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12th INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

12 - 19 MAY 2013

PROCEEDINGS



ANCIENT OLYMPIA

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INTERNATIONAL OLYMPIC ACADEMY

12th INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

MAIN SUBJECT
OLYMPIC LEGACY

SPECIAL SUBJECT
*OLYMPIC GAMES
AND THEIR EDUCATIONAL CHALLENGES*

ANCIENT OLYMPIA

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**CLOSING CEREMONY
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FOREWORD

The 12th International Session for Directors of National Olympic Academies is established by now as the periodical meeting of Olympic Movement representatives to discuss and exchange ideas on issues related to Olympism and Olympic education. The Session was held in Olympia from the 12th to the 19th of May 2013. The main theme was “Olympic legacy” and the special theme “The Olympic Games and their educational challenges”. The purpose of the Session was to explore and analyse the educational dimension of the Games legacy. The legacy of the Olympic Games to the next generations with respect, in particular, to their educational contribution, remains an important and topical issue.

Eleven lecturers from America, Asia, Africa and Europe attended the Session. The academic level of the proceedings was high. The lecturers had been selected for their long involvement in the research, educational and administrative issues of the Olympic Movement. Moreover, many professors had attended the educational and further training programmes of the International Olympic Academy. 102 participants (73 men and 29 women) from 88 countries took part in the Session. The interest of the Presidents and Directors of National Olympic Academies remained high throughout the Session. Nine discussion groups, 2 French-speaking and 7 English-speaking, were formed. Sustainable development and the educational importance of the Olympic Games led to intense and fruitful debate. The conclusions focused on interesting facets of Olympic legacy.

The concept was analysed and the areas where the National Olympic Academies, in cooperation with the National Olympic Committees, should plan specific policies were identified, with a view to making the Olympic legacy useful and timeless. The Olympic legacy promotes the Olympic values, whereas education and

culture constitute the foundation on which it rests. Participants also explored and analysed the Olympic legacy of cities which hosted Olympic Games in the past.

Jan Coolen and Stelios Daskalakis, representatives of the International School Sports Federation, attended the Session and presented the Federation's work. The students of the Master's Degree in "Olympic Studies, Olympic Education, Organisation and Management of Olympic Events", organised by the IOA in co-operation with the University of Peloponnese, also attended part of the Session.

We warmly thank the International Olympic Committee as well as the Hellenic Olympic Committee for their support to the work of the International Olympic Academy. We sincerely hope that the principles and values of the Olympic Movement may become a constant for peace and respect for diversity.

Prof. Konstantinos GEORGIADIS
IOA Honorary Dean

**Opening Ceremony
of the 12th International Session
for Directors of National Olympic Academies
ANCIENT OLYMPIA, 13th May 2013**



Commemorative photo at the main stairs.

ADDRESS AND OPENING
of the works of the Session
by the President of the International Olympic Academy,
Isidoros KOUVELOU

Ladies and Gentlemen,

I welcome you once again to the International Olympic Academy, in the magic surroundings of Ancient Olympia where it all started, around 27 centuries ago.

Many of you visit this sacred place regularly, but it is certain that each time you discover something new.

This year we are happy to celebrate the 150th birth anniversary of Pierre de Coubertin, the reviver of the Olympic Games and of the philosophy that surrounds them.

It is certainly not accidental that the subject we will be focusing on during this Session: “*Olympic legacy: The Olympic Games and their educational challenges*”, is fully linked to the history of the Olympic Games, maybe not so much from the point of view of the historic events that have left their mark on the Games themselves, but certainly more so on the legacy they have bequeathed to us and the way in which they have shaped our modern Olympic identity.

To what extent has this legacy affected the overall approach to Olympism in modern times? How important is this legacy for the decision making process of the institutions that determine the structure of the Olympic Games each time? How strong is the clash between material profit on the one hand and the commitment to the values and principles of Olympism and its legacy on the other when these decisions have to be made? And finally, how aware are sports fans today of the content of this clash and what Olympic training do they have in order to weigh



Opening address by the IOA President, Isidoros Kouvelos.

the risks involved in a decision that basically ignores major elements of the history and legacy of the Olympic Games?

