Corinth, the ancient stadium of Nemea, Mycenae and Ancient Olympia. The Seminar gave to all of us really unique experiences. The FOA got a lot of new, enthusiastic ambassadors of the Olympic Education round Finland.

Thanks to the Olympic Solidarity for this opportunity to organise this Seminar in Greece.

Participants of the 22nd Session

The other highlight event in 2007 was FOA's 20th anniversary session on 1st December. There were more participants than usual (165) and a lot of Finnish Olympic medalists. The feedback from this event has been very positive.

Olympic Education Programme

The purpose is to let children learn the meaning of fair play, community spirit and tolerance and their practical applications in everyday life on a personal level – by themselves and by their own actions, supported by their teachers, parents and coaches.

Olympic Education Kit for Finnish Schools

In order to help educators in their work, the FOA has produced a package of teaching material named CITIUS – ALTIUS – FORTIUS. It is a good tool for teachers, when they help young people to construct and enrich their personality by developing such important personal and social skills as self-confidence, solidarity and mutual respect.

Cross-Curriculum Applications

The main goal is to inspire children to participate in physical and cultural activities based on the unity of body, mind and spirit. Special emphasis is also put on each individual's pursuit of excellence and an active, healthy lifestyle.

Olympic Education Projects

In 2006 FOA had, for the first time, a financial opportunity to spread the idea of Olympic Education "face to face" on the grass-root level sponsored by Nordea Bank. We gave teachers information about our Olympic Education material and we gave them the practical concept how to organise School Olympic Games.

In this Olympic Day project 165 schools and 24,000 pupils took part.

International Cooperation

Like all NOAs, FOA also has cooperation partners all over the world.

Highlights in 2007

To celebrate the 100th anniversary, the Finnish Olympic Committee, together with FOA, organised the Olympic Path project. Along the route, there were tasks which children did in groups. The tasks required skills on different school subjects and, at the same time, Finnish Olympic History and the values of the Olympic Movement in general were taught.

Activities in the Near Future

In March and April there were info tours concerning the Beijing Games. A special material will be produced by FOA. Schools are encouraged to organise Olympic Days or Weeks during the Beijing Games in August 2008.

THE ACTIVITIES OF THE NATIONAL OLYMPIC ACADEMY OF FRANCE

Dr George-Ray JABALOT (FRA)

Vice-President of the NOA of France

President of the Terminology Commission of the Ministry of Sports

*Honorary President of the French Federation of Adapted Sport
(mental disabilities)*

The FNOA's activities focus on three main programs:

“MéMoS”, a program devoted to the conservation of the memory of French sport.

Olympic Youth Camps that provide education to school children through sport and Olympism.

Trophies and awards that recognize research, social inclusion or educational projects (the program is mentioned here simply for the record).

1. “MéMoS”: (Mémoire du Mouvement Sportif – Memory of the Sports Movement)

MéMoS was created in order to raise awareness, collect, preserve, classify and enhance the memory of sport, in all its aspects. It is a tool at the disposal of the sports movement, academia, as well as all people who are fascinated by sports culture and seek to increase their knowledge.

The program's main objective is to create a national sports archive centre that will house archives in any form, as well as establishing a Yearbook of all the great names of French sport.

In support of its action MéMoS offers:

- special skills (archivists, historians)
- space (several kilometres of shelves)
- an organization capable of proposing a «turnkey solution» to any problem
- resources (responsibility for the whole archive conservation process).

The national sports archive centre has been created within the framework of a partnership agreement between: the FNOA (project leader), the National Olympic Committee, the Ministry of Sports and the Ministry of Culture (Directorate of National Archives). Moreover, a scientific committee and an input commission, including representatives of the four partner organizations and experts (academics and IOC members), have been established.

In less than eighteen months since it was created, around 30 federations have used MéMoS' resources and 7 audiovisual recordings of great figures of French sports have been made.

2. Olympic Youth Camps

The purpose of these camps is to use the cultural, recreational, motivating and civic dimension of Olympism and sport in order to impart to children a number of scientific, social and human concepts.

The FNOA organized three camps in 2006, 2007 and 2008 (two summer and one winter). The organization of these camps that are a test case for the program's success will be entrusted in the near future to the national, decentralized structures of the National Olympic Committee.

Under this program, several classes of schoolchildren, around ten years of age, will spend a week at the Camp where they will attend cultural, sports and creative workshops using sport as a general education medium, as a pedagogical and motivational tool and as a vehicle for learning, in an environment that promotes innovation and respect.

Each camp involves:

- about a hundred young people and their supervisors;
- fully equipped sports and hotel facilities;
- high level lecturers (academics, sports persons, leaders);
- the laboratory equipment of French national teams;
- programs that are developed in close cooperation with teachers during the school year;
- a partnership with the Ministry of National Education, the Ministry of Sports, Sports and School Federations, local political authorities.

“LIFE’S A BALL” PROGRAMME

Dr Andreas HÖFER (GER)

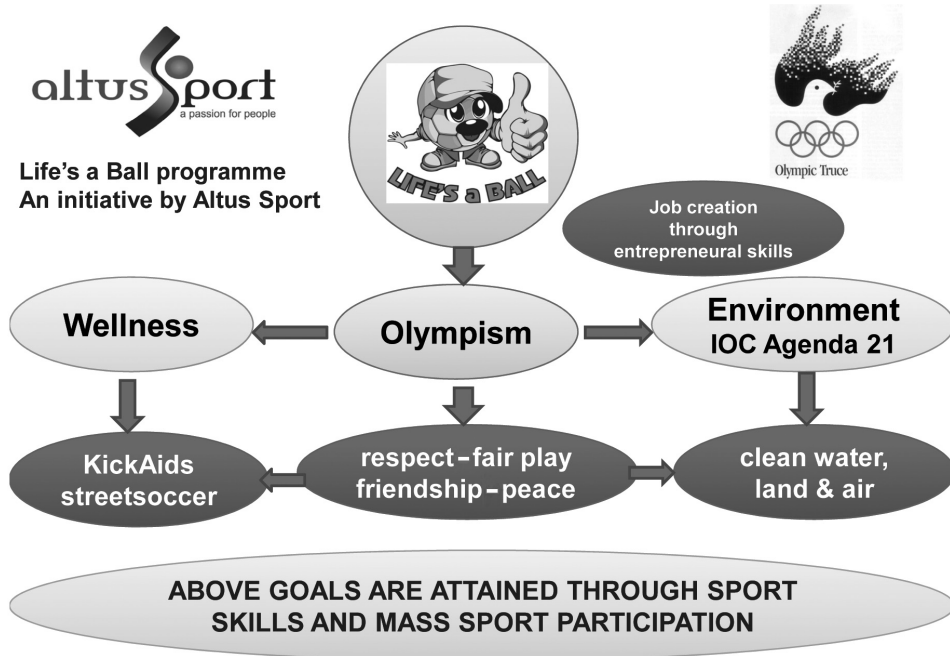
Director of the NOA of Germany

Olympism Extended

- Gert Potgieter, former Olympian

After having read the IOC President’s, Jacques Rogge, article on “Olympic Values – more important than ever” in the latest Flame magazine, I felt compelled and stimulated to write this article on our “Life’s a Ball” programme, which is running most successfully in South Africa. We made a study of documents of appeal by our Ministers of Sport, Education and Health and identified three areas of great concern in our country, namely that of Wellness, Morality and Environment. Perhaps these elements of harming human existence are also applicable in many other countries.

Through sporting skills we are dealing with the following elements of the three pillars of the “Life’s a Ball” programme:



Wellness

Transmittable diseases, fitness (total fitness of body, mind and soul), sun sense, healthy eating, harmful substances, compassion, care, keeping safe and disability.

As we are the leading country in the world with an unnerving high death rate of HIV/AIDS, we developed a programme in collaboration with GTZ (Gesellschaft fuer Technische Zusammenarbeit) called KickAids. This programme utilizes sport skills to combat the dangers of HIV/AIDS.

Olympism

Fair play (Honesty), respect, friendship, peace (Olympic Truce), teamwork, courage, responsibility.

Unethical conduct and corruption is not only happening in some of our government departments and business sectors but also in sport. Already some of our leading athletes have been banned from the international arena as a result of using illegal substances to enhance their performances. Cheating and “stretching” the rules to the maximum have become a problem – not only in South Africa but world-wide. The principles of Olympism are reached through sporting skills in the programme.

Environment **(Based on the IOC’s Agenda 21)**

Littering, water (dams, rivers and coastal areas), soil (growing plants and vegetables), improving the environment, animals, safe sport, home, work and social environment.

Our country is being confronted with terrible environmental problems such as polluted water, air and land.

Unfortunately, it is true that our human activities upset the delicate balance between water resources and environmental sustainability. Already people in South Africa have died after having drunk polluted water, mainly caused by shops, hotels and industrial waste being led to our dams, rivers and coastal areas. Here, one could also refer to insufficient management and maintenance of some of our municipal water resources. Biodiversity plays an important role in sustainable development and poverty eradication. We are the third most biodiverse country in the world and through our “Life’s a Ball” programme we endeavour to make a humble contribution to develop an environmental and cultural integrity amongst our youth.

As we have been responsible for Olympic Education on request of our Olympic Committee, we have for many years presented workshops to high schools and community sport structures in six of our provinces on Olympism.

Since 2005 we have compiled a “Life’s a Ball” manual for coaches and school educators. This manual makes provision for a one-hour session per week for a one

year-period. In this respect, we are running workshops for sport coaches, school educators and township community youth leaders, training them how to utilize the manual. The manual provides the coaches with every information concerning the session, i.e. warming-up, sport skills, sketches of the skills concerned, values and life skills. Great news is that our Ministers of Sport and Education (2005) agreed to incorporate again physical education and sport within the school curriculum after an absence of 12 years. As physical educationists and qualified sport coaches are in great demand, the manual was compiled in such a way that ordinary school educators and community volunteer sport coaches could simply apply the manual after having attended a workshop on it.

Street Football

With the Soccer World Cup of 2010 in South Africa, football is currently like “magic”! The majority of our 50 million youngsters and adults “eat”, “drink” and “dream” football. Subsequently, the “ball” is ideal to be utilized as an educational tool to reach our goals.

Early 2004 we founded street football structures in various townships and rural areas utilizing the “Life’s a Ball” programme to address critical issues.

In March 2006, representatives from FIFA’s Football for Hope Movement and Street Football world from Berlin visited our programmes in the townships after which we received an invitation to participate in the first Street Football World Cup in Berlin 2006 during the Football World Cup. Our team participated as the KickAids team and did extremely well to draw against Kenya in the final and lost the penalty kick-out! My humble opinion was that this Street Football World Cup was a huge success.

An unforgettable and most encouraging experience was when the teams from Israel and Lebanon decided not to compete separately but to unite and form one “Peace Team”. They shook hands and played as one team – friendship, respect and peace prevailed!

This all happened while there was war and bullets and rockets flying all over,

killing people in their countries. Also, in the St Thomas Church of Kreuzberg, Berlin, a service was held for the Street Football participants and how everyone experienced once again the power of sport, seeing Christians, Jews and Arabs hugging each other, sharing moments of friendship and peace!

On 6th September 2007 a Street Football team from Kenya was invited to play against our KickAids team in Pretoria which we, this time, won 7-3. However, considering the educational values of Street Football and Olympism, the score was not that important. More important was how the two teams strongly projected the principles of friendship, respect, non-violence, peace and fair play. Naturally it is human to strive to win but if players are trained and educated in Olympism then winning is not the most important thing but the participation in the noble spirit of true sportsmanship (Olympic slogan) is.

We compiled a Street Football manual for coaches incorporating the three pillars of Wellness, Olympism and Environment of the “Life’s a Ball” programme. These values of Olympism are in harmony with that of FIFA’s Football for Hope Movement and Street Football world, which are: peace building, antidiscrimination, health promotion, children’s rights, good governance, environmental issues, fair play and combating violence and drug abuse.

Our Street Football structures and leagues are doing well and we are introducing this “New sport” to other developing communities in more provinces in South Africa, incorporating Olympism in all the educational sport programmes. The basic elements of Olympism were incorporated in a compiled Streetsoccer educational “Wheel”, as well as in a *Sport Behaviour Score Card* which coaches apply on the young players after a match, discussing issues of respect, friendship, violence, peace, etc., that were raised during the match.

In conclusion, we, as Olympians, can only welcome and totally encourage the great sport extravaganza in the establishment of the Youth Olympic Games from 2010. I would like to take the opportunity to support the former WOA President’s, Dr Pal Schmitt, appeal “To teach the young generation to follow the genuine values of the Olympic Idea, solidarity, to respect each other and to observe the rules and fair play” – an investment in sound youth leadership through Olympism will be an investment in a more peaceful world.

Brief CV**Gert Potgieter**

Gert studied Physical Education and Sport at the University of Cologne, Germany, under Rectorship of Prof. Carl Diem, co-founder of the IOA.

- He had an outstanding career in South African and International athletics and today is still the only South African athlete to have broken a world record three times (440y hurdles). He also was a South African decathlon and triple jump champion, elected as the South African athlete of the Century in 2000 and has also played centre for the Blue Bulls Rugby Union.
- Gert was Director of the South African Sport Foundation, conducting coaching workshops throughout Southern Africa. He was Deputy Director of the Institute for Sport Research and Training of the University of Pretoria and later Director of Sport at the University.
- He was the founder of the former South African Track Coaches Association and first integrated South African School Sport Federation. He was confronted by the Government and had to disband the Federation after 4 years of existence.
- He founded the first integrated Olympic Academy of South Africa in 1989 (after a long struggle with the Government since 1961) and presented the first international integrated Olympic Academy Congress in South Africa in 1990.
- Gert represented South Africa at the inauguration of the International Olympic Academy in Olympia, Greece, in 1961, and is a former Olympian (Melbourne 1956 – 400mh). He also attended two Olympic Academy Sessions for Directors in Olympia.
- He was the organizer of the youth programme at the inauguration of President Nelson Mandela in Pretoria in 1994, on request of NOCSA.
- Gert conducted several workshops for high schools on Olympic Education in six provinces in South Africa and has lectured on sport and Olympic Education internationally.

- He is the author and co-author of several sport and Olympic publications.
- Currently, Gert is President of the Gauteng North Sport Council and member of the new Olympic Academy of SASCOC.
- He founded Altus Sport Management, an NPO and NGO, in 1995, with the main aim of making a humble contribution towards capacity building in the traditionally disadvantage communities.
- Sport was, and still is, his whole life and to this day, since 1962, he has conducted 1,532 sport management courses, Olympic Education, and coaching workshops in Southern Africa.
- Gert is a qualified and accredited Sport Facilitator, Assessor and Moderator at ETDP-SETA.

**NATIONAL OLYMPIC COMMITTEE OF TUNISIA
NATIONAL OLYMPIC ACADEMY OF TUNISIA**

Ridha LAYOUNI (TUN)
President of the NOA of Tunisia

The National Olympic Academy of Tunisia is part of the National Olympic Committee of Tunisia's overall structure. It operates as an intellectual and cultural institution with a certain amount of autonomy. The object of the NOA is to propagate the principles of Olympism and the Olympic Movement and promote the Olympic Spirit through the development and implementation of an annual program of Olympic education activities, in conformity with the objectives laid down by the Tunisian National Olympic Committee.

Among the NOA's activities we can mention:

The organization of a first training session for young people (20 to 30 years old) with an education level equal to or higher than the baccalaureate. These young people will form the body of *Young Olympians* who will be involved in the TNOC's various activities and will participate in different national and international events. They will also be joining the different national sports organizations, such as sports clubs and federations. During this first session that was held from 4th February to 19th May 2006, 270 candidates were able to follow an educational course devoted to sports culture in general, and Olympic culture, in particular. At the end of this course, they were given a diploma and a Young Olympian Medal during an official ceremony

presided by the Minister for Youth, Sports and Physical Education and the President of the National Olympic Committee of Tunisia.

A seminar on themes linked to:

Olympic values;

The role of sports sciences in the preparation of elite athletes;

The organization of the NOA of Tunisia's two annual sessions in 2007 and 2008, on the model established by the International Olympic Academy;

The organization of 4 national courses for sports officials with the participation of 120 candidates, in accordance with the guidelines laid down by the IOA.

The NOA of Tunisia has just completed the drafting of its internal statutes that will give it greater impetus and allow it to expand its activities.

On the other hand, it is important to stress that the NOC of Tunisia has been actively involved in promoting and propagating Olympic ideals, in particular through:

The publication, in cooperation with the Ministry of National Education, of a children's book entitled *The Olympian*, with the view to teaching the values of Olympism to young people. The book is published in three languages: Arabic, French and English. The main hero is a child called *Tolympé* who discovers with the help of a cartoon the principles of Olympic philosophy.

The introduction of Olympic education in primary and secondary schools throughout the country, starting from school year 2006-2007, on the instructions of the President of the Republic. For this purpose, a reference manual entitled "The Educator" has just been published.

The creation of a network of 204 Olympic clubs in all the country, connected to one another and linked to school sports associations.

The launching of an annual activities program. Within this framework, ten important activities are carried out each year since 2005.

These activities include cultural events, symposia, seminars and national and international days on subjects related to sports media, sports medicine, combating doping, women and sport, sports sciences, sports facilities.

**FERENC MEZŐ INTELLECTUAL SCHOOL OLYMPIC GAMES
HUNGARY**

Gyorgy SZLATENYI (HUN)
NOA Member

Allow me to greet you warmly on behalf of the Hungarian Olympic Academy and the Hungarian School Sport Federation.