You will be considering all these questions seriously during this Session.

Just a few days ago, during the ceremony for the 25th anniversary of the Italian Olympic Academy, I had the opportunity to discuss with representatives and friends of the IOC and members of the Olympic family, and to express my deep concerns about the future of the Olympic Movement and the sirens of the materialistic system that surround it. I stressed in all sincerity that if the Olympic Movement has made decisions and plans carried away by expediencies and compromises that do not take into account the history and legacy left to us by the pioneers of the Movement, from Ancient Greece to the modern thinkers, we will find ourselves very quickly in a deadlock situation.

Olympism, which we all faithfully serve, each of us from our own stronghold, cannot survive and play its role in modern society if it moves away from its principles, history and legacy.

How timely Coubertin's thoughts and fears, sound today when he was promoting the development of Olympic education and was asking for a Centre of Olympic

Studies in order to prevent the Movement's deviation from its principles! An institution responsible for research, the philosophy and the Principles of Olympism, the study of the means and methods for the realisation and the application of its ideas in our constantly progressing contemporary world in order to drive Olympism towards a secure direction, in accordance with the social developments of the times, without, however, altering the basic lines of the Olympic ideals.

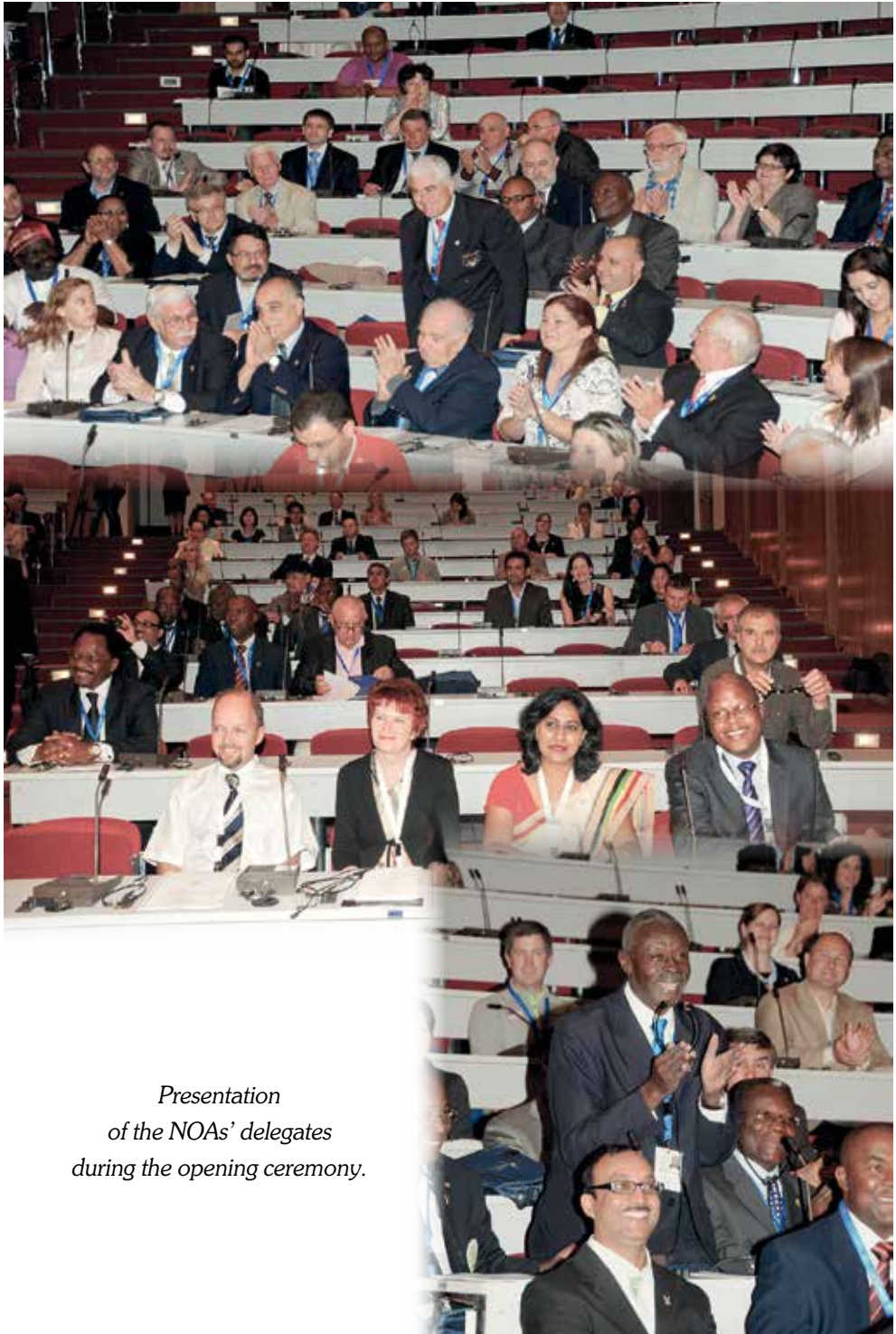
The IOA today, in full cooperation with the National Olympic Academies, can turn this vision into reality. Regarding the first pillar, the development of Olympic education, we believe that we are on the right track, particularly these last few years. Now is the time to take careful steps in creating the second pillar of its action that focuses on research.

The challenges we are facing are many and interesting. In order to achieve the objectives of the IOA's new course in the coming decade, we need to take measures for enhancing its physiognomy, both at international level and within our country, which has the honour of hosting it. By building appropriate facilities and with the support of the co-workers, whom we hope to attract and who will be researching the practical implementation of the principles of Olympism at international level, taking into consideration the different cultures that coexist within the Olympic Movement, we are certain that we can lay the foundations of a new structure that will effectively support the work of the IOA.

The legacy of the Olympic Games that follows each edition is an essential element for the study of Olympism since it contributes to the identification of the various local and cultural distinctive features of every people, which compose the Movement's universality.

I am convinced that this year's Session and your discussions on the highly topical subject that was chosen for this year will be the starting point of a new path that you need to follow in order to upgrade the role played by the National Olympic Academies within the Olympic Movement.

I wish you a pleasant stay and fruitful days of work for the benefit of Olympism, your National Olympic Academies, the International Olympic Academy itself and for a stronger role of the IOA within the Olympic Movement and Olympic education.



*Presentation
of the NOAs' delegates
during the opening ceremony.*



*Laying of wreath
at the Pierre de Coubertin
stele.*



*Laying of wreath at the Carl Diem and Ioannis Ketseas monument
by representatives of the participants and lecturers of the Session.*



Guided tour at the archaeological site of ancient Olympia.





Works
of the 12th International Session
for Directors of National Olympic Academies

Lectures

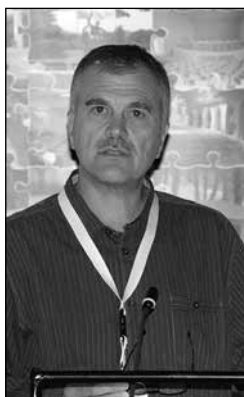
- The opinions of the lecturers do not necessarily reflect those of the International Olympic Academy.
- Out of respect for multiculturalism and diversity of scientific research, we do not intervene in every lecturer's personal way of presenting his/her bibliography and footnotes.



From the works of the Session.



SUSTAINABLE SPORTS LEGACY: OLYMPIC ASPIRATIONS



Dr Vassil GIRGINOV (GBR)

*School of Sport & Education, Brunel University,
London, UK*

Introduction

The London 2012 Olympic and Paralympic Games have firmly established the concept of legacy as central to the Olympic Movement. What is more, Olympic, and sport legacies in particular, have been rationalised, codified and framed as a process of social change and certain deliverable and measurable targets. Relevant monitoring and evaluation processes were also put in place to ensure that the evidence needed to inform further policy decisions is collected. Antecedents of the 21st century legacy thinking can be found in the early writings of Coubertin, in debates at Olympic congresses and in various initiatives proposed by hosts of the Olympic Games, but London has consolidated those past developments into a more coherent concept.

The 2012 London Games have made another important lesson very clear: Olympic sport legacies are not given but socially constructed. Hosting an Olympic Games does not automatically bring sporting legacy to the host city and country, rather these have to be strategically planned and leveraged.