I would like to give you some brief information about the so-called “Ferenc Mező Intellectual School Olympic Games” organised in the framework of the School Olympic Games in Hungary.

First of all, let me tell you a few words about Ferenc Mező, whose name must be well-known to many of you.

Dr Ferenc Mező (1885-1961) was a sports historian. He was the only Hungarian winning a gold medal at the Intellectual Olympics in the period between 1912 and 1948. He graduated from the Budapest University taking a diploma in teaching Latin and Greek.

During the First World War, he spent 32 months at the front. Later he worked as a teacher at a secondary school. He taught his students to love sports and respect the Olympic idea. His students were, for example, Rudolf Kárpáti winning Olympic gold medal in fencing six times, and Dezső Lemhényi, water-polo player, earlier president of the Club of Olympic Champions. Ferenc Mező won gold medal in the Intellectual Games in 1928 with his book entitled “History of the Olympic Games”.

Unfortunately, he was able to travel to Olympia only after completing his work on the subject. After World War II, he became a leader in the Hungarian sports

life. He reorganised the Olympic movement and became a member of the International Olympic Committee (IOC). However, as soon as the Hungarian Olympic Committee was reorganised, he was set aside by the communists for political reasons. This situation changed only when the earlier IOC President, Mr Avery Brundage, visited Hungary. So, later, Ferenc Mező could continue his activities in the IOC until his death in 1961.

The Ferenc Mező Intellectual School Olympics were organised in Hungary for students for the age group 10-14 years old for the sixth time, and for the age group 15-19 years old for the eighth time. At the beginning, we thought that the elder students are better qualified for this purpose. Now we see that this kind of competition is also very important for the children of primary school. Sometimes we are astonished to experience their high level of knowledge.

When we launched this kind of competition in the year 2000, within the framework of the School Olympic Games, our primary aim was to spread the Olympic idea, to foster the Olympic traditions. The secondary aim was to get young people to know the Hungarian participants in the Olympic Games, the olympic champions, and to be proud of them. We think this task is quite reasonable, as Hungary has won 157 gold, 137 silver and 158 bronze medals altogether since the beginning of the Modern Olympic Games. This is a result which our young people, the rising generation, can be proud of.

Finally, our third aim was to provide an opportunity for competition to those pupils as well, who could not be so successful in the swimming pool or the gymnasium or do not have such abilities. The Hungarian School Sport Federation organises competitions, championships in 12 kinds of sport, and in 46 kinds of sport organisations, together with the national sport federations, School Olympic Games for pupils of elementary and secondary schools. The 13th kind of sport is the Ferenc Mező Intellectual School Olympic Competition.

The chairmanship of the Hungarian School Sport Federation and the Board of the Hungarian Olympic Academy are willing to further enhance this special kind of school olympic competition to make the Olympic idea among the young generation even more popular.

The Hungarian Olympic Academy, its members help us a lot in the prepara-

tion, the composition of questions and tasks and in the jury activities during the national semi-finals and finals.

It is a very important moment when ex olympic champions or participants of Olympic Games attend the Intellectual School Olympic competitions and thus, as a living example, they have a positive effect on, and provide great experience to, the pupils.

In the past years the number of teams participating in the competitions has constantly increased. While in the year 2000, 32 secondary schools took part in the competitions, last year 82 secondary schools and 88 elementary schools took part.

Finally, I would like to mention that many of the young people participating in the Ferenc Mező Intellectual School Olympics later, as adults, also take part successfully in various olympic competitions organised for adults, for example this year in “Towards Beijing” Olympic historical competition.

DESIGN OF A MODEL PROGRAM FOR IMPLEMENTATION OF AN OLYMPIC EDUCATION SCHEME IN SCHOOLS

Dr Mehrzad HAMIDI (IRI)

Member of Academic Board,

University of Tehran Rahim Khosrow Manesh

M.A. Student in Sport Management, University of Tehran

The Iranian calendar year 1387 (2008) coincides with the celebration of the 29th edition of the Games of the summer Olympiad 2008 in Beijing, China. The years in which the Olympic Games are held provide a good opportunity for the dissemination of the spirit of the Olympic Movement which is the quintessence of the principles of chivalry, friendship, solidarity, world peace and, last but not least, serve as encouragement to young adults and adults to bring themselves close to individual and social perfections.

The Olympic Movement strives in its ascending trend to encourage countries to adopt a specific systematic scheme for Olympic Education, based on their corresponding national requirements and circumstances and international experiences. The International Olympic Committee has, thus, encouraged National Olympic Committees to establish their own National Olympic Academies and it is since 1961 that the Olympic Education has been led by the IOC all over the globe with a view to the dissemination of Olympic philosophy, history, as well as Olympic ethics and social and pedagogical concepts.

The main mission of National Olympic Academies worldwide is to create and promote the trend of Olympic Education on national basis with target populations such as school and university students and youth and junior athletes. These

target populations could thus promote their abilities in a balanced whole. It is with this trend of Olympic Education that they will be able to live their lives based on human dignity as healthy, useful and active citizens on the basis of human values and the enjoyment found in social efforts.

The target population of this model program for Olympic education at schools comprises one million girls and boys, students of guidance schools nationwide. The structure of the program embraces national, provincial, regional and school headquarters. This structure is designed with the aim of dividing duties among the headquarters in different levels and encouraging smooth collaboration amongst all involved organizations and individuals.

The education scheme taken up in this program shall consist of knowledge-orienting, experimental and physical striving approaches. The program shall be implemented in two stages: the first stage shall be held in the last week of April, to be named as the Olympic week (prior to the Olympic Games) covering topics such as the Olympic history, philosophy and ethics. In the second stage, which shall be implemented during occasional school sports festivals, the program shall focus on the Olympic Charter. The schools-based headquarters shall be set up in collaboration with school principals, coaches and parents' societies, teachers of sports, art, history and geography, each contributing to this national education movement within their own duties and specialization.

OLYMPIC EDUCATION IN IRAN

Seyed Amir HOSSEINI (IRI)

Chairman of the NOC of I.R.Iran Culture and Education Commission

The 9th International Meeting on Olympic Pedagogy for NOA Presidents was held from 1st to 8th June 2007, on the premises of the International Olympic Academy in Greece. This forum, which focused on the Olympic pedagogy contents and its status in the new education system and children's educational needs for sport and physical education, dealt with the application of cognitive, kinetic and visual methods of Olympic pedagogy, the issue of multi-cultural atmospheres and its status in Olympic education programs, the importance of training and preparing physical education teachers in orchestrating the Olympic Movement and its values, as well as the role of Sport and Olympic museum in Olympic Pedagogy.

The director of studies centre and museum of the national Olympic academy, Dr Hayedeh Seirafi and I, Seyed Amir Hosseini, attended this meeting and presented a report of I.R.Iran National Olympic Academy activities in the year 2006, which was warmly welcomed by all participants. This gathering provided the opportunity to exchange views with presidents of the NOAs and sports experts all over the world and gain valuable experiences. Considering the organization of the 2nd International Forum on Olympic education in our country in late February 2008, respective matters were put into discussion.

Baron Pierre de Coubertin, the founder of the modern Olympic Games, believed that sport is an important educational tool for enhancing the individual and social character. He focused on educational principles of sport and organization of sports competitions for the world youth so as to promote humanistic

values like joy found in effort, raising the spirit of bravery, generosity, sportsmanship, mutual respect and close contact with art and literature. According to Coubertin, Olympism is an educational school where sport and culture combine in a balanced whole the qualities of body, will and mind with art and educational objectives. He maintains that Olympism tends to bring together all moral principles involved in man's evolution, like shining reflection of lights, which in turn emphasizes on multi-culturalism and high cultural values. Likewise, the human being has high respect and superiority in the Iranian-Islamic culture. Attention to moral values, defined as honesty in deeds and speech, has also been pursued by the holy prophet of Islam.

The definition of Olympism is rooted in Coubertin's beliefs and views, few cases of which have been identified by Wigmore-999.

Based on the philosophy of Olympic education, in case education deals merely with mental aspects, it will be an incomplete and ineffective education. On the whole, the Olympic education is an effective means for forming the high humanistic character in the service of sport.

Observing the Olympic values, the national Olympic and Paralympics Academy has made remarkable achievements in this concern by educating about 30,000 teachers and students. In this article, the contents of the experiences gained, as well as the resources published for Olympic education, are presented in three areas of sport, culture and environment.

THE IRAQI OLYMPIC ACADEMY

Dr Abdulrazaq AL-TAIEE (IRQ)

Manager of the NOA of Iraq

It was founded in 2008, January 27th, by the NOC of Iraq. The operation date will be on 23rd June this year.

The main goal of the Academy is to contribute to spreading the Olympic principles and ideas by educating youth through sport practised without discrimination of any kind in a spirit of friendship, solidarity and fair play.

The Olympic Academy of Iraq is defined by a number of activities in which it engages, such as:

1. Promoting sport and competitions through school and youth centres, sporting clubs and social organizations;
2. Cooperation with public and private organizations to place sport at the service of Iraqi masses;
3. Assistance to develop Sport for All;
4. Advancement of women in sport;
5. Promoting sport ethics and fair play;
6. Raising awareness of environmental problems through sport;
7. The fight against doping;
8. Conserving historical sport heritage of Iraq by establishing an Olympic Museum.

THE SPORTS DIGITAL LIBRARY

Prof. Angela TEJA (ITA)
Member of the NOA of Italy

The Sports Digital Library (SDL) has been online since 2007. The website is accessible directly at <http://emeroteca.coni.it> or through the banner placed on CONI's main website: <http://www.coni.it>

Edited by National Sports Library Service of the CONI's (Italian Olympic Committee) School of Sports in collaboration with CONInet, it is a review of the historical and contemporary newspapers and magazines accessible in electronic format.

The Sports Digital Library project's original goal was to simply preserve, through digitization, the archive of Italian sports journals. The National Sports Library keeps newspapers and magazines that have followed day by day the birth and the development of sport in Italy, from the first magazines of the sports clubs and of the nascent sports federations¹. The CONI National Sports Library was established in January 1940 on the initiative of Bruno Zauli, at the time in charge of the press and propaganda office of the CONI. Bruno Zauli, with the support of Professor Raniero Nicolaj, reorganized the newspaper library, the magazine collections and a small set of volumes owned by Nicolaj himself. After the war, at the behest of IOC's President, Giulio Onesti, the library increased its assets with the acquisition of several modern and antique books and publications.

In 1950 the first catalog of the collected publications was printed.

1. O. Colazingari- U.Rampa, "La Biblioteca digitale dello sport. Un'importante innovazione culturale e un efficace strumento per la ricerca", in *Lancillotto e Nausica Critica e storia dello sport*, XXIV (2007), 2, pp. 82-84.

Today, the Library owns the most exhaustive collection in Italy of physical education and sports publications. It comprises 40,000 volumes with several old books, over 2,000 newspapers, half of which are Italian, the other half are foreign periodicals and some 39 dailies².

The project was born out of the necessity to reconcile the preservation of paper material while still permitting its consultation. The goal was to build a publicly accessible computer archive, which would extend the circulation and increase the value of a unique kind of resource. At the same time, the paper based originals are protected and preserved from the wear and tear caused by prolonged physical consultation. This paper-based consultation, especially with regards to newspapers and periodicals in general, is not a fixed requirement, since what interests the public most is the text-based content, and that is the part of a document which is reproducible and transmittable.

The transformation into a digital format started with works which showed serious conservation difficulties due to the type of paper (newspapers in particular): highly degradable, quick to turn yellow and brittle. Newspapers are made to last a day, while libraries are required to preserve them, prolonging their lifespan by decades in some manner.

The first digitizations started back in 2005-2006 and got underway thanks to the patronage of the Italian Ministry of Culture (Ministro per i Beni e Attività Culturali) and by adhering to the National Library Service. The first phase saw 105,000 newspaper pages (*Il Littoriale-Corriere dello Sport*) from the years 1928 to 1964 being digitized.

In November 2007 the “web experiment” was initiated to provide internet access to the digitized copies of newspapers published between 1868 and 1970. The Web grants access to about 30,000 pages of our digital collection.

2. The National Sports Library has a book heritage constituted of ancient books (from Renaissance to XIX century) that illustrate the sports history and historiography. The most ancient books are two rare *incunabuli*: *Scriptores historiae augustae* (1490) e *Scriptores rei militaris* (1496). Among the “Cinquecentine”, that represent about a quarter of the whole collection, particularly relevant are the works concerning the gymnastics, the physical training, fencing and equitation. The collection includes also, about 500 XIX century publications; those document how the sports rule, from training to game, were consolidated with manuals and with the early critical bibliographies.

Each page is digitized following the guidelines set out by the Istituto Centrale del Catalogo Unico of the Ministry of Culture. In order to make the pages suitable for web viewing, each page is then converted into a low resolution image format to quickly display the contents, and into a downloadable searchable PDF file with a relatively high resolution (300-400 dots per inch).

Moreover, the digital contents are indexed in different ways to allow users to “navigate” across pages using different criteria. A user can access a page using a physical metaphor based on the date, volume and issue number, or he/she can freely look for the occurrence of a text string in the document. Such textual information is extracted from each page using an optical character recognition algorithm. Hence, each page is indexed using its cataloguing information and its textual content.

The PDF file also contains the textual representation of the page as well as the image. Therefore using a common PDF viewer, it is possible to easily locate a single word, even in a typically overcrowded newspaper page.

As we see, the search engine looks for the occurrence of a single word through the whole collection of pages. The resulting list of pages that satisfy the search request are displayed in a “Google-like” fashion. The user can narrow the search, by setting either the journal’s name or its issue date.

The Sports Digital Library is supplemented with links to external databases and connections to articles in international scientific journals specific to the sports sector. The site is also linked to the National Library Services OPAC where it is possible to access the catalog of the Sports Library with over 18,000 titles.

In the near future, the Sports Digital Library plans to:

- Increase the number of pages stored. We plan to bring online up to 300,000 pages by the end of the year.
- Create a cooperative process with other institutions, to add more content. Facilitate the sharing of information among experts and amateurs. Readers will be allowed to add annotations either to a single or a group of pages. This will create pathways and cross-links throughout the content of the library, increasing the “value” of the information stored.

- Improve the user interface by designing a new layout for the site. Add multi-language support.
- Integrate the digital library with our OPAC. We envisioned a bibliographic catalog directly linked to the digitized publications.
- Start a new project to bring online our collection of ancient books.

Despite its early stage and its focus on Italian publications, the Sports Digital Library is already gaining a great deal of international interest as shown by the website access of users coming from abroad. This is state-of-the art here in Italy, but what is happening in the rest of Europe?

Are there similar initiatives? What are the prospects of a common European development?

In this light it may be useful to give a brief definition of the materials that are digitized and those still to be digitized, as well as the potential of the internet as an instrument to access all the material.

ARGENTINA OLYMPIC COMMITTEE INFORMATION OF ACTIVITIES

Dr Nestor TENCA (ARG)

Member of the NOA and the NOC of Argentina

In 2006 we achieved national recognition in the Competition Sport and Photography.

The winners were sent to participate in the international phase organized by the International Olympic Committee which took place in 2007.

Mr Santiago Serrano received first place in category “B” and Ms Sandra Dossenbach received special mention in category “C”.

In 2007 we held the national finals for the Competition of ART AND OLYMPIC SPORT 2008 (third edition) the theme of which was “SPORT AND OLYMPIAN”. The chosen winners’ works at the national level were sent to Switzerland and participated in the International Tournament held by the IOC.

Every year the Argentina Olympic Committee selects and awards various aspects of sports: Woman and Sport, Best Sport Leadership, success in coaching, success as referee and player, medical achievement and fair play. The terms and conditions were sent to National Federations members of COA.

In reference to the passing of the *Olympic Torch* through Buenos Aires City for the next Olympic Games in Beijing 2008, the Art and Culture Commission has chosen the Organization of Design and Literature in which schools from all over the country will participate. The best works will be awarded during the annual event of COA, which is held in December every year.

In September 2007, the XXV Meeting of the Argentina Olympic Academy,

which was attended by 40 youths from different provinces in Argentina, took place.

This year the XXVI Annual Meeting will take place from September 22nd to 26th.

In 2007 Professor Mirta Bardo attended the meeting of Directors of IOA.

In the same year Mrs Cristina and Mr Juan de Arma attended the Youth Meeting and this year María Celeste and Julio Bastidas will attend.

In 2007 the graduate Laura Coria was presented at the Post Graduate in Olympic Studies Meeting.

Argentina continues to give courses in “History of Sport and Olympian” in Lomas de Zamora University and the Sport Media School whose name is Juan Carlos Pajaro.

In 2007 we organized four Sport Administration Courses in the cities of Paraná, Rio Gallegos, Buenos Aires and Andalgalá.

This year there will be three courses held in the cities of Cañada de Gomez, Ushuaia and Mendoza.

The Association of Participants in the Argentina Olympics Academy (APAOA) with the support of the AOA, during the month of September 2007, organized the third Meeting of Olympic Studies in the city of San Juan. This year the Fourth Meeting will take place in the city of Concordia.

Ms María de la Paz Menendez and Mr José Araldi have been selected for the Youth Campus, which will take place from July 21st to August 14th 2008 during the Olympic Games in Beijing.