This paper discusses the planning and delivery of sustainable Olympic sport legacy, by drawing mainly on the author's work around the London Games over

the past five years. In order to do that, firstly, the paper analyses the evolution of the legacy concept. It then examines the meaning of sustainability and its relation with legacy and the Games, and finally, the delivery of sustainable sport legacy is discussed in the context of the London 2012 Olympic and Paralympic Games.

The concept of legacy

The roots of the concept of legacy can be traced down to the philosophical underpinnings of Olympism and its practical manifestation, the Olympic Games. The Olympic Games and the philosophical anthropology, on which they are premised have been conceived and promoted as a developmental project. This project is based on normative ideas about what constitutes the ideal citizen, calls for creating the institutions designed to promote it, and prescribes the main instruments for achieving its ideals.

The modern Olympic Games can be seen as the first major international sports development project. They emerged as a reaction to the dissatisfaction with the process of capitalist accumulation and the poor fitness of youth experienced by the founders of the modern Olympic Movement, in particular Baron Pierre de Coubertin. Coubertin was disillusioned with the growing internationalisation of life, with its emphasis on material culture, and proposed an educational doctrine to counter this negative trend. Sport was the central tool in this doctrine and was charged with a number of social functions including, among others, building young people's character and promoting inter-cultural understanding. But Coubertin (1911, p. 61) was also concerned about the role of the Games in leaving sporting legacy and observed that: "It would be very unfortunate, if the often exaggerated expenses incurred for the most recent Olympiads, a sizeable part of which represented the construction of permanent buildings, which were moreover unnecessary – temporary structures would fully suffice, and the only consequence is to then encourage use of these permanent buildings by increasing the number of occasions to draw in the crowds – it would be very unfortunate if these expenses were to deter (small) countries from putting themselves forward to host the Olympic Games in the future".

The growing popularity of the Olympic Games and the role of sport, as an

effective means of educating, training and entertaining people, have been recognised by political regimes from all persuasions – from capitalists to dictatorships and communists – who have tried to appropriate the Olympic ideology in order to advance their visions of the world and particular forms of citizenship (Senn, 1999, Hoberman, 1984).

However, over the past 25 years, five principal interrelated events were largely responsible for the evolution of the legacy concept within the Olympic Movement: the development of the concept of sustainable development by the United Nations in 1987 and the related Human Development Index; the Rio Earth Summit in 1992, which adopted the Agenda 21 sustainable policy and the resultant Olympic Movement Agenda 21 in 1992; the environmental disaster produced by the 1992 Albertville Winter Olympic Games; the moral crisis of the IOC in 1999, which led to developing a code of ethics and a drastic revision of the Games bidding process; and, in the global context, the redefinition of the role of the local welfare state with its emphasis on place marketing and a move from collective or social consumption to urban growth and urban regimes, which become the main driving force behind cities vying to host the Games (Girginov & Hills, 2008).

Although Games-impact analyses were carried out as early as the 1988 Calgary Games, the first concerted attempt to ‘interrogate’ Olympic legacies was made in 2001 under the International Olympic Committee (IOC) stewardship. The IOC international legacy symposium proposed the following definition of legacy: “the Olympic legacy referred to at the Symposium is multidisciplinary and dynamic – changing over time – and is affected by a variety of local and global factors. Therefore, whilst being difficult to define, it is a local and global concept, existing within cities, regions and nations, as well as internationally. Moreover, it is fundamental in the understanding of the mission of Olympism in society” (IOC, 2002, p. 2). As a result, in 2002, the IOC began framing the concept of ‘legacy’, which, together with the concept of ‘sustainable sports development’, has become an essential part of the IOC and the Organising Committee of the Olympic Games (OCOG) vocabulary. The IOC, among other things, amended the Olympic Charter to include a particular reference to the creation of positive legacies from the Games and the promotion of sports for all in the host country: “to promote a positive legacy from the Olympic Games to the host cities and host countries” (IOC,

2007, p. 15). The International Paralympic Committee (IPC) also followed closely but its understanding of legacies is much broader and outlines details concerning planning for legacy and measuring their impacts. In addition, the IOC developed the Olympic Games Impact (OGI) project, which requires host cities to undertake a comprehensive longitudinal study designed to measure the economic, social and environmental impact of the Games. A sociology of mega-sports events and their legacy also started to emerge.

Olympic legacies have been variously conceptualised (Girginov & Hills, 2009, Holden et al, 2009, MacAloon, 2008, MacRury, 2008, Preuss, 2007, Roche, 2009, Dixon et al, 2011). However, most commentators agree that apart from the positive energy, creativity and long-term infrastructural improvements which the Olympics can bring to the host city and country, the Games serve as a source of negative development as well. As Preuss, (2007, p. 211) commented “irrespective of the time of production and space, legacy is all planned and unplanned, positive and negative, tangible and intangible structures created for and by a sport event that remain longer than the event itself”. It is this tension between what is being done in the name of legacy, for whom, at what cost and to what effect that turns Olympic legacy into a governance issue, which goes well beyond the field of sport and becomes a central element of democratic polity. The evolution of the legacy thinking has also suggested that legacy is not a retrospective concept, but a prospective one concerned with shaping the future. As with other economic development models, the idea of Olympic legacy emerged as a means to re-direct and expand the growth of the Olympic Games. Despite its controversial and ambiguous nature, the concept of a sustainable Olympic sports development legacy is very appealing because of its seeming ability to combine the practical and policy-relevant with the scientifically respectable.

Sustainable sports legacy development

Increasingly, Olympic legacy discourse and practical policies have been framed within the notion of sustainable development and its corollary of sustainable sports development (Frey et al, 2007, Furrer, 2002, Holden et al, 2008, IOC, 2009, Smith, 2007). The former places the legacy of an Olympic Games within

the wider social and economic context of the host city and country, while the latter looks at the effect of this mega-event on sports participation and the overall development of the national sports system. Sustainability has become a global attractor and a point of directionality (Mol, 2010), which brings a whole new dimension to the conceptualization and delivery of mega events legacy and turns it into a governance issue. This is because at the heart of sustainability is an expressed concern with meeting the needs of different people while distributing social and economic benefits equally and fairly across society (Dressner, 2003). As Boron & Murray (2004) noted, sustainability represents a paradigm shift in reconfiguring the balance between the three environmental, economic and social domains in decision making. However, as Short (2008, p.332) remarked existing analyses suggest that the distribution of costs and benefits is regressive with most of the cost borne locally, especially by the more marginal urban residents displaced to make way for the Games, while most of the benefits accrue to local elites and a global media market.

Similar to the Olympic Games, sport development also represents an inherently normative project carried out in the name of certain goals. Typically, sport development projects prescribe how a particular form of intended development is to be achieved and what its outcomes should be. Sports development has been defined as “a process of inspiring and engaging people, while learning and creating opportunities for participation in sport and enhancing personal and social well-being” (Girginov, 2008, pp.282-3). Sports development, therefore, is not a static goal but an ideal and a moving target, and turning it into a legacy presents a number of political and management challenges.

Sustainable Olympic legacy is an ambiguous concept, as it tries to satisfy the Games’ insatiable drive for faster, higher, stronger (growth) while delivering equality, solidarity and accountability across all sports and groups around the world. Sustainable sports development is neither a state of the sports system to be increased or decreased, nor a static goal or target to be achieved. Sports development concerns a process of construction, destruction and maintenance of opportunities for people to participate and excel in sports and life (Girginov, 2008). Sports participation patterns around the world illustrate this point and reflect an evolution of ideas, changing organisational forms, delivery systems and perfor-

mances. Sports development visions, therefore, represent ideals that come from ethics and values we hold that are indeed non-quantifiable. Improvements in our understanding of the social and economic environment in which sports development occurs affect the goal-setting approaches and interventions we choose. Thus, sports development visions inevitably involve a process of social learning. This renders sustainable sports development into a construction process aimed at creating value but with an unknown end point. It also places local actors centre stage, as any meaningful vision of change in individuals, communities and organisations produced by sports has to be derived from local symbols, knowledge and behaviours.