The Organization Committee of the XXIX Olympics Beijing 2008, together with Municipal Commission of the City of Beijing, have designed the programme “Heart to heart” so that the Art and Culture Commission of COA have selected the Plaza Mayor School of the city of Paraná (Entre Ríos province) to have contact with 80 Schools in Beijing.

OVERVIEW OF JOA ACTIVITIES

Keiko WADA (JPN)

Director General of the NOA of Japan

The National Olympic Academy of Japan, the sixth oldest NOA in the world, was established on June 28, 1978. Over the past 30 years, the JOA has been engaged in promoting the Olympic Movement in terms of Olympic education in Japan.

In addition to activities directly related to the Olympic Movement, JOA holds various meetings for managerial and administrative purposes. The most important such meeting is the General Assembly, where members approve the annual activities and the financial budget, as well as the directors, including the president and vice presidents.

Annual Activities

JOA Sessions: Since its establishment, the JOA has held sessions every year featuring a variety of topics:

Year:	Topics
1979:	“The Future of the Olympics” / “Looking Back at the Olympic Games”
1980:	“Glory of the Ancient Olympiad” / “Issues of the Modern Olympic Games”
1981:	“Olympics and Politics” / “Olympic Education”
1982:	“Prospects of the Olympic Movement in Japan”
1983:	“Japan’s Sport Diplomacy” / “The Current Situation and the Future Prospect”

- 1984: "The Olympics and Politics" (1984); "The Future of the Olympic Movement"
- 1985: "Amateurism in the Olympics"
- 1986: "Olympism and Education"
- 1987: "Olympism, the Olympic Movement, and the Olympic Games" / "The Olympics and the State" / "The Olympic Movement"
- 1988: "The Olympic Movement in Chinese Taipei" / "Olympism and School Education" / "Looking Back at the Seoul Olympic Games"
- 1989: "The Olympic Movement and Media"
- 1990: "Women and the Olympic Movement"
- 1991: "The IOC's Undertakings for Sport for All" / "Sport for All and the Olympic Movement"
- 1992: "The Expected Role of the National Olympic Academy on Behalf of the Olympic Movement" / "Sport Commercialization and the Olympic Movement"
- 1993: "The 100th Anniversary of the Revival of the Olympics" / "How Will the Olympics Change?" / "What are the Changes in the Olympics?"
- 1994: "The Olympics Looking Toward the 21st Century" / "Baden Baden, Paris and Toward the 21st Century" / "The Olympic Congress"
- 1995: "The Olympic Movement" / "Present and Future of the Olympic Movement" / "Women and Sports" / "Winter Sports and the Olympics"
- 1996: "Olympic Education in Overseas Schools" / "100th Year of the Olympics – Olympic Education in Japan"
- 1997: "Olympic Winter Games and Future of Olympism"
- 1998: "The Olympics and Education"
- 1999: "IOC Reforms and the Future of the Olympics"
- 2000: "Outlook of the Olympic Movement in the 21st Century"
- 2001: "The Olympics and Environment – Can Sport Save the Earth?"
- 2002: "The Value of Fair Play: Is it Just a Dream or Illusion?"
- 2003: "The Olympic Movement in Asia"
- 2004: "The Legacy of the Tokyo Olympiad"
- 2005: "Bidding for the Olympic Games and the Olympic Movement"

2006: “Seeking the Origins of the Olympic Movement: The Current Significance of Baron Pierre de Coubertin and Jigoro Kano”

2007: “Challenging Issues of the Olympic Movement: Doping and Cities”

Olympic Concerts: One of the cultural programs hosted by the JOC is the Olympic Concert, which has been held in June since 1998, in commemoration of Olympic Day. In 2004, the IOA Session for young participants was introduced on screen. The JOA sets up a booth in the concert hall to let the audience know more about the Olympic movement.

<http://www.olympic-academy.jp>

For contact: inform@olympic-academy.jp

Seminar for IOA and overseas NOA session participants: The JOA holds a one-day seminar for the IOA session participants so they will be well-prepared.

The curriculum of the 2006 seminar was as follows:

1. Unretouched Portrait of Pierre de Coubertin, by Dr Junko Tahara
2. What is the Olympic Movement?, by Dr Nao Masumoto
3. Sports and Ethics, by Dr Yoshitaka Kondo
4. JOC: Its History and Achievements, by Mr Yasuhiro Nakamori
5. Ancient Athletes, by Mr Hisashi Sanada
6. Useful Information and Tips about the IOA Sessions, by Past IOA Participants
7. Discussions

Youth Session: This is a newly launched program. The purpose of the session is to hold a session for young people by JOA members living outside Tokyo. The 1st Youth Session was held in Okayama in 2007 inviting silver and bronze marathon medalist, Yuko Arimori, in commemoration of the 100th anniversary, and Kinue Hitomi, the silver medalist of the women’s 800 meters track event in Amsterdam in 1928.

Monthly Activities

JOA Colloquium: This unique gathering was started in May 2002. Every month, members get together to see Olympic films and then discuss the issues, challenges, techniques, and other topics presented in the films. As of the end of 2007, 66 colloquia have been held. Films shown include Olympia (1936 Berlin Games), Tokyo Olympics (1964 Tokyo Games), Visions of Eight (1972 Munich Games), Sapporo 1972 (1972 Sapporo Winter Games), 13 Jours en France (1968 Grenoble Winter Games), Chariots of Fire, Cool Running, and Miracle.

Olympic Charter Study Session: JOA members started this study session in January 1997. In 2005, the members helped translate the revised Olympic Charter into Japanese.

Ad hoc Activities

Olympic Lectures: Lectures by different JOA members are given for JOA members and non-JOA members. The JOA plans to send more lecturers to different places on the assumption that baby boomers have more time to spend for themselves and that Tokyo's bid for the 2016 Olympic Games will arouse the interest of the general public.

Lectures at Elementary Schools: JOA members specializing in Olympic research are often invited to schools, ranging from elementary to high schools. Upon request, members visit schools to give short lectures about the Olympics, showing torches, photos, pins, and posters.

Publications

JOA Times: The JOA Times is an annual journal to report the activities of the JOA of the past year. We have issued the 31st issue of JOA Times.

JOA Review: The JOA published two issues in print in 2003 and 2005. Due

to economic reasons, the JOA now publish articles of interest featuring current topics on the JOA Website.

Olympic Dictionary: Three editions were published in 1988, 2004, and 2008. The most recently published was written by 46 JOA members including researchers, journalists, medical doctors, etc. As shown in the attached content, the booklet covers a wide range of topics related to the Olympic movement.

Other

University Curriculum: Since 2003, the University of Tsukuba has been conducting Olympic studies classes for students in the general culture program. This course was devised and launched by two JOA directors and many of the invited lecturers are JOA members. A unique feature of this weekly year-round class is that journalists attended the class with the students and reported every week in the newspaper about the class, which attracted substantial attention from general newspaper readers. A total of 1,200 students attended this class through 2006.

2016 Tokyo Olympic Bidding Committee: The JOA brought up the importance of Olympic education with the Tokyo Metropolitan government, which agreed to the JOA's proposal. Olympic education texts for elementary, junior high and senior high schools are being prepared mainly by the JOA members. Olympic education curriculum will be conducted starting this year.

Pocket-Size Olympic Dictionary – The Comprehensive Guide to the Olympic Movement – Published by Japan Olympic Academy, January 31st, 2008

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THE ACTIVITY OF THE KOREAN OLYMPIC ACADEMY

Dr Yang Ja HONG (KOR)

President of the Korean Olympic Academy

Professor of Ewha Womans University, Seoul, Korea

I. Introduction

- The International Olympic Academy movement, as well as the Olympic movement, were introduced to Korea in 1966. The Korean Olympic Academy was officially started on June 23, the Olympic Day, 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 its 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 the better programs of Olympic Education and Olympism.

II. Successive Presidents of KOA

- Han, Yang Soon (Woman)
- Jang, Joo Ho (Man)
- Kwon, Yoon Bang (Woman)
- Sung, Jung Soon (Woman)
- Kwon, Uoon Taek (Man)
- Hong, Yang Ja (Woman: Present)

III. KOA Committee members in 2008

- President: Hong, Yang Ja (Ewha Womans University)
- Vice President: Ko, Sun Hae (Bae Wha Womans College) Lee, Tae Young
(President of 21st C Sports Forum)
- Members
Kim, Kyung Sook (woman: Professor)
Hahm, Jung Hae (woman: Professor)
Bang, Kwang Il (man: Officer)
Shin, Hyun Kun (man: Professor)
Yang, Jae Keun (man: Professor)
Oh, Deok Ja (woman: Professor)
Lee, Sai Ho (man: Professor)
Lee, Chul Won (man: Professor)
Chun, Hae Ja (woman: Professor)
Jin, Hyang Mi (woman: Professor)
Choi, In Ae (woman: Professor)
Huh, Hyun Mi (woman: Professor)

IV. The Mission of the Korean Olympic Academy

The mission of KOA activities is focused on preserving and spreading out the philosophy, mission, spirit and vision of the Olympic movement to all Korean people including citizens, students and so on.

V. Successful KOA Activity (2005-2007)

- Organized a 3-day Olympic education course every year.
- 2005, the 17th KOC Olympic Academy Education Course
Date: December 2-4

A. Topics and Speakers of Education Course

1. The History of Korea Olympic Movement, by Mr Lee, Tae Young (President of 21st Century Sports Forum)
2. Mission and History of Olympic Movement, by Dr Shin, Hyun Kun (Professor of Sook Myung University, Member of KOA)
3. Olympics and Development of National Economics, by Dr Yang, Jae Keun (Professor of Seoul Industrial University, Member of KOA)
4. Olympism Education, by Dr Lee, Chul Won (Professor of Yonsei University, Member of KOA)
5. The History of Paralympics and Korea Movement, by Dr Chun, Hae Ja (Professor of Soon Chun Hyang University, Member of KOA)
6. Special Olympics, by Mr Kwon Ouk (Officer of Special Olympic Korea)
7. Sports for All, by Dr Kim, Kyung Sook (Professor of Ewha Womans University, Member of KOA)
8. The History of Ancient & Modern Olympic Game Events, by Dr Hahm, Jung Hae (Professor of Ewha Womans University, Member of KOA)
9. Presentation of experience for Athens Olympic Games as a Volunteer, by Mr Oh, Wha Sook (Student of Seoul National University)

B. Group Discussion

- Topics: Mission of Olympics, Olympics, Paralympics, Special Olympics
- Group: 5 Groups

C. Other Activities

- Olympic Museum Tour
- Dance Sports (I)
- Dance Sports (II)

- 2006, the 18th KOC Olympic Academy Education Course (Date: April 27-28, 2007)

A. Topics and Speakers

1. The Local Society Development and Winter Olympic Games, by Dr Han, Seung Soo (President of Bidding for 2014 Winter Olympic Organizing Committee)
2. Olympism Education, by Dr Chang, Joo Ho (Member and past President of KOA, Sports for all Committee of IOC)
3. The Plan of Hosting the Winter Olympic Games and International Sport diplomatic power by Mr Yoon Kwang Ro (President of Association of International sport diplomatic power)
4. Olympic Movement and Women and Sport, by Dr Hong Yang Ja (Professor of Ewha Womans University, President of KOA)
5. History and Mission of Olympic Movement, by Dr Shin, Hyun Kun (Professor of Sook Myung Womens University, Member of KOA)
6. Winter Olympic Game and New Governance, by Dr Yang, Jae Kun (Professor of Seoul Industrial University, Member of KOA)
7. Olympic and Media, by Mr Lee, Dong Hyun (Director of KBS Sport Department)

B. Topics of Group Discussion

- Winter Olympic Games and Development of Local Society
- The Education and Spread of Olympic Movement

C. Other Activities

- Recreation Activity
- Dance Sports
- 2007, the 19th KOC Olympic Academy Education Course

KOA organized the Olympic Education course to preserve and celebrate KOC's 60th anniversary to join IOC.

A. Topics and Speakers of 2007 Olympic Academy Education Course

1. A lesson from the 60th anniversary of KOC Olympic Movement
by Dr Chang, Joo Ho (Last President of KOA)
2. Olympism and Education
by Dr Lee, Chul Won (Committee Member of KOA)
3. Olympic Movement and Olympic Academy of Thailand
by Dr Spitr Samahito (President of TOA)
4. Globalization of Sports
by Jung, Jae Young (Reporter of KBS)
5. Olympic Truce
by Dr Shin, Hyun Gun (Member of KOA)
6. WADA Code & TUE / ATEU
by Dr Kim, Kun Yeol (President of Medical Committee of OCA)
7. The Improvement of Sports Diplomatic power in Korea
by Dr Kim, Sang Woo (General Secretary of KOC)

B. Topics of Group Discussion

- KOC and Olympic Movement

C. Other Activities

- Olympic Memorial Museum Tour
- Olympic Park Tour

VI. Successful Effects of Olympic Movement

- Participation in London Olympics in 1948
- First participation in St. Moritz Olympic Winter Games in 1948
- First-ever Olympic Gold Medalist Yang, Jung Mo (Wrestler) in Montreal Olympics in 1976
- Hosting of the Seoul Asian Games in 1986
- Hosting of the 24th Seoul Olympic Games in 1988
- '97 Winter Universiade Games
- '99 Winter East Asian Games
- The 2000 Sydney Olympics in which South and North Korea marched together for the first time in history at the opening Ceremonies.
- Co-Hosting of the Korea-Japan FIFA World cup Football in 2002
- 2002 Hosting of Busan Asian Game
- 2003 Dae Ku Universiade
- Successfully Organized ANOC General Assembly in Seoul 2006
- 2007 Torino Winter Universiade – Korea was ranked as world No.1
- 2007 the 24th Universiade Bangkok – Korea was ranked in the 5th place
- 2007 the 6th Asian Winter Game Chank Chun – Korea was ranked in the 3rd place
- Bidding for International Sporting Events
 - 2011 Dae-Gu IAAF Athletics Championships
 - 2014 In-Cheon Asian Games

VII. Conclusion

- The KOA governmental organization has been preserved and offered the mission, philosophy, spirit, vision, and tasks according to IOA (International Olympic Academy to the Korean people).
- Korean Olympic Committee established the Korean Olympic Academy to a sub-established of KOC from 1977.

- From 1977, the KOA Committee has provided and spread the Olympic Education Course to the Korean people with national base of Olympic movement and Olympism.
- KOA has offered 19 sessions of the KOC Olympic Academy Courses with regular courses and special Courses to educate over 3,000 Olympic leaders to preserve and spread the Olympic spirit and Olympism and to practice their leadership skills.
- Particularly 2007 was a meaningful year for the Korean Olympic committee (KOC) in celebrating the 60th anniversary that KOC became a member NOC, approved by the IOC, at the IOC's annual Session held in Stockholm, Sweden on June 20, 1947.
- KOA organized the 19th KOC Olympic Academy Education Course to celebrate KOC's 60th anniversary to join IOC.
- At the 14th Olympic Games held in London, England, in August 1948, Kim Sung-jip (middleweight category) and Han Soo-Ahn (flyweight category) took bronze medals respectively for weightlifting and boxing. Since then Korea began to be recognized in the international stage.
- The Korean Government was established on August 15, 1948 and the following day Korean NOC was changed from "Chosun" Olympic Committee to "Korean" Olympic Committee.
- Korea's Olympic Movement came into full blossom by successfully staging the 1988 Seoul Olympics which was instrumental in bringing together peace and harmony of mankind through the games.
- Korea during the past 60 years, since its affiliation as IOC member country, has contributed to the advancement of the Olympic Movement by successfully organizing various kinds of international sporting events at home.
- Also, the KOC organized the 21st Olympic Day Run at the Peace Plaza of Seoul Olympic Park on 24th June with over 2,500 participants, including the Olympic medalists and national athletes (to name a few: Hwang Yong-Jo, 1992 Barcelona Olympic Marathon Winner, Lee Kang-Seok and Lee Kyouhyuk, World's Top Notch Speed Skaters, and Woo Ji-Won, popular Korean Professional Basketball player).

- KOC and KOA will try to preserve and spread the Olympic Movement and spirit of Olympism according to the vision of IOA.
- For enhancing and empowering the Olympic Academy education courses, we need to exchange ideas and collaborate with National Olympic Academies in Asian Countries and the Asian Olympic Academy (AOA).

THE INTERNATIONALIZATION OF THE NATIONAL OLYMPIC ACADEMY SESSION FOR YOUNG LEADERS ORGANIZED BY THE NOA OF MALAYSIA: SIGNIFICANT HIGHLIGHTS

Dr Ann Mean LEO (MAS)

Board Member of the NOA of Malaysia

Introduction

Founded in 1994, the National Olympic Academy of Malaysia conducted its first NOA session in 1998. Since then it has conducted eleven sessions. The key feature is the progressive rate of internationalization as seen in the increasing number of international participants in the sessions (see Appendix A).

Significance of the NOA session

The session is an excellent opportunity for young people from all over the world to learn about the Olympic movement and sport, and its values of friendship, peace and solidarity. International participants get to interact with local participants who themselves come from a diverse background of culture and religion. The five-day programme allows participants to take part in group activities and learn through mutual understanding, friendship and companionship.

The following is some evidence that the sessions cater to the interests and needs of international participants.

Lecture topics

- Promoting Olympism
- Creativity and Success in Sports
- Olympic Truce and Fair Play
- The Implication of Doping in Sports
- Volunteering in Sports
- Sport and Ethics

Forum

- Forum with past participants of IOA
- Forum with past Malaysian Olympians

Topics for discussion

- Video session on the history of the Olympics followed by discussion
- Group discussion on selected topics on Olympism

National presentations

- Presentations by international representatives on programmes in their respective countries

Knowing and understanding each other

- Icebreaking “Getting to know you” session
- Teamwork in action group activity
- Local participants rooming with international participants

Introduction to local games and sports

- An experience with traditional sports of Asian countries such as sepak takraw, congkak, kite-flying, top-spinning, silambam, etc., is arranged.

Cultural performance

- International participants play an active role in the performance and showcase special items from their respective countries.

Dinner before departure

- A senior official of the Olympic Council of Malaysia traditionally hosts the international participants to dinner at a restaurant.

Visits after session

- A sight-seeing tour of Putra Jaya, the new administrative capital and historical Malacca, is normally arranged for international participants at the end of the session.

Conclusion

Feedback from participants consistently ranks the opportunity to learn about Olympism together with fellow young men and women from around the world as the most significant feature of the sessions. The NOA of Malaysia is grateful that its annual sessions have gained the support of other NOAs from as far as USA, Europe, Middle East and Asian countries (see Appendix B).

Appendix A

NOA Sessions for Young Leaders held in Malaysia from 1998 to 2008

No.	Session and Year	Date	Malaysian Participants	International Participants	No. of Countries
1	First Session 1998	28 April-1 May	43	None	1
2	Second Session 1999	13-16 April	42	2	2
3	Third Session 2000	2-5 May	34	8	5

SHORT PRESENTATIONS

No.	Session and Year	Date	Malaysian Participants	International Participants	No. of Countries
4	Fourth Session 2001	6-10 March	30	15	14
5	Fifth Session 2002	1-5 April	39	12	11
6	Sixth Session 2003	7-11 April	30	17	14
7	Seventh Session 2004	23-27 February	37	20	17
8	Eighth Session 2005	21-25 March	40	17	12
9	Ninth Session 2006	20-24 March	31	16	12
10	Tenth Session 2007	3-7 April	35	23	19
11	Eleventh Session 2008	19-23 February	29	21	16

Appendix B

List of Countries that have participated in the NOA Session for Young Leaders held in Malaysia from 1998 to 2008:

1 Bahrain	9 Hong Kong	17 Philippines
2 Bangladesh	10 Indonesia	18 Singapore
3 Brunei	11 Japan	19 Sri Lanka
4 Cambodia	12 Korea	20 Taiwan
5 China	13 Mauritius	21 Thailand
6 Cyprus	14 Mongolia	22 United States of America
7 Finland	15 Myanmar	23 Uzbekistan
8 Germany	16 Oman	24 Vietnam

NATIONAL OLYMPIC ACADEMY OF MAURITIUS

Sanjaye GOBOODUN (MRI)
President of the NOA of Mauritius

Introduction

Last year we celebrated our tenth anniversary. Since our foundation on 6th November 1997, we have tried to inculcate the values of Olympism in our young and propagate Olympic Education to the best of our means and resources.

Our activities, like the previous years, have focused on the following:

- **Seminars in Olympic Values with**
 - Coaches
 - Sports Administrators
 - Athletes

- **Art competition**
 - For college students

- **Olympic Fun Day**
 - For children with special needs

- **Selection and Preparation of IOA young participants**

- **Organisation of Olympic Day Run**

All these activities are very well-established and run successfully every year. In this context, I will focus my presentation on two new activities that we managed to launch this year.

New Activity 1

Having learned from IOA and other colleague NOAs, we worked on a School Olympic Kid Club project last year.

I am pleased to announce that we are on the right track and we have already started this project early this year with one school. Here are some details of this new endeavour of the NOA of Mauritius.

The project is divided in different phases as follows:

Phase 1

Contact with participating schools and acceptance of their participation in this project.

- Contacts have already been established with the management of the Schools earmarked for the project and we are pleased with the interest shown by them to implement the project in their schools.

Phase 2

Presentation of the project to the MNOC and subsequently to Olympic Solidarity for appropriate support in the fulfilment of the project.

- We already have the approval of the NOC to go forward with the project as both the President and Secretary General fully support it.

- I am thankful to Olympic Solidarity for supporting this project.

Phase 3

Preparatory tasks by the National Olympic Academy. These consist of the following:

- Selecting an appropriate classroom in collaboration with the school management;
- Undertake interior designing of the classroom with relevant Olympic material like posters, wall paintings and quotations on Olympic values;
- Prepare children with literary activities and/or games to discover the Olympic values;
- Have working sessions with the teachers to initiate them on Olympic education;
- Set up a book corner within the classroom where books, magazines, etc., will be displayed and made available for reference for the school.

Phase 4

Launching

- Official launching with the presence of eminent personalities and media in order to give the project due consideration. This is important, as we want to use this pilot project as an example in order to start it in other institutions as well.

Follow up

- Members of NOA will oversee the project regularly to ensure that it is successfully implemented in the school.

Phase 5

A report from the NOA will be submitted to the NOC and Olympic Solidarity on the outcome of this project. We will then try to implement it in other schools. Our ultimate objective is to create a network of School Olympic Clubs. The NOA will organise a series of the activities / competitions among those School Olympic Clubs related to the promotion of Olympic Education.

New Activity 2

We have also initiated this year to have a regional seminar in Rodrigues Island, which is a dependency of Mauritius. For the first time in their life, the sports people of Rodrigues were exposed to the concept of the Olympic Movement and Olympic Values. They were really thrilled to learn about Olympism and about Olympic Education and our NOA is looking forward to be more present in this island.

Conclusion

The Olympic Games were once called by the late Avery Brundage, long-time president of the IOC, “the strongest moral force in today’s society”. There is more to the Olympic Games than good sportsmanship and fair play. The Olympic Games best illustrate and promote the interaction between the peoples of the world with no regard to sex, race, color, or religious beliefs.

In this Olympic Year 2008, we, as Olympic educators, must encourage, foster, and enhance our efforts and actions in order to maintain this Olympic Cycle and contribute to the building of a better world.

At the level of the NOA of Mauritius we are trying our best, within our limited resources, to continually enhance our activities and make Olympic education as ubiquitous as possible. Thank you all for your support and advice.

PHILIPPINE OLYMPIC COMMITTEE
TARGETS AND PRIORITIES FOR OLYMPIC EDUCATION
AND THE PROMOTION OF THE OLYMPIC MOVEMENT

Marc JOSEPH (PHI)

Member of the NOA of Philippines

Benjamin ESPIRITU (PHI)

Member of the NOA of Philippines

In line with the mission of the Philippine Olympic Committee to, among others:

1. promote the fundamental principles and values of Olympism in the fields of sport and education;
2. establish institutions dedicated to Olympic education, such as the Philippine Olympic Academy;
3. encourage the development of high performance sport at the National, Regional, Continental and World level, as well as foster greater participation and interaction in Sport for All programs;
4. help in the training of sports administrators by organizing courses and ensure that such courses contribute to the propagation of the fundamental principles of Olympism as defined,

the Philippine Olympic Commission (POC) will institutionalize the Philippine Olympic Academy (POA) by:

1. Preparing the academic infrastructure of programs and faculty;

2. Securing the physical infrastructure for the academy;
3. Giving the Philippine Olympic Academy its own corporate identity to ensure continuity, and allow it to get benefits accruing to an institution that has its own separate legal character;
4. Securing a formal linkage with the Department of Education (DepEd) and individual public colleges and universities for the education of the public school students in the Olympic philosophy and ideals;
5. Securing formal linkages with individual private schools and private school associations for the education of private school students in the Olympic philosophy and ideals;
6. Securing formal linkages with government agencies (primarily local government units) for the propagation of the Olympic philosophy and ideals;
7. Running its own courses, and coming out with its publications, on Olympism and sports; and
8. Setting up a grant and funding mechanism that will ensure the financial viability of the academy.

Preparing the Academic Infrastructure of Programs and Faculty

This will entail the preparation of the academic programs of the POA for use in the elementary, high school and tertiary levels. The curriculum of, and syllabi for, short courses to be run by the POA will also be prepared. The administrators and faculty of the POA will be appointed. In line with its thrust to have an academic-practitioner mix of faculty, the persons chosen as faculty members should have the combined theoretical background and practical experience that will enable them to effectively educate the students in their respective subjects. The faculty must also be steeped in the Olympic philosophy and ideals so that they can transmit these to the students both in word and in deed. Distance learning and the use of technology will be inherent parts of the academic infrastructure of the POA.

This activity will take place in the period March-April 2008.

Securing the Physical Infrastructure of the Academy

The POA will initially be housed in Metro Manila. Existing POC facilities will be used and a Memorandum of Agreement will be entered with the Philippine Sports Commission (PSC) for the use of the latter's facilities (classrooms, sports venues, etc.) by the POA.

This will be carried out in the period March-April 2008.

Giving the Philippine Olympic Academy its own corporate identity

The Philippine Olympic Academy will be incorporated and registered with the Philippine Securities and Exchange Commission. Incorporation will give the POA a corporate identity, a corporate life of 50 years, help assure its stability and continuity, and give it the corporate benefits it would not have if it were a simple unit under the POC.

This activity will be carried out in the period March-September 2008.

Securing Formal Linkages with the Department of Education, Individual Public and Private Schools, Private School Associations, Other Government Agencies

The POA will secure formal linkages with the Department of Education and individual public colleges and universities, with individual private schools and private school associations, and with other government agencies, particularly local government units for the purpose of propagating the Olympic philosophy and ideals.

This initiative will be started in March 2008 and will be a continuing activity.

Running its Own Courses and Coming out with its Publications on Olympism and Sports

The POA will run its own courses on Olympism and sports (eg. Managing Sports Organizations; Certification of Technical Officials and Coaches, etc.; Sports Teacher Certificate Programs, etc.). It will likewise have its own professional publications.

The courses are targeted for launch in June 2008, simultaneous with the Philippine academic school year. The first publications are set to be released by the last quarter of 2008.

Setting up a Grant and Funding Mechanism

A grant and funding mechanism will be set up to ensure the continuity and financial viability of the academy. Corporate and other grants will be sourced and academic chairs established.

This initiative will start in March 2008 and will be a continuing initiative.

INITIATIVES PROMOTED BY THE ROMANIAN OLYMPIC ACADEMY FROM 2007 UNTIL NOW

Iulian CONSTANTINESCU (ROU)

Director of NOA, Olt Branch

Aurelia HENDREA (ROU)

Director of NOA, Maramures Branch

The role of sport for a nation is very important for the harmonious development of the youth in the community, showing effects in the complex personality of the youth, adapting them to the needs of society and stimulating their performance.

Starting from the idea that integration into society can become more facile through sport, it is necessary to promote the inter-institutional collaboration for helping the youth in discovering their talents, develop them and exploit their capacities to the maximum.

The activities organized by the Romanian Olympic Academy in the frame of educational system are:

1. Training and information Olympic camps for pupils and students were held in Izvorani, Olympic Center “Sydney 2000”;
2. Summer schools “Education and Olympic information” intended for the educative / training directors, physical education and sport teachers, were held in Izvovani. Coaches and university professors in the field of physical education, and sports people, took part in the purpose of enlarging their knowledge;

3. Compilation and bringing out some educational CDs with Olympic themes – the Olympic education for all ages;
4. Organization of the national cross “Olympic Day Run”, held in Iasi and Sibiu, on June 23rd, 2006-2007. Other races have been organized in 31 cities of the country, the total number of participating runners being about 15,000. They have all received diplomas and T-shirts from the Romanian Olympic and Sports Committee;
5. “The Olympic Colours Relay”, organized in a small village called Sirnea, county of Brasov, on the 23rd June – The Olympic Day, using rhythmic exercises, Olympic symbols and ceremonials. The competition itself consists of a sporting event, a poetry contest and a music contest, held under the motto “Challenge Yourself”;
6. The national contest of literary creation and sport journalism “A Fountain Pen Called Fair Play”, has enjoyed numerous participation from Bucharest and all over the country;
7. The international contest of plastic art “The Olympic Games in children’s imagination”, with a positive echo in the whole country;
8. The sportive, cultural and art contest “The Scholar Olympic Pentathlon”. On 5-8 July 2007, it took place in Predeal, County of Brasov. The activities were included in the national program “Education through Sport and Implementation of Olympic Education among School Students”, with special topic “Clean Sport in a Clean World” – Olympic Educational program among students. The event was organized by the Romanian Olympic and Sports Committee and the Romanian Olympic Academy with financial support from the European Olympic Committees;
9. The annual Romanian Olympic Academy’s scientific work session had the topic “The Romanian Olympic Movement and the role of Fair Play”;
10. We also held this year, during the National Program, open discussions related to violence in sport and there was a series of seminars organized in association with the National Authority for Youth and National Anti-Doping Agency, which was addressed to young athletes;
11. We organized a seminar called: “Sport and media, together forever”

during which children, students and journalists discussed the role of the media and invited sports personalities;

12. In Bucharest, training and information camps were organized for pupils and students from all the country. They came together and we explained them the rules of fair play and tolerance, because “Sport and children” can be a role model for the whole world;
13. We initiated in Timisoara, an educational project to promote fair behavior in schools. The project has the following objectives: the presentation of positive aspects and of all the opportunities obtained through sport practice; a harmonious growth from a psychological, moral and intellectual point of view; promotion of fair play, honesty and positive attitude through sports; principles and Olympic values, fair play – positive and negative examples, respect towards other cultures, peoples and countries; solidarity in competition with sportsmen with special needs; action against violence and doping (theory and practice). Sports personalities who have been selected due to their ethical conduct and their contribution to sport during their sporting career were present. School children generally admire and look up to Olympic medalists in many and varied ways;
14. Gabriela Szabo, Olympic champion in athletics, started a campaign in Bucharest with kindergarden children, teenagers, young families, office people. “Sport for Life” is a social campaign whose objective is to inform and educate the Romanian people towards the importance of sport. At the same time, the campaign wants to highlight the negative consequences of inactivity in health. Therefore, our mission is to create both a sportive education and a sport culture in Romania;
15. In the Olt County, a “Cultural Olympiad” and a “Sportive Olympiad” were organized, starting this year in this important rural locality. More precisely, based on a set of rules, sport events such as: cross country running, scholar Olympic pentathlon, football and others are being organized, as well as artistic, cultural and educative programs which reflect the most important features of the area. The main objective is

to promote the Olympic ideals and the Olympic Movement, attracting a great number of athletes and spectators who will benefit from these events. In all these activities the children are an important segment of our actions. We want to teach them the meaning of being healthy and the ways they can take care of their mind and body. We believe that it is truly important to stimulate children's responsibility towards themselves, so later on they would become responsible towards their community. At the same time, we want to bring these children up with respect for what work and effort means, so that they will be able to respect both winner and loser and know what fair play means.

16. We organized in Bucharest, a round table with participants at the Olympic Games or Olympic Champions. Olympic champions have an important role to play as good examples for youth. They can show them the meaning of a life without drugs, with respect for one's self, the others, the referees, nature;
17. We organized in Sibiu, a photographic exhibition in collaboration with PR China / BOCOG – “New Beijing – One World, One Dream”;

We hope to contribute to the formation of a natural selection base, to the children's passion for performance and, therefore, to building up a new generation of champions. Parents also represent a category of our addressees. We want to explain them the role of sport in the harmonious growth of their children. They are the ones to set a good example for their kids and to encourage them in a sporting activity. At the same time, we believe that sports may be a good way to bring family members closer to each other, to spend more time together and to know each other better.

All the Romanian Champions adhered to these events. We can mention Andreea Raducanu, Olympic Champion in Gymnastics, Gabriela Szabo, Olympic Champion in Athletics, Elisabeta Lipa, Olympic Champion in Rowing, Laura Badea and Mihai Covaliu, Olympic Champions in Fencing, Diana Oprea, World Champion in Fitness and many others. They sustained all activities and showed us that partnerships are very important for success.

We hereby would like to mention that all of the above events received extensive television, radio and press coverage. During this year, many articles on this issue were published in various newspapers.

We all have the responsibility to promote fair play – the winning way and spearhead programs to teach and encourage tolerance in sport!

“OLYMPIC ROOM & COURTYARD”

Create – compete – cherish

Marko STOJANOVIĆ (SRB)

*Author and President of the Commission for Culture and Olympic Education,
NOC of Serbia*

About the Project:

This project was designed as a playground of workshops during the period of winter and summer school holidays, aimed for children aged 6-12.

Just like the Olympic Games, we had a winter edition of workshops called the “Olympic Room” and indoor happenings and the summer outdoor edition called “Olympic Courtyard” or “Olympic Garden” (to emphasize the environmental preservation aspect).

Originally, the “Olympic Room” were several specially designed spaces in the Children’s Cultural Centre in Belgrade, equipped with props for various sports and artistic activities.

The Olympic Room/Garden Team consisted of athletes, artists, educators, animators and special celebrity guests.

We have developed original interactive educational games that liaise between sports, arts and sciences.

The idea was to simply give the kids what they like, mixed with something new, unknown to them or unusual. Let them do things that are forbidden for them at home. Give them knowledge through entertainment. The best way to learn something and keep it as long lasting quality knowledge is through playing. Everyone

likes to play, even very serious people from NOCs, NOAs, IOA and IOC. Don't you?

The sense of exaltation and creativity of a child's play is something we should never forget or abandon in our lives as it drove an ape into becoming a Homo sapiens, it drove Aristotle, Michelangelo, Jessie Owens, Shakespeare, Ronaldinho, Goethe, Sergey Bubka, Mozart, Katarina Witt, Leonardo Da Vinci, Pelle, Einstein, Eisenstein, Johnny Weissmuller, Baryshnikov, Vlade Divac, Spielberg, Abebe Bikila, Neil Armstrong, Nikola Tesla, Karl Luis, Novak Djokovic, Hitchcock, Christopher Colombo, Pierre de Coubertin.

Do not underestimate the power of the child in ourselves and especially do not underestimate our children.

Project Objectives:

- Raising awareness among children on the importance of personality development through sport, culture and education;
- Education about Olympic values and importance of teamwork and fair play;
- Special emphasis on preventing aggressive behavior in stadiums.

Results

The results of evaluation of the "Olympic Room©" became obvious just two days after the commencement of the first event, organized in winter of 2007.

We had planned to involve 150 children from Belgrade but this number was surpassed the second day. In all, during the 7 days, we had 573 participants in the first program. Then we started touring Serbia a little bit, going to schools being invited by sports centers and malls. Now we have more than 10,000 children that went through some of our workshops.

Participants

The first participants were not only from Belgrade; as the general public was well informed through media, parents and teachers brought their children from towns and villages not so close to Belgrade.

The children were mostly within the planned age group, 6-12 years old, but we had 20% of children that were under or above that age. As it was the winter holidays for school children, most of the group visits were from Belgrade kindergartens. Each day we organized visits for 1-2 groups of 10-15 children aged 3-6. The demands by kindergartens were much higher.

The same thing happened during the summer for the “Olympic Courtyard” that was organized just a month and a fortnight before the European Youth Olympic Festival that took place in Belgrade.

This time we also had visits from mentally challenged kids and teenagers.

Media

The media campaign was professionally planned and it started right after the answer we received from the Olympic Solidarity. We had had almost a month of media exposure before the start of the program. Media reports continued during the “Olympic Room”, as well as after that.

We had more than 115 minutes of television exposure, mostly with national broadcast (but also local, cable and satellite), more than 177 minutes of radio coverage and more than 21 units of press clipping for the first event only.

Celebrities

Part of the program was to have celebrities come and play with the children. We had famous sports personalities, actors, singers, journalists and media personalities coming to the Olympic Room & Garden, playing with and talking to children

about fair play, friendship, Olympic values, arts, education, culture, sports and their lives. And we did not ask them to do what they did as professional work, we did not ask singers to sing or actors to act, just to be with the kids, play with them, talk to them and be sincere.

As the president of the Commission for Culture and Olympic education, I am originally an actor and a celebrity myself and it was my task to invite my celebrity friends to the “Olympic Room” so we had 15 famous visitors in the first week.

Program

- a) SportArt© Workshops (Creative-educational activities)
- b) SportArt© Games (Sport-recreational activities)
- c) SportArt© Expo (Exhibitions of children’s creations from workshops and the Serbian Olympic Museum)

Workshops (Create & Cherish):

Make the medal and cup© – applied arts workshop where children had to design and make medals and cups from clay, paint them gold, silver, bronze or other colors. All the medals were made by children and awarded to all the participants, organizers and special guests. The motto was “It is hard to make the medal” (word play – “make” in both sports and artistic meaning).

Pet the nature© – a workshop on environment and ecology. And what better way to learn about environment than learn about pets and play with them. Each workshop had a special guest pet.

No Frames© – video workshop where 8 teenagers recorded the whole event, edited and produced a short documentary titled “Olympic Room”.

Cheers© – a sing and dance workshop to develop non-aggressive ways of sports cheering through dance choreographies and singing instead of fighting in

stadiums or in the streets. All the participants learned to sing the National Anthem and how to behave when receiving a medal, etc.

Say Good Day© – workshop in verbal and non-verbal communication and friendly behavior.

A View in the Room© – a photo exhibition of works done by children attending the Sports Photography Workshop.

Olympic Time Machine – Short interactive history of sports and Olympic Values and Movement in the World and in Serbia.

Olympic Cinema – two short films, one about the history of the Olympic Games, and the other about the Olympic Committee of Serbia.

Sporting Pen© – Sports journalism and creative writing workshop.

Sporting Lens© – Sports photography workshop.

Mime Sports© – Comic mime scenes from different sports (workshop and competition).

EYOF in Belgrade – promotions of EYOF.

SportArt© Games (Create & Compete):

- *Running declamation* – Reciting poetry while running
- *Mime steeplechase in slow-motion* – Dramatized mime of athletes movements and emotional expression
- *Mime Sports* – Comic mime scenes from different sports (workshop and competition)
- *Shooting in color* – Painting with water pistols in color
- *Rainbow Hockey* – Playing hockey with wet painted ball on a white floor
- *Rolling Curling* – Playing curling with “artificial stones” made of wood on wheels
- *Chevalier’s Ring and Hat* – Riding a two-friend chair-like arm grasp and collecting rings with a stick wearing a funny hat
- *Articulation Polygon* – Overcoming different physical and speech obstacles at the same time

- *Singing Ping Pong* – Sing and play table tennis

SportArt© Expo (Create & Cherish):

A View in the Room – a photo exhibition of works done by children attending *Sporting Lens*, the sports photography workshop

Olympic Time machine – Olympic Museum selective expo (posters, medals and props)

Some conclusions:

We were surprised by the interest of the children and their parents in the “Olympic Room©” and “Olympic Courtyard©”. That is also proved by numbers.

When we analyzed the project, as well as the event itself and the results, we came to the conclusion that it is something the young population in Serbia needs and has an interest in. The “Olympic Room©” and “Olympic Courtyard©” are a way of communicating with young people and having them listen to what Olympic values and “way of life” can teach them but also express their thoughts, knowledge and feelings through arts and sports. We have tried to “blend sport with culture and education” as Pierre de Coubertin wrote in the Fundamental Principles of Olympism to lead these young people to “harmonious development of the body, will and mind”.

Ninety-nine percent of these children will never become a first class athlete but they can become a first class audience that will cheer for their team and country in a fair and Olympic manner, “promoting a peaceful society concerned with the preservation of human dignity”, and instead of riots and dead children in stadiums, we will have peace, mutual understanding and spirit of friendship, solidarity and fair play with no discrimination whatsoever. Of course it is an ideal, but it can be accomplished if we start addressing the problem before it develops – if we start working with children now.

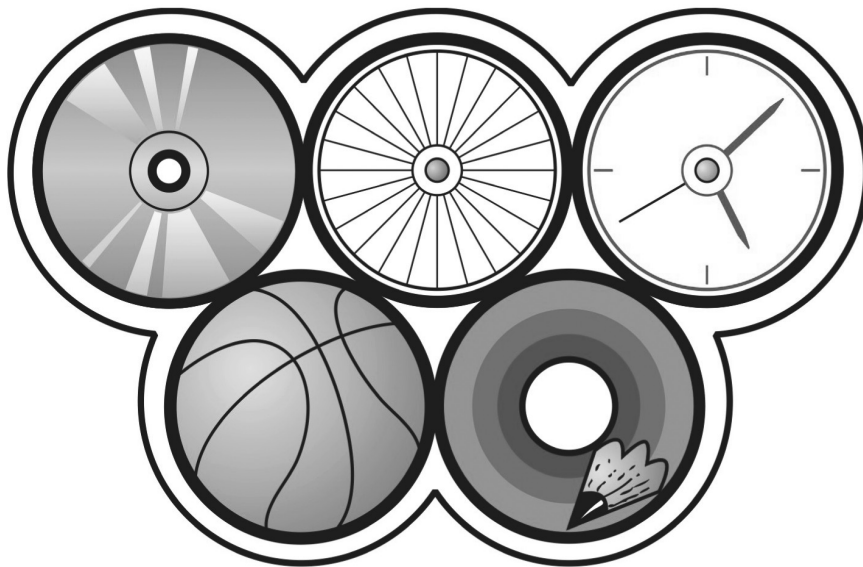
The Serbian society, and especially Serbian youth, is in need of projects, programs and events such as the “Olympic Room©” and “Olympic Garden©”. After all the wars and destruction of the spirit, soul, morale and ethics of many generations, now it is certainly Olympism and its values, ideas and philosophy that can help rebuild our society.

With the help of media, celebrities and professional staff and with the financial help of the Olympic Solidarity, the “Olympic Room©” and “Olympic Courtyard©” was a success that continued a life of its own!

TO EXPLAIN THE SYMBOL AND TO PROPOSE IT TO BECOME AN INTERNATIONAL SYMBOL OF OLYMPIC EDUCATION

Design: Milivoj Kostić

Idea and concept: Marko Stojanović



The Disc (CD, DVD, Blue Ray) – New Technologies

The Wheel – One of the most ingenious and important inventions of humankind

The Watch – Time that can never stop just like the progress of civilization. An example of how all the people in the world can agree (on the way to measure time)

The Ball – Sports and equality of men and women (all the points on the ball are equal as the ball is round)

The Pencil – Written word changed the history of knowledge

PS: Please visit www.youtube.com/markomima and see the film “Olympic Room”.

ATTRACTIVE FORMS OF OLYMPIC EDUCATION
(Knowledge Competitions about Olympism
in the Slovak Republic)

Dr Viera BEBČÁKOVÁ (SVK)

Vice-chairman of the SOA

Dr Terézia SLANČOVÁ (SVK)

Prešov University, Faculty of Sports

Dr Veronika TIRPAKOVA (SVK)

SOA secretary

The Olympic education belongs to the priority tasks of the Slovak Olympic Academy which is the component part of the Slovak Olympic Committee. The yearly organizing of the Knowledge Competition about Olympism for elementary and high schools and for universities that is organized since the 100th anniversary of the IOC establishment (since 1994), is one of the forms of the Olympic ideas propagation among our youth.

In the following table there is the review of the number of the competing teams in particular years.

Year	Competing schools			Competition topics
	ES	HS	U	
1994	-	-	8	Round game
1995	-	-	8	According to the publication Olympic education – knowledge competition
1996	Only regional rounds	Only regional rounds	9	According to the publication Olympic education – knowledge competition
1997	9	8	10	According to the publication Olympic education – knowledge competition
1998	15	3	9	According to the publication Olympic education – knowledge competition
1999	93	76	-	According to the publication Olympic education – knowledge competition
2000	53	48	-	Geography, fauna, flora, Australian history OG 2000 Sydney, World Olympic Movement, OG 1956 Melbourne, Slovak Olympic Movement
2001	96	77	10	Slovak and Czech athletes in the WOG, history of the WOG, WOG Salt Lake City 2002
2002	105	84	-	OG and WOG in 1952, 1972, 2002, The International Olympic Movement
2003	95	-	-	10 years of SOC and SOA
2004	-	70	8	The ancient OG, Athens 1896, Antique Athens and Olympia
2005	app. 30		7	WOG and Italy, WOG, Olympic Charter (Basic Principles, chapt.5/I.,II.,III.)
2006	-	61	8	WOG Torino 2006, Slovak and Czech athletes in the WOG, Olympic Charter
2007	52	-	7	Artistic competitions in the Olympics Games OG on the Asian continent and participation of Slovak athletes
2008	-	45	?	15 years of SOC and SOA Beijing 2008 and preparation of the Slovak athletes for the Olympic Games Olympic Charter

Knowledge competition

High schools 2006

The International Olympic Camp for children and youth (IOCC) that is held regularly every second year is the important activity of the SOA focused on the pupils of elementary schools.

The Slovak winners of the regional rounds of the knowledge competition about Olympism take part, together with their teachers, in the IOCC from the 4th year (2001) of its existence and, within the camp activities, the Slovak final of the mentioned competition is held.

Already the 7th year of the IOCC was held from the 14th to 17th of June 2006, in the Children's Paradise in the Tatranská Lesná, and 27 pupils (9 teams) from elementary schools in the Slovak Republic competed. There were also 12 foreign participants from the Czech Republic, Hungary and Poland in the camp.

The opening of the camp copies the Opening ceremony of the Olympic Games. Its program comprises the spirit of the ancient Greek *Kalokagathia*, the knowledge competition about Olympism and the competitions from different sport and non-traditional disciplines.

From October 2006 the online competition "What do you know about the Olympic Games?" runs on the website of the SOA. 4 rounds have been performed in the school year 2006-07. Every two months five questions are released from the following themes:

1. Ancient OG and Olympia
2. The Olympic Charter
3. Slovak athletes in the OG
4. Slovak athletes in the last OG
5. The most successful athletes in the last OG

All visitors of the website, where the topics are published, can compete.

In the next text we list the questions, that were the part of the written knowledge test in 2007 and the tasks presented to give teachers the opportunity of further education.

1. Choose the artistic competitions, that were performed in ancient Olympia: playing the guitar, competitions of reporters, playing the flute, competitions of trumpeters
2. Who and with what work was chosen for the first medal in the artistic competitions in architecture?
3. Two athletes took part in the OG who also won a medal in the artistic competitions. List their names, nationality, artistic category and which place they took.
4. When was the congress, which reached the decision about the taking place of the artistic competitions in the OG, held?
a) 23-25/5/1906 b) 23-25/5/1909
5. Who is the sculptor of the ancient statue of *Discobolos*?
6. In what sport, and what medal did current chairman of the Association of the Olympic Clubs Anton Šajlen get in the OG 1964 in Tokyo?
7. One of the Slovak Olympic participants won two medals in the OG 1988 in Seoul. State his name and sport in which he won these medals.
8. Where will the equestrian competitions be held within the OG 2008?
9. More than 320,000 applicants register as volunteers in the OG 2008 in Beijing. How many of them will the Organizing Committee of the OG 2008 choose? Answer plus or minus 1,000 persons.

For checking we present the right answers:

- | | |
|---|----------|
| 1. competitions of reporters, competitions of trumpeters | 2 points |
| 2. Monrod Laverierre, Stadium plan | 3 points |
| 3. Alfréd Hajós, Hungary, architecture, swimming;
Walter Winans, USA, sculpture, sports shooting | 6 points |
| 4. a) 23-25/5/1906 | 1 point |

5. Myron	1 point
6. silver medal, football	2 points
7. Miloš Mečíř in tennis	2 points
8. In Hong Kong	1 point
9. 7,000 ± 1,000 persons	1 point

The Olympic Warm-Up (anagrams)

ANTIQUÉ

- retnicuob - Coubertin
- piaolym - Olympia
- arehlta - haltera
- samnigoyn - gymnasion
- boloskidos - Diskobolos
- lual - laurel

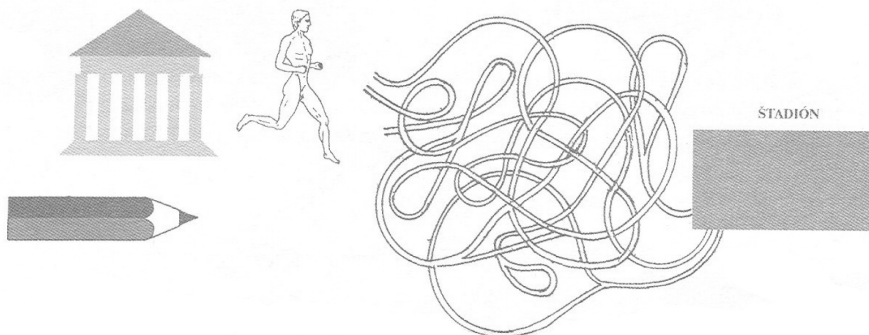
CONTEMPORANEITY

- narae - arena
- itusic, tasiul, sifurot – citius, altius, fortius
- wmigsimn - swimming
- rapwum – warm up

Replacements

- Reorder the letters and you will get the name of the period in ancient Greece. QATUNIE
- Reorder the letters POD GIN correctly and you will get a word that is more dangerous than the alcoholic drink gin.
- If you reorder the letters BUCO NITRE correctly and the letters in the confused telegram CI SI TU – TU SILA – UROS FIT, you will get an interesting name and motto.
- If you reorder the letters TOSIL DIARY correctly, you will get one nice word.

On the picture find the way of an athlete from the House of Zeus to the stadium.



Numerals

- A – the act of competing, as for profit or a prize; rivalry (competition)
- B – a written or printed communication directed to a person or organization (letter)
- C – to spring off the ground or other base by a muscular effort of the legs and feet (jump)
- D – a daily record, especially a personal record of events, experiences, and observations; a journal (diary)
- E – a small, juicy, fleshy fruit, such as a blackberry or raspberry, regardless of its botanical structure (berry)
- F – a source of usable power, such as petroleum or coal (energy)

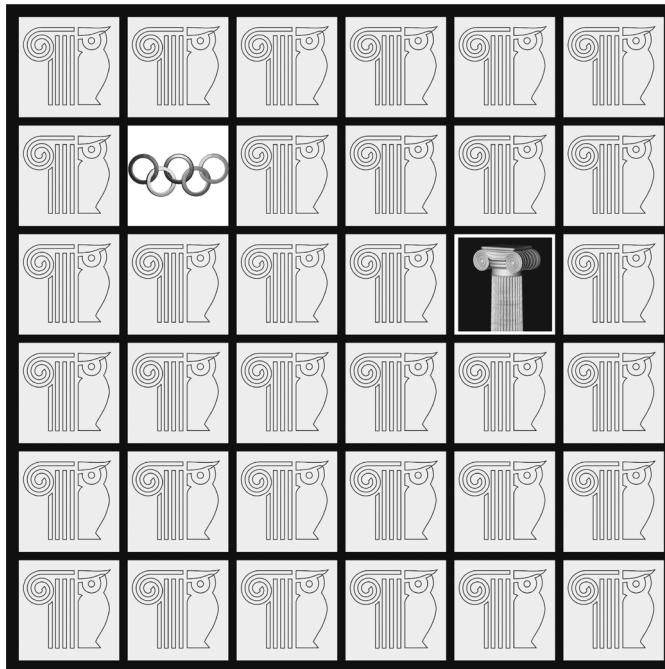
A	9	10		1	3	15	2		16		
B		13			6	4					
C		11									
D	7			14							
E	12	8	5								
F		17									

Fill in the particular letters according to the numbers into the following chart and read the name of an important person

Olympic teaser:

Draw the Olympic circles with one scribble.

Olympic “Mathing the Pictures (pairs)” game



Website worth visiting: www.soa-olympic.sk

On this website you can find the actual process of the SOA and mainly the information about the way to help children into the Olympic education.

THE OLYMPIC EDUCATION PROMOTED BY THE CHINESE TAIPEI OLYMPIC COMMITTEE AND THE NATIONAL OLYMPIC ACADEMY IN TAIWAN

Kong-Ting YEH (TPE)

Ed. D and professor

Committee Member, TPE NOC Education Committee

I. Introduction

Olympic Education has been promoted in Taiwan for about 40 years since the late 1960s. During these years, the Chinese Taipei Olympic Committee (TPE NOC) and the NOA introduced the Olympic ideas to the general public in Taiwan, a fact that made a great contribution to the promotion of Olympic Education here.

II. Contributions of TPE NOC/NOA to the Olympic Education Campaigns

1. International exchanges of TPE NOC/NOA. The first Taiwanese representative took part in the IOA activity from the 1969 IOA Session (the 9th Session), since then TPE NOC has sent representatives to attend the IOA Session successively. Up to 2007, there were 138 Taiwanese attendees in total, who participated in the IOA Sessions. In addition, TPE NOA elite representatives actively partook of various IOA Olympic Education related events which started from the 1970s as follows: Educationist Sessions (12 persons); IF and NOCs Staff Sessions (14 persons); Director of Higher PE (2 persons); Director of NOA Sessions (3

persons); Joint International Sessions for Directors of NOA, Members and Staff of NOCs (10 persons); Joint International Session for Educators Responsible of Higher Institutes of PE (9 persons), and International Seminar on Olympic studies for postgraduate students (2 persons). The above representatives should take the responsibilities to assist TPE NOC/NOA to promote and share their Olympic Education learning experiences to the Taiwanese. Meanwhile, TPE NOC representatives also attended other various NOAs national sessions to exchange the Olympic ideas among each other. The NOAs mainly were US, Canada, Japan, Korea, Malaysia, and Singapore. TPE NOC/NOA also invited experts from IOC, IOA, IF, and various other NOA/NOCs to attend different TPE NOA sessions to introduce, as well as to share, their knowledge related to Olympism.

2. Establishment of Chinese Taipei National Olympic Academy (TPE NOA). Under the leadership and direction of Professor Tang Ming-Hsin, the TPE NOA was established in 1977. Since then, TPE NOA has hosted Olympic academic sessions on a yearly basis. It does not only promote the Olympic Movement ideas to the attendees of each session but also selects outstanding representatives from the participants of each session to attend IOA sessions, making a great contribution to Olympic Education promotion in Taiwan. In 2007, TPE NOA celebrated its 30th anniversary. In total, there were 4,170 participants who attended the TPENOA sessions over three decades.
3. Establishment of Olympic Education Committee. TPE NOC/NOA follows the IOC Charter to set up its Education Commission, which consists of 10-12 members. The meeting of the Commission takes place every 3 months regularly to deal with the affairs of Olympic Education. Mainly, its tasks are to develop the topic for the NOA session of each year, to evaluate and select the elites to attend IOA sessions and other international exchange activities, to set up the marketing strategy related to Olympic Education and to produce publications.
4. IOC important policies promotion and implementation: Every year TPE NOC/NOA introduces IOC important policies, such as the spirit of Olympism, anti-doping regulations, The Olympic Partners (TOP) program, ethics, etc., through its education network successfully.
5. Other important events related to the Olympic movement. Apart from lecturing

sessions, TPE NOC/NOA also hosts active events for Olympic Education, such as jogging events, art competitions, exhibitions, workshops, etc. On average, there are about 30 non-academic events yearly hosted by TPE NOC/NOA in Taiwan.

III. The cooperation of TPE NOC/NOA with various dimensions

1. Public sectors: central and local governments in Taiwan are the main sponsors of PE affairs. Because the Olympic Education campaign is a positive and important promotion of PE, the public sectors always inject financial aids to TPE NOC/NOA to enrich its program and attract more attendees.
2. National Olympic sport organization governing bodies: these organizations have close relations with NOC. Therefore, these two parts have cooperation with each other all the time to host Olympic Education related events for their members and athletes, such as anti-doping, sport ethical issues, and IOC regulations and education, etc.
3. Education institutes in different levels: school system is an important channel for TPE NOC/NOA to promote Olympic Education. Except for encouraging students to attend the NOA sessions, TPE NOC/NOA also develops different Olympic Education programs for Taiwan's different school levels. In addition, under the support of TPE NOC/NOA, there are more and more Olympic research units set up in different Taiwanese higher educational institutions to research and develop the various issues related to the Olympic Movement in depth.

IV. The future Olympic Education in Taiwan

TPE NOC/NOA has a long-term plan to keep on promoting the Olympic Education based on the above-established network. Besides, it also seeks new issues generated from the process of the Olympic Movement to enrich its Olympic Education campaigns, such as women in sports, environment protection, new technology trends, etc, to support IOC's promotion of the Olympic Movement internationally.

**OLYMPIC ACADEMY OF UKRAINE
AND NATIONAL OLYMPIC COMMITTEE OF UKRAINE:
JOINT EFFORTS TO PROMOTE OLYMPIC EDUCATION**

Laryssa DOTSENKO (UKR)

Scientific Secretary, Olympic Academy of Ukraine

It is well known that the National Olympic Committee and National Olympic Academy are to be in the vanguard of Olympic education insemination in the country. The success of such activities depends, on a large scale, on the joint efforts of these two entities, their good will to protect the interests of sport and Olympic movement through Olympic knowledge.

Let me draw your attention to the Ukrainian experience of such joint efforts in 2007.

Due to the initiative of Mr Sergey Bubka, President of the National Olympic Committee of Ukraine, and Prof. Dr Maria Bulatova, the President of Olympic Academy of Ukraine, on 21st March 2007, the National Olympic Committee of Ukraine and Olympic Academy of Ukraine signed an “Agreement on Cooperation” aimed to facilitate Olympic education development in Ukraine. This collaboration is designated to promote the spiritual enrichment of the Ukrainian people, especially young ones, to enhance the maintenance of national cultural values on the principles of Olympism by means of launching educational and cultural programs. The Agreement gives an impulse for the NOA and the NOC to unite their efforts for creation and introduction of educational and cultural programs for the purpose of popularization of Olympism and Olympic sports in the country.

So in accordance with the 2007 program, various joint events were held, of which the most significant ones are:

- International Conference “Human Health, Fitness and Sport for All” (Kyiv, March 15-17, 2007) with 458 participants from 11 foreign countries; and
- Continental Seminar “Olympic Education: Education, Healthy Way of Life, Social Adaptation” (Kyiv, May 17-19, 2007) with 424 participants from 17 foreign countries.

Both of the events were staged under the aegis of the International Olympic Committee and with the financial support of Olympic Solidarity.

That year more scientific events on the initiative of the Academy were conducted and the National Olympic Committee rendered its assistance to regional Centers on Olympic Study and Education, in arrangement with a series of scientific conferences, including:

- International scientific conference “Young Sports Science in Ukraine”, the city of Lviv;
- International scientific practical conference “Sport, Spirituality and Humanism in the Contemporary World”, the city of Donetsk;
- International scientific-practical conference “Health in Life and Sports: Risk Factors and Development Technologies”, the city of Kyiv.

Participation of NOC top level officials, including Mr V. Geraschenko, the NOC General Secretary, in the All-Ukrainian University Student Foreign Languages Olympiad, which is annually conducted by the Academy, is a vivid evidence of that special interest of our NOC in this form of Olympic knowledge implementation among university students.

Owing to the support of the NOC of Ukraine, the leading sports scientists and physical educators – members of the Olympic Academy of Ukraine, were able to take part in many international scientific forums, such as the Regional Summit of ISCPES; the 20th World TAFISA Congress, International Scientific Congress “Modern Olympic Sport and Sport for All”, etc.

Last year members of the National Olympic Committee, together with OAU members, took part in all the sessions of the International Olympic Academy.

In 2007 the NOC established a contest for the best scientific, research and methodical work in the sphere of physical culture and sports in which the leading scientists took part with great enthusiasm. And it was the OAU who was entrusted to do the primary expertise of scientific value of those works.

In accordance with the IOC recommendation, an All-Ukrainian contest “Olympic Sports and Art” was held. The regional branches of the Olympic Academy of Ukraine invited the local Art Schools to take part in this event.

Every year in Ukraine, All-Ukrainian contests in Art and Literature are conducted. That year the theme was “Olympic movement: history and the present time”. There was great response from young artists. 245,491 children had sent their pictures to the organizing committee. The Literature Contest comprised 82,527 essays of schoolchildren from all parts of Ukraine. Jointly with the NOC, a quiz “Connoisseur of Olympic Sports” was launched, mainly directed to schoolchildren. In the regions of Ukraine, the quiz attracted the attention of 310,379 pupils.

The NOC and OAU share the general vision of the development of Olympic education at secondary school and university levels. Inclusion of Olympic themes into school curricula of “Physical Culture” from the 1st to 12th classes and introduction of an optional course “Olympic education” into the curricula of experimental secondary schools on Olympic Education became an impressive index of combined activities of the Academy and the NOC. An educational project, on the establishment of a net of experimental secondary schools on Olympic education, has been developed. At present, there are already 30 such schools throughout Ukraine where the educational process is based on the humanistic ideals of Olympism.

It has become a good tradition here to stage such events as the Olympic Lesson and Olympic Week, All-Ukrainian Olympic Run Day, etc., in all regions of the Ukraine. In 2007, upon request of NOC, the Academy prepared and published an “Olympic Diary” for schoolchildren which was distributed during the Olympic Lesson in September.

In order to provide these educational and cultural activities with a material base, a new edition of a series of educational posters on Olympic themes (4,625 sets) was prepared and published, as well as a third edition of a book for schoolchildren “Your First Olympic Guide” (75,000 copies). On the initiative of the NOC, the book “Your First Olympic Guide” was translated into English and published in 1,500 copies.

This year we celebrate the 170th anniversary of General Olexiy Butovsky. This outstanding Olympic personality was born in Ukraine. He shared Couber-tin’s ideas on the importance of physical education in bringing up younger generations. Butovsky became one of the founders of the International Olympic Committee. He stood at the source of the Olympic movement and was a pioneer in the implementation of physical education at schools and universities in his native country. In 2007, on the initiative of Mr Sergey Bubka, the NOC President, the Olympic Academy of Ukraine began to research the life of General O. Butovsky, whose legacy is valuable for Olympic education development, both in Ukraine and abroad. Now the Academy is preparing a 4-volume edition devoted to Olexiy Butovsky, the first book of which is scheduled to be published in 2008. On the list of the Academy’s publications there is a second edition of a handbook “Olympic Sports”, in two volumes, for specialized higher physical education institutions. An English version will be available, too.

So it is clear that solid partnership between the NOC and the Olympic Academy could facilitate Olympic education development in the country. The shared goal, the shared vision of perspective and mutual efforts gave us a chance to make a lavish contribution in this activity. Anyway the saying rightly says, “The voice of one man is the voice of no one”. We need to search partners to do this noble but very heavy work. And we see that our NOC is the best candidature for this position.

THE CULTURAL AND EDUCATIONAL DIMENSIONS OF THE OLYMPIC MOVEMENT IN ZIMBABWE – THE NATIONAL OLYMPIC ACADEMY OF ZIMBABWE

Tinny Margret MUSWAZI (ZIM)

Director, Zimbabwe Olympic Academy (ZOA)

Introduction

This paper is going to identify the Olympic Movement, lay the foundation for both its cultural and educational dimensions, as well as outline the activities covering the same dimensions in Zimbabwe. Finally, it will draw up a conclusion and lastly, it will make some recommendations for the Zimbabwe Olympic Academy.

Background

The Olympic Movement, the brainchild of Baron Pierre de Coubertin, is made up of the International Olympic Committee (IOC), Organizing Committees of the Olympic Games (OCOGs), the National Olympic Committees (NOCs), the International Federations (IFs), the National Sport Associations, clubs and, of course, the athletes. Its goal, as it is enshrined in the Fundamental Principles of the Olympic Charter is to contribute to building a peaceful and better world by educating the youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of its core values of friendship, solidarity and fair play. Within its mission, the Olympic

Movement aims to promote Culture and Olympic Education. The inclusion of culture in the Games and, therefore, in the Olympic Movement, is not a foreign phenomenon. Rodriguez reminds us that Pierre de Coubertin did not conform only with giving the Olympic Movement an educational facet, but he also urged his cultural vein in the Olympic congresses in 1894 from Paris, in 1897 from Le Havre, in 1905 from Brussels, in 1906 from Paris and in 1913 from Lausanne.

The Cultural Dimension of the Olympic Movement

A review of literature reveals clearly how tremendously the Olympic Movement and its members value culture.

While acknowledging that in the ancient times, cultural events were held at the same time as sporting events, a scrutiny of the history and mission of the Commission for Culture and Olympic Education reveals that culture comes as the second dimension of Olympism, alongside sport. In the Conclusions and Recommendations for the International Symposium on Legacy of the Olympic Games of 1984-2000 (2000), culture was identified as one of the fundamental aspects of the Olympic legacy that could be considered as the basis for its existence and continuity. It was identified as not just one aspect of Olympic legacy, but as the ultimate source of all others. The recommendations highlighted that the games' rituals, torch relay, ceremonies and Olympic symbols could be considered to form part of the cultural treasures of humanity and can be considered as global heritage. It was also said that it is necessary to protect and stress the values of Olympism in the cultural programmes of the IOC, NOCs, OCOG through the cultural Olympiads.

In an interview, Jude Kelly, the chairperson for Arts, Culture and Education Commission at London 2012, disclosed that their objectives are to provide:

- a dazzling and spectacular ceremonial programme which is creatively and impeccably staged,
- unlock Britain's creative wealth and London's reputation as a world cultural capital to celebrate youth and internationalism,

- instill the Olympic spirit through inspiring education.

Kelly also reveals that exciting and innovative programmes have been developed by people from arts, creative and education sectors. Making reference to the origin of the modern Olympic Games, Kelly says, “We strive to address Pierre de Coubertin’s desire for a partnership between sport, culture and education”.

China is going to take the opportunity to show their international visitors the best side of the Chinese people and culture, to achieve a deeper understanding of peoples and cultures from all over the world and enhance mutual respect, trust and friendship. To further this end in its small way, ZOA has embraced the Beijing motto for the XXIX Olympiad of “One World One Dream” for the benefit of the whole populace of Zimbabwe. The ZOA takes a cue from all the above and many others.

The Educational Dimension of the Olympic Movement

The educational dimension of the Olympic Movement should provide an opportunity to study vital issues related to itself.

In an interview, professor Jin Yuanpu (2006), founder of the Humanistic Olympics Studies Centre of the Renmin University of China, emphasizes the importance of Olympic Education and calls it the “soul of the Olympic Culture”. He says that the 2008 Olympic Games will be, among other things, a cultural event. This conviction does not come as a surprise to all in the fraternity or sorority as education was at the core of the Olympics when the “father of modern Olympism” Pierre de Coubertin established the Olympic Movement in 1896.

Zhenliang, Chairman of the Commission of Culture and Olympic Education (2000), says the unity of sport and culture should combine to have an educational effect on the athlete. He also says that Olympism is a combination of sport, culture and education.

Above all, as Samaranch says, “The most effective army that Africa /*Zimbabwe* (italics mine) should use is education.” Again, the ZOA takes a cue from the above and many others.

The Cultural and Educational Dimensions of the Olympic Movement in Zimbabwe

The Zimbabwe Olympic Academy (ZOA), which was started in the year 2002 and became fully operational in 2004, has just gone through a restructuring exercise. From operating from within the Education and Culture Commission and with just the director, the Academy now operates with a chairperson and a steering committee whose members were drawn from strategic sectors of society. Members represent and are responsible for the education/schools, tertiary institutions, media, national sport associations, as well as the corporate sectors. Samaranch (1994) says that our ambition is not to seek to settle the problems confronting our society, but we have the responsibility, in conformity with our fundamental principles, to make a gesture, take initiatives and act according to our means and preoccupations, and in the domain which is naturally ours: hence the formation of our committee. We are therefore quite confident that this structure will be effective as members will be operating in environments familiar to themselves.

The ZOA now expects to benefit from the extensive groundwork that we have done through our pilot project, Houghton Park Primary School, in the past year national sport association and other structures of society. We are now ready to go into more schools with what we believe are proven programmes and activities.

The ZOA Activities

- A combined orientation and planning session is scheduled for the committee for March 2008.
- In pursuit of the goal of the Olympic Movement, of building a peaceful and better world by educating the 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, the ZOA continues to reproduce and distribute the following:
- What Is Fair Play pamphlet, My Fair Play Prayer, Coaches And Olympism,

Olympism – A Must For The Athlete, Ethics In Sport, Olympic Education For Schools, Olympic Education For Uniformed Forces, Women’s Natural Ability To Spread Olympism, and Women in Sport.

- The importance of culture to the Olympic Movement is enunciated very clearly in all its activities ranging from quotations through presentations to speeches. So, to align its activities with those of the Movement and to perpetuate de Coubertin’s vein of it and in pursuit of its promotion, the ZOA has embarked on an Olympic Education programme where culture is a big component. Topics covered under culture are the national anthem, opening, victory and closing ceremonies, respect, and tolerance in addition to the Olympic rings, the truce, the Olympic oath etc. It is important for the ZOA to put emphasis on the national anthem as part of its civic obligation. We have also taken advantage of the diverse cultural backgrounds of the Zimbabwean people to include in the education programme lifestyles and how members of the societies can tolerate and respect each other as is the wish of Yuanpu (2006) who says, on a larger scale, that the Chinese should take the opportunity to show their international visitors the best sides of the Chinese people and culture, to achieve a deeper understanding of peoples and cultures from all over the world and enhance mutual respect, trust and friendship .
- The ZOA pamphlet entitled “Women’s Natural Ability to Spread Olympism” is an idea which is also supported by Samaranch (1999). He says, “The fundamental values which enrich our cultures must be taught by parents who are the first educators, and these continue to be followed at school and in sport clubs ...”. The pamphlet therefore becomes one of our attempts to include other members of society in our endeavours and to persuade them to own the activities.
- The ZOA has started considering involving universities. We are engaging the services of, to begin with, the faculty of Social Sciences in one university to conduct a knowledge, attitudes and practices (KPA) survey on Olympism and Olympic Education in the country. We are hoping the involvement of universities will help in the direction of publications which is still outstanding.

Yuanpu (2006) has stressed the importance of Olympic Education calling it the “soul of the Olympic culture”, and we believe there is no better way to realize this than to involve institutions of higher learning.

- We have developed a library. While patronage has started well, we feel we could still appeal to all you members of the Olympic Movement to support our efforts to stock it up.

Millennium Development Goals

Promote gender and empower women: We have taken to making presentations to women’s national teams, women’s team selections, and women’s tournaments. So far, we have done the national women’s cricket team camp, women’s tertiary cricket selection, women’s Securico Netball Tournament. Topics covered include “The Role of Women in Sport”, “Life Histories of Sports Women” and “How To Survive In Sport”.

Universal primary education: Zimbabwe has started in earnest a “zero grade” programme which is one year of education in a proper school before the year the child reaches school going age (prep school). The ZOA is seriously considering plans to develop a suitable programme for both Olympism and Olympic Education for accessible schools.

Conclusion

This paper has exposed the characteristics and nature of the Olympic Movement as well as the importance of its cultural and educational dimensions. In addition, the paper has highlighted the activities the Zimbabwe Olympic Academy is involved in. Lastly, it has been shown that, like many other countries, Zimbabwe has embraced the millennium development goals, which, while they may not be directly linked to culture and Olympic Education, present a civic responsibility and obligation to the ZOA.

Recommendations

- We are aware that we need to instill in our youths the need for habitual physical activity.
- There is a need for our professional approach.
- There is a need for sustainable programmes and development (Rogge, Fifth World Forum on Sport, Education and Culture).
- There is a need to stigmatize violators of Olympism (Australia, Herald)
- Use exemplary Olympiads, such as swimming sensation Kirsty Coventry, as role models for other youths to strive for excellence.

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Conclusions of the Discussion Groups

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.

ENGLISH-SPEAKING DISCUSSION GROUP 1

The group discussed 3 main issues:

1. The establishment of National Olympic Academies;
2. The role of NOAs in relation to NOCs;
3. Youth Olympic Games.

Arising from the group discussion, the Group strongly recommends:

1. Those NOCs without NOAs be encouraged by the IOA and IOA to establish a NOA as soon as feasible.
2. That the IOC requires all NOCs recognise their respective NOAs as the official educational arm of their NOC.
3. That the IOC requires NOCs to provide the necessary funding and resources to support the work of their respective NOAs.
4. That the IOA act as a channel of communication between the IOC and NOAs with regard to cultural and educational information or alerts sent to NOCs.
5. That the IOA and NOAs closely monitor Youth Olympic Games to ensure the focus is on Olympic education and culture, so that the mission and vision articulated for the Youth Olympic Games is fulfilled.
6. That the IOA considers establishing an international advisory group to further advance the vision and mission of the IOA.

ENGLISH-SPEAKING DISCUSSION GROUP 2

Question 1

What is the importance of art in sports?

Art is an integral part of sports. In fact sport is an art in itself. Sport inspires art. Art as in music and dance produces better performance in sports like gymnastics, synchronized swimming and dressage. Art brings dynamism to sports. Visual arts including cinematography conveys the ideals of Olympism most effectively. Graphic art and sculpture has been the way to record athletes and competition since ancient times.

The Cultural Olympiad is a manifestation of art serving sport and vice versa.

Question 2

Are Olympic Solidarity programs effective?

They are, when they reach the stakeholders, which is not always the case. Unfortunately in too many instances it does not reach the people who need them most. Olympic Solidarity need to find ways to ensure that adequate information reaches as large a number of persons as possible. It must also look into the problem of protecting intellectual property rights. It must be noted that high technology is not the only means nor the most effective means to reach the masses all over the world. Visual images, printed pages and verbal means through radio and TV can still be used for certain countries and regions.

Olympic Solidarity can make it a requirement that all courses must include Olympic education. The core content may be determined by IOA and the NOA fraternity.

Question 3

How can we make greater use of information technology in Olympic education?

Not all countries have the infrastructure and facilities for sophisticated technology. They would rather have traditional and less expensive technology like radio and television that can reach all parts of the country including the rural and less accessible areas. These should preferably be in their own languages.

Materials such as manuals, books, films on Olympic education should be produced and distributed to reach more people throughout the world.

For the developed countries more use could be made of the mobile phone in addition to the Internet.

Question 4

What cultural and educational programs would you suggest for the Youth Olympic Games?

It is suggested that no medals be awarded to the winner. Medals will be awarded to every participant. Every one who participates is a winner in sports as well as cultural events. Every athlete needs to be exposed to Olympic education. It is an opportunity for all activities to reflect Olympic values, ideals and principles. The Internet and mobile phone be used to maximize the impact of cultural and educational programs before and during the Youth Olympic Games.

Past IOA participants be mobilized in country groupings sharing similar cultural backgrounds to assist in the educational programs. It is imperative that besides technical officials, an Olympic education specialist be included as an accredited member of each team.

Question 5

What is the vision and mission of the Cultural Olympiad and who are the protagonists?

The Cultural Olympiad is the opportunity for the host country to showcase its culture and for the participating countries to learn and appreciate other cultures. Whilst there may be contests it will not be judged as in the case of sports performance since cultural activities are more subjective in nature. It should be more for appreciation by young and old rather than for competition. It is suggested that every team be accompanied by cultural performers like dancers, singers, artists, etc.

While the formally organized Cultural Olympiad is at the forefront, it is equally important that the informal local cultural activities are appreciated. The protagonists shall be everyone, active participants during the Olympics as well as the rest of the world via television.

ENGLISH-SPEAKING DISCUSSION GROUP 3

Question 1

What is Olympic Education?

Description

The working group felt that there was a sufficient lack of clarity as to the working definition of Olympic Education (OE) to warrant discussion about what OE meant for each of the participants. It was felt that this clarification of terminology could lead to a common view of the objectives of OE that could have practical benefits. Specifically, it is believed that a clear definition would enable National Olympic Academies (NOA) and National Olympic Committees (NOC)

to be more effective in designing, delivering and evaluating their educational initiatives. Therefore, a working definition may aid in the development of an evaluation framework that would assess initiatives for their promise and their ultimate effectiveness.

Discussion

The following points were raised in discussion:

- Although OE should have a broad reach within society, it should be primarily focused on engaging youth in the Olympic Movement and the principles articulated in the Olympic Charter.
- OE should not be satisfied with mere knowledge transfer, but should strive towards behavioural change. As such, it should promote the ideals of the Olympic Values.
- Despite working in parallel with other educational strands such as value education, peace education, and sport education, OE should be unique. It should focus on the ideals advanced by Pierre de Coubertin and the educational benefits of sport and physical activity.
- Due to the diversity among nations, societies, and cultures fostered by the differing aims/objectives of individual NOAs and NOCs, there will always be a tension between a broad and liberal definition of what constitutes OE and a more exclusionary working definition of OE. This tension is not necessarily problematic, but may make co-operative initiatives and common educational directions more difficult.
- Proposed working definition is:

Olympic Education engages the population with the ideals and values of the Olympic Movement. Its aims are to foster interaction with these ideals that lead to individual behavioural change, greater global unity and increased understanding of the human spirit.

Recommendations

- Allocate time at the International Congress in Copenhagen to come to a working definition of OE.
- Use this discussion as a first step towards the development of an international strategic plan for Olympic Education.

Question 2

How do we make Olympic Education relevant to today's youth?

Description

Since a primary focus of Olympic Education (OE) is reaching youth, the working group examined current social trends and their implications on how OE could be more effectively delivered.

Discussion

The following points were raised in discussion:

- Most countries represented spoke of common trends in youth culture that include an increase in drug and alcohol use, a rise in cynicism, a decline in respect for authority, a growing awareness of media and bias, and a reduction in physical activity levels.
- Possible contributions to these trends were identified as: a) rise in standards of living and the associated pressure on parents to work longer hours to meet rising expectations; b) decline in a sense of community; and, c) decline in affiliation and participation with traditional community groups that lead to a sense of social cohesion.
- Today's youth place increasingly greater importance on working with ideas, communicating opinions and creating social networks. Traditional

educational approaches that emphasize the delivery of facts are no longer engaging to youth.

- Youth want to interact with ideas and have some autonomy and individual direction as to how these ideas are used, expressed, and developed.
- Youth communicate increasingly with New Media technologies that encourage active participation with language and ideas. The “Youtube” and “Wikipedia” generation is changing how information is generated and shared.
- The group felt that the pedagogical directions of the Youth Olympic Games education program held great promise.
- One of the most significant messages that can be delivered is the power of the dream. The Olympic Movement offers valuable role models that can articulate the benefits of pursuing a dream. Olympian visits and personal connections with school children allow youth to experience first hand how dreams can become reality.

Recommendations

- Create mechanisms, processes and programs that give youth a voice in how OE is shaped. Allow youth to determine some of the key content and messaging.
- Place a greater emphasis on critical thinking, and de-emphasize repetitive learning of Olympic Games knowledge.
- Encourage youth to explore the Olympic Games and awaken the inquisitive nature within children.
- Create more opportunities for youth to connect with Olympians in person in a virtual format.
- Explore the use of New Media technologies for OE (mobile phones, podcasts, youth generated resources, etc.).

ENGLISH-SPEAKING DISCUSSION GROUP 4

Questions

In order to work in collaboration to develop, promote and share new developments in Olympic Education

- What can the IOA do better?
- What can the NOAs do better?

Improving communication through use of internet

- IOC/IOA website should contain pictures, logos, posters, etc –continually updated for the next Olympic Games– for all to download;
- IOC/IOA list of educational materials available for download on the internet;
- Educational and other materials from Olympic museums available for download on the internet.

Use of internet, ctd.

- IOC programmes available on the internet;
- IOA (or IOC) website, where all NOCs/NOAs can upload their ideas and programmes with indication of the language of the upload;
- Olympic Solidarity should publish on the internet what everybody has applied for (project name, idea, grant and success rate), so that other NOAs could see what has been granted, and learn from the other's experience;
- Automatic subscription possibility for new/revised programmes on the websites.

Inter-country activities

- Exchange of university level students between different countries. Work on a common project to which they both contribute. Share the reports with the IOA;

- Visits or email exchanges between NOCs/NOAs, exchanging stories, programmes and mentoring and/or twinning systems.

In-country activities

- Better “use” of the knowledge of all participants, who have attended the IOA sessions;
- Inclusion of past and future Olympians in the Educational Programmes.

Improving IOA sessions

- Forums like IOA are good for exchange of ideas and best practices. Put “Best Practices” on the internet;
- Exchange educational materials, preferably on DVDs to be copied here in Olympia. Posters, books, etc;
- Invite the IOC Education Commission to be present at the IOA session for directors of NOAs and NOCs;
- 5 persons of the IOC Education Commission should be recommended at the IOA session for directors of NOAs and NOCs;
- Encourage participation of senior delegates from the IOA to fully attend the IOA session for directors of NOAs and NOCs;
- “Market place” at the IOA session for directors of NOAs and NOCs;
- IOA sessions should add more languages, first of all Spanish;
- Change and perhaps expand the contents of IOA to contain more “how to ...”.

IOA sessions on a practical level

How do you:

- Determine funding sources
- Develop a budget
- Start a new programme
- Start a NOA
- Find practical examples of “hands-on” at the IOA

Get inspired at the IOA to live the dream!

ENGLISH-SPEAKING DISCUSSION GROUP 5

A way to promote Olympic Education

Challenges

- Support/promoting of Olympic ideas
- Support/promoting of Olympic values
 - In the federations, in the clubs ... (internal)
 - In schools, in society ... (external)
- Using a way connected to the history, the traditions and the culture of your country / region

Internal promoting

Ethical code:

- For coaches
- For competitors / athletes
- For children
- For spectators
- For referees, judges
- Officials, medias
- Parents

Common sense

Are the Olympic values common sense?

- Perhaps they should be
- Pierre de Coubertin changed the situation
 - We now have to clarify the Olympic values to the athletes and society
- Role models can perhaps help

External promoting

- Sports history

- Sports memory
- Sports myths
- Role models
- National Olympic myths

Internal & external promoting

The year before every OG:

- Start a new theme, involving schools, teachers, internet, athletes, federations ...
- Set a new goal for education depending on:
 - Where the OG takes place: country / region
 - What characterises the city of the OG

The year after:

- New Olympic stories
- Heroes / role models / myths
- Mistakes
- What can we learn from the last OG
- Planning the next OG

Closing

Making it to the top of the Olymp is a long and difficult journey, but the view is worth it!

Thank you for your attention, seeing you at the latest in Beijing!

Relationship between NOA and NOC at the national and international level

Issue of concern

- Miscommunication
- No regular meetings/consultations
- Lack of Autonomy/independence

- Lack of Infrastructure
- Financial dependency
- Power and Recognition

Recommendations

- President/Director of the NOA should be a member in the NOC executive board
- Need more communication channels between NOA and international Olympic regional organizations
- Direct financial resources to the NOAs
- Budget to the NOA should be clear
- IOC should set guidelines for the NOAs
- IOC member should be with us at this meeting

ENGLISH-SPEAKING DISCUSSION GROUP 6

1. Disability and sport:

- Develop special programs for different groups of hospitalized and temporarily incapacitated children by means of different methods such as: organize “Olympic Games” in hospitals and rehabilitation centres and fair play initiatives etc.;
- NOC/NOA liaise with the government for allocation of save budget line for disabled people;
- Recommend to discuss about double participation of sportsmen with disabilities in Olympic and Paralympic Games.

2. Cooperation of NOC/NOA with Government:

- Olympic Education should be in the curriculum of primary and secondary schools;

- NOC/NOA should have the influence to find the funds in the state budget for sport activities and physical education for children from kindergarten to secondary school;
- To conduct assessment of the national relationship between different stakeholders with the help of external experts (e.g. OS);
- IOC/OS should implement the Educational Programme on continental level for: negotiating skills, relationship management skills and advocacy skills;
- NOC/NOA should be the part of participation, support and decision making process of the adopting the Law of sport.

3. Women in sport:

- NOC/NOA should pay particular attention to the low attendance of girls in sports;
- NOC/NOA should organize specific workshops for families and entrepreneurs with the involvement of women sport personalities. The aim is to share their experience and provide participants with coping skills in order to persuade women to be simultaneously mother/wife/professional;
- NOC/NOA should conduct regular courses for PE teachers on gender equity;
- NOC/NOA should strengthen organizational and management capacities of sport women commissions.

ENGLISH-SPEAKING DISCUSSION GROUP 7

Our sports and values education odyssey

Our Journey

The Art of Sport!

- We together faced three challenging questions, shared our thoughts and inspired you!

- Our answers are not for everyone, but we want to provoke thought, aim better and focus best our effort to promote Olympic Education and Values.
- Open your mind, relax and let your creative spirit run free...

Hard Starts for NOAs

Why are relations difficult between NOAs and NOCs?

- NOA difficulty securing funds from NOC, competing against high performance programs
- NOA has poor or no relations between sports organizations and traditional sport education bodies, government bodies
- Olympic Education projects do not have follow-up programs
- NOAs are not autonomous in some cases, poor reporting so lack of continuity between the human resources of the NOC/NOA
- Countries with small populations, small NOCs have difficulty finding passionate NOA volunteers

Uphill Climbs for NOAs

Why are relations difficult between NOAs and NOCs?

- NOCs must give NOA more responsibility over the Olympic Solidarity programs on the Promotion of Olympic Values
- NOA can be a “Think Tank” for the NOC as it has qualified intelligent and dedicated people knowledgeable in the Olympic movement
- Autonomy of NOAs is desirable, with election of NOA leadership done by NOA directors
- President of the NOA given a seat in the NOC leadership structure – providing the vital NOA-NOC link
- Proper reporting and accountability to make fund sourcing easier
- IOC reminds NOCs about the importance on Olympic Education to mandate NOCs to allocate funds for NOAs

What Works?

What are some of the best delivery methods of Olympic Education?

- NOAs must take more initiatives to get funds from IOC-OS, other funders and make their NOC understand the mandate in the Olympic Charter about the existence of NOAs
- Establishing Regional Olympic Academies (decentralization)
- Publication of books, organization of lessons for children in schools
- The same approach must be used appropriately for higher grades and ages of students
- Olympic Education (including Paralympics) is taught at the universities for sports educators, coaches and managers
- Involve Olympic Champions, show slides and films about Olympians tell stories about their journey to victory, always reminding children that not all will be champions but that they must be conscientious about physical activity and developing their minds
- Souvenirs or diplomas are given to children for their effort as organizers or recognition for good performance and participation – “feel good about myself” – TV coverage of “small events” like this go a long way
- Remind people that nothing comes easy, and that life itself is a competition
- Concentrate on training teachers/facilitators about Olympic Values – they will be the front line in delivering Olympic Education
- Using arts/cultural competition as a means of reaching tertiary level students
- Traveling exhibitions for teenagers and teachers that promote social inclusion
- For pre-teens, the use of story telling, showing videos of “ordinary athletes” about how sport has improved their lives
- Use of school-level Mini-Olympics as a powerful tool, their inclusion motivates educators and teachers
- NOA organization of school-based sports competitions gives participants “first-time”, unforgettable life changing experiences
- Promotion of Fair Play not just in sports but in all areas of society using practical examples, and process the sporting experience to connect it to real life
- Improved visibility for the NOC and the IOC by providing recognition through certification for those that contribute to Olympic Education and Values – a great employment and recruiting tool once reflected in the resume of graduates

- NOA organization of sports activities for senior or “master athletes” as the Olympic legacy can be powerfully transmitted from elders to youngsters, within and between families
- Provision of cash incentives to encourage more participants
- Content of Olympic Education should be the Joy of Effort, promoting a Culture of Fair Play, Tolerance and Inclusion – all this in the context of sustainability and respect of the Environment

Digital Olympic Academy

- IOA Website needs to be re-developed to provide venue to exchange experience and share best practices. It should act as a portal that allows online collaboration, facilitates communication
- Use of cellphones – Olympic ringtones and wallpaper, SMS alerts regarding new world records, winners and even quizzes/contests
- Virtual Marketing – You Tube, Face Book, Blogging
- Establish Database, use of Multimedia embedded in website
- Create “Virtual National Olympic Academy” – use distance learning strategies, Skype, video-conferencing, but human contact is still fundamental
- Video Games – Nintendo Wii as a way of teaching rules, attracting young people and teaching them values as they play electronic sports
- Stronger partnership/collaboration with IT companies

FRENCH-SPEAKING DISCUSSION GROUP 1

1. A National Olympic Academy: for what purpose?

According to the Olympic Charter, which defines their rights and obligations, the mission of the NOCs is to promote the fundamental principles and values of Olympism in their respective countries and, in particular, to see to the creation

of institutions which devote themselves to Olympic education such as National Olympic Academies.

To date, however, we have to note that all National Olympic Committees have not yet established Olympic Academies.

The NOA's mission is to promote the values of sport and Olympism among young people by using sport as a vehicle for culture and education. The NOA is also an essential institution for the development of specific scientific and methodological contents in the field of Olympism.

The idea is not, therefore, for NOCs to create a "convenience" NOA, but to entrust it with its rightful mission and give it the necessary resources for its operation.

We therefore ask the IOC to ensure strict observance of the Olympic Charter and speedy establishment of a NOA by each NOC. NOCs should recognize the NOA's mission and give it all necessary resources for its operation.

Moreover, recognition by the NOC of the NOA's role in promoting Olympism will only be useful if the President of the NOA is invited to represent his institution ex officio at all international events related to Olympism.

We ask that NOA Presidents be systematically invited to participate in all international events on the subject of Olympism.

2. Which should be the relations between the different Olympic institutions, the IOA, NOCs and NOAs?

Relations between the NOA and the NOC:

Relations between these two institutions are not always what they should be. In some NOCs, the flow of information between the two institutions is not always respected.

As a result, NOAs cannot always develop their programs because of their relations with their respective NOCs. All NOAs do not receive from their NOC the consideration and support they are entitled to expect.

Some have even gone so far as to demand their autonomy, but of course administrative autonomy also implies financial autonomy.

Many programs lack the necessary consultation and coordination at the development, as well as at the implementation stage. There is often confusion regarding the role of the NOC's and the NOA's commissions, which are both responsible for Olympic education.

We therefore propose:

A balanced distribution of the role and mission of commissions which are responsible for Olympic education ("political" reflection body) and the role and mission of the NOA (entrusted with the implementation of programs).

In this way, programs will be developed by the NOA and then validated by the above commission and finally approved by the NOC's Executive Board.

For improved cooperation, the President of the NOA (or his representative) should statutorily sit on the NOC's Executive Board and vice versa.

Relations between NOAs and the IOC

These relations should go through NOCs and in this case, it is essential for NOAs and their respective NOCs to be able to rely on total cooperation. However, information communication is not always satisfactory within NOCs.

We ask the IOC to address directly to NOAs a copy of all information pertaining to their missions.

A certain number of NOAs do not have sufficient human and financial resources for implementing some of their programs.

We propose to the IOC, the creation of a solidarity fund provisioned with revenues from the rights to broadcast the Olympic Games and intended to support the implementation of these programs.

Relations between the IOA and NOAs

The IOA should be the NOAs' privileged partner and vice versa. Although we recognize that our relations with the IOA are good, we lack the necessary space for dialogue and exchanges.

Furthermore, whilst NOCs are well represented within the IOC's "Commission for Culture and Olympic education", the same does not apply to their representation within the IOA.

We would wish to see all 5 continents represented within the IOA or, failing that, to have an officially recognized continental association of NOAs in each of the 5 continents.

3. Which should be the communication strategy?

NOAs are conducting many experiments. Some of these programs are innovative and ambitious but remain unknown to other NOAs.

We request the creation of an NOA Extranet allowing exchanges and dialogue among all.

A postgraduate studies program will be proposed at the beginning of 2008/2009 to 25 English-speaking students at Master's Level. It appears that French-speaking students will be excluded for financial reasons (cost of simultaneous translation).

We propose to reduce the number of participants (to 15 instead of 25) in order to release funds and open the program to French-speaking students as well. This would involve translation costs and the recruiting of French-speaking contributors.

Finally, we insistently ask that the official languages of the Olympic Games, French and English, be maintained and that the minutes of International Olympic Sessions be also distributed in French and English.

FRENCH-SPEAKING DISCUSSION GROUP 2

Foreword

Invited to reflect, in the context of Olympism, on culture, education and academic work, the group first agreed on the content of the first two concepts.

It was agreed that the concept of Olympic culture would be considered as a body of knowledge, life experiences and values and the concept of Olympic education as the passing on of this culture.

With respect to Olympic values, the group focused on the trilogy (that cannot be divided) defined by the IOC: excellence, respect, friendship.

With respect to academic work, this is a tool at the service of program design and implementation, communication between different institutions, in conformity with the abovementioned trilogy.

The NOA approach

The thirty-three roles attributed to NOAs by the Session's opening lecture were considered by the members of the group as being an informative list.

Each NOA prefers to develop programs, not necessarily from this list, which it considers appropriate and achievable, within the framework of its objectives, its environment and its human and material resources.

For financial reasons, but also for reasons of greater visibility, NOAs in most cases join Olympic Solidarity programs.

NOA similarities and particularities

Beyond the diversity of their actions, NOAs share similarities that should allow them to develop synergies that would benefit all; on the other hand, a number of them have developed original programs, which could prove to be sources of inspiration and reproduction for others. It was these similarities and differences that the group attempted to emphasize in order to draw up recommendations for operational action.

Similarities, potential synergy sources

- The NOAs' involvement in school education usually includes questionnaires on Olympism for pupils of different age groups, the publication of

handbooks or material aimed at teachers and the development of a wide range of educational resources.

Recommendations of the group: Disseminate to all the material that is already available (or develop a data base on this topic).

Study the possibility of systematically allowing any NOA to reproduce educational material designed and produced by other NOAs.

- The need to reflect on the values of Olympism in a technological, commercial, political and natural environment that is rapidly changing compels us to promote the exchange of ideas in an intercultural setting.

Recommendation of the group: Consider the possibility of creating a review in French devoted to Olympism and its values.

NOA particularities, a source of potential inspiration:

- Educating the families of young athletes on Olympic values (Romania)
- Creating an Olympic sports diploma (Morocco)
- Becoming politically involved through the organization of sports events in conflict zones (Haiti, Senegal, Mali)
- Bringing together through sport former rebels, regular troops and the region's population (Burundi)
- Programs for the elderly (Burundi)
- Actions in favour of the environment (Ivory Coast, Haiti, Burundi)
- Educating national team athletes in Olympism (Senegal, Ivory Coast)
- Sport memory (Senegal, Ivory Coast, France, Mali)
- Training young volunteers at the service of the Olympic cause (Tunisia, France)
- Olympic youth camps (France)
- Olympic Museum (Benin)
- Art contest (Benin, Senegal, Mali)
- Assistance to former champions (Ivory Coast, Senegal, Mali)
- Medals and decorations (Mali, Benin)

Recommendation of the group: Study the creation of an Extranet site devoted to NOAs to present the totality of national programs.

The need for a real resource center, available and proactive

African NOAs feel the need for an institution within which they could exchange views, help one another and act together.

Action: Initiate the process for creating an association of African NOAs that would operate as a resource center for existing and future NOAs.

Wishes regarding the IOA's operation

First of all, the group requested that at the opening of each session, during the first interventions, a report should be presented by the IOA on the extent to which the wishes of the different working groups of the previous session have been taken into consideration.

More generally, it is of the outmost importance that the IOA respects in the work it produces, the IOC's value trilogy (excellence, respect, friendship).



Commemorative photo of a discussion group.

On the use of the French language: French being one of the IOC's official languages, the group wishes:

- To have a French version of the reports of the IOA's sessions;
- That the Master's course be also made available in the official languages;
- That the new Internet site that was announced be available in the three official languages.

Economic considerations cannot put aside the pursuit of excellence, respect and friendship proclaimed by the Olympic movement.

The Group wishes to thank the IOA for having allowed participants to develop the topics of their choice.



Presentation of the conclusions of the discussion groups.



Discussion groups posing for a commemorative photo.

**Closing Ceremony
of the 9th Joint International Session
for Presidents or Directors of NOAs
and Officials of NOCs**

ANCIENT OLYMPIA, 17th MAY 2008



*Participants and lecturers of the Session
are receiving their diplomas during the closing ceremony.*

ANNOUNCEMENT
on behalf of the Association of African National Olympic Academies,
by Ridha LAYOUNI (TUN)

Mr Dean,

We have the great honor to announce to you that during this Session the African National Olympic Academies have decided to convene their Constitutive General Assembly in Tunisia before the end of 2008. We are going to activate the Association of African National Olympic Academies during this year.

So, I am reading to you the declaration of the African countries:

We, the representatives of the African National Olympic Academies, present at the 9th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees (Olympia, 12th-19th May 2008) declare our wish to establish the Association of African National Olympic Academies.

In order to do that, we authorize the National Olympic Academy of Tunisia to organize the Constitutional General Assembly of the Association of African National Olympic Academies in Tunisia by the end of 2008.

Consequently, the NOA of Tunisia is hereby mandated to undertake all the necessary actions before the IOC, the Association of African National Olympic Committees, the Olympic Solidarity, the IOA and the African NOAs for the organization and the financing of this action.

We ask for the support of the International Olympic Academy in order to organize this General Assembly, and I would like to thank once more Greece

and the International Olympic Academy for the organization and certainly for their attention to our National Olympic Academies. I am handing over to you, Mr Dean, this declaration as well as a document regarding the Olympic Education in Tunisia and the programme of activities of the National Olympic Committee during this year.

Thank you very much.

ADDRESS
on behalf of the participants of the Session,
by Dr Fernando BELTRANENA (GUA)

Dear, Mr Dean, dear lecturers, dear fellow participants:

Thank you very much dear friends for assigning me to deliver on your behalf this address for this Session of the IOA.

After attending for so many times this meeting, I know that it is very difficult, almost impossible for the addressee not to be repetitive and use commonplace language. But it is understandable. No matter how many times you come to the Academy in Olympia, the emotions of the first “Olympic Baptism” as Dr Conrado Duràntez calls it, are revived. Every time the encounter with new friends and the reencounter with the old ones, is a very joyful event. When I think that I have heard everything about Olympism, there is something new to learn that will widen my scope of knowledge that will enhance my passion for service through Olympism and Olympic education. We know that it is almost a miracle that we are here, in this place, after the fires of last summer, around the buildings that were short of burning them all. We have to thank Lord for having saved the Academy from total destruction.

On the other hand, we have to think that we are in an Olympic year. The Games of the XXIX Olympiad are around the corner. This calls for our biggest efforts to promote and defend the Olympic principles and values. The perturbators of peace have already attacked one of our more precious and emblematic symbols of Olympism: the Olympic flame, in its way to Beijing. We, the proclaimers of Peace, cannot but condemn such malicious attempts. In this Session we missed two cornerstones of Olympism and Olympic Education, Mr Nikos Filaretos of

Greece and General Juan Carlos Uriburu of the Olympic Academy of Argentina. “Rest in Peace” both of them.

I thank the whole staff of the Academy that has made our stay much more comfortable. Many thanks to all the Lecturers. The amazing bulk of information given has been very valuable. Thank you very much Kostas Georgiadis for your extraordinary leadership. Thank you very much to you all, for being here and for your enthusiasm and passion for Olympism. I am sure that because of your work, in your communities and countries we can have somehow a better World.

I wish you the best of luck and a safe return home.

ADDRESS
on behalf of the lecturers of the Session,
by Dr Denis KRUSHKOV (RUS)

Respectable Mr Dean, dear friends and colleagues from the Olympic Family!

First of all allow me on behalf of all lecturers to thank the Ephoria of the IOA, and, of course, Professor Konstantinos Georgiadis, the Dean of the Academy, for the invitation to give lectures here in Olympia. It is a great honor for us to attend this Session, and we really enjoyed our stay here, and have learned a lot from your very interesting questions, deep thoughts and constructive comments.

Each Session is unique, and this one is not an exception. We gathered here from all over the world, and during the past week shared our experiences in the cultural and educational dimension of the Olympic Movement, about the role of National Olympic Committees and National Olympic Academies in it. At the same time we once again have been convinced what a multi-sided process Olympic Education is:

- how it is developed by different National Olympic Academies,
- what significant role in it belongs to the IOC, IOA and Olympic Solidarity,
- how modern information technologies and films can provide support to it,
- what an interesting history does the Olympic Education have,
- how close sport, art, culture and education are,
- and how this process will be improved during the Youth Olympic Games.

Some of you made excellent reports and presentations about your National systems of Olympic Education, with local peculiarities and merits. Your active

discussions and productive conclusions will be useful not only for everyone who now sits in this lecture-hall, but to the whole Olympic Movement.

We also thank the secretariat and the technical staff for their hospitality, care, and rapidness in solving our problems, and, of course, for launching our Power-Point presentations.

We hope that this closing ceremony is the start of our future relationship, friendship, and collaboration in promoting the Olympic Education all over the World.

In conclusion we would like to express our respect to everybody for the lessons and workshops you gave us, and to wish all the participants safe trips to your countries, to your families, and of course new interesting ideas in organizing the Olympic Education.

Thank you very much!!!

ADDRESS AND CLOSING
of the works of the Session
by the Honorary Dean of the International Olympic Academy,
Assoc. Prof. Konstantinos GEORGIADIS

Dear friends,

Every time I have the opportunity to participate in the Session of National Olympic Academies and National Olympic Committees, I am filled with the same thoughts and the same feelings. I am pleased that once again we were able:

- to renew our friendship;
- to make new friends;
- to admire the progress of each of us and of National Olympic Academies;
- to discuss and reflect on issues related to Olympism and Olympic education;
- to bow to the Olympic idea.

Worldwide respect for the institution of the Olympic Games and the Olympic Idea remains a very comforting fact nowadays. This respect springs from the consistency of Olympism's pedagogical idea that nurtures and develops:

- Free men aware that virtues are acquired through love for what is beautiful.
- Men who respect other men's freedom, which opens the way to civilized coexistence.
- Men who seek to be first, to create and excel. Such ambition encompasses physical and intellectual achievements (music, poetry, history, sculpture,

etc.). This daily fulfilment leads to comprehensive education, fully consistent with the idea of kalokagathia – the perfect human being.

- Men who would like to excel by honest and noble means since their virtue can thus be enhanced. It is a course that takes us away from daily passions and conflicts that are not settled by honest means.
- Men who will give back to society the reward, the “prize” in the form of “achievement”, thus contributing further to its peaceful evolution.

All who love freedom and peace should protect the Olympic Idea. This is the purpose of National Olympic Academies and you are working for this objective.

Allow me to thank you on behalf of the Ephoria of the Academy and its President. I wish to thank, in particular, all speakers for their presentations and the discussion group coordinators. I also want to thank the interpreters and the Academy’s staff for their contribution to the Session’s success.

I wish you all a safe return to your countries and may we soon meet again!

List of Participants

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OF THE INTERNATIONAL OLYMPIC ACADEMY

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