As in the case of other economic development models, over the past century, the Olympic Games have grown immensely in size and complexity. This has threatened their sustainability. The issue, therefore, becomes how to reconcile the apparent concentration created by a 16-day festival, held in a city or, in the case of London, merely in one part of it, involving huge infrastructure and operating costs, with the tenets of sustainable development advocating the sharing and dispersion of social, economic and environmental impacts across time and space for the benefit of all.

Delivering sustainable sporting legacy: The London 2012 ambitions

A central plank of the London 2012 bid was that the Games will be used to promote sports participation across the country and for all groups. Both the bid committee and the UK government, as a major stakeholder in this project, promised to use the Games to inspire the country's people to become more physically active. This is the most ambitious project in the history of the Olympic Games in terms of both its scope and level of change, as, in order to be implemented successfully, it has to address not only people's behaviour but also deeply rooted social structures and relations. But the sport legacy ambitions of London expressed in its 2005 bid document have evolved over many years of experience and deliberations.

*Table 1. Evolution of the London Olympic legacy thinking
(Girginov & Hills, 2008)*

Olympic bid	Birmingham 1992	Manchester 1996	Manchester 2000	London 2012
Image of city	UK principal sport city	Powerhouse of British industry	Powerhouse of British industry	A diverse, creative and vibrant city devoted to sport
Main theme	Games back to athletes	Driving the dream	Commitment, Capability, Continuity	Games that make a difference
Vision of legacy	Local/regional development No reference to sport participation	Local/regional development No reference to sport participation	Local/regional development Post-Games use of sport facilities	UK-wide Leaving a legacy for sport in Britain
Projected cost	£700 m	£620 m	£1,3 b	£4,0b

Table 1 shows the evolution of the legacy thinking in the four consecutive UK attempts to host the Olympics. The word ‘legacy’ does not appear in any of the previous bid documents, and, as can be seen, the concept of legacy has expanded from ideas for local and regional developments to UK-wide and international effects of hosting the Games. The conceptual, political, economic and logistical challenges which this undertaking presents have been enormous and have created a number of tensions. In answering the question ‘what we mean by legacy?’ the then Secretary for Culture, Media and Sport (DCMS) and Olympic Minister Tessa Jowell explained: “the ‘legacy’ of the London 2012 Games refers to the imprint they leave. It is therefore not just what happens after the Games, but what we do before and during them to inspire individuals and organisations to strive for their best, to try new activities, forge new links or develop new skills” (DCMS, 2008, p.8)

London legacy ambitions were subsequently turned into a political promise by the UK government in a document entitled ‘*Our promise for 2012*’ (DCMS 2007), which was spelled out in an 84 page action plan (DCMS 2008) detailing what needs to be done to achieve those deliverables. For example, promise three, “making the UK a world-leading sporting nation”, envisages putting in place a range of institutional and normative arrangements before the end of 2008 in-

cluding 225 competition managers, 5 hours of high quality sport for all 5 to 16 year-olds in England and 450 disability multi-sports clubs (DCMS 2008, p.21). Further ambitions set out to get people more active by helping at least two million more people in England be more active by 2012, and to aim for 4th in the Olympic medal table and at least 2nd in the Paralympic medal table in 2012. In 2009, a dedicated document '*A Legacy for Disabled People*' (DCMS, 2009) was also produced.

The idea of Olympic sport development legacy represents a policy project and a discourse, which was clearly recognised by the UK government. Within two years of being awarded the Games, the London 2012 scene has witnessed the emergence of a burgeoning amount of sustainable Olympic sport legacy producers and enforcers. In addition to the main legacy actors (e.g., IOC, LOCOG, DCMS, Sport England) there are a range of other legacy-inspired agencies in all thirty-three London boroughs, and many other specialised regional and local Olympic legacy units and strategies. Those agencies have produced a significant number of legacy visions and have been involved in mobilising substantial material resources and public energy for their implementation (Girginov and Hills 2008). These visions and the processes through which they are perceived to materialise are not necessarily consistent across organisations, but reflect a range of concerns, priorities and interests.

However, the Olympic sport legacy visions suggested by the Labour government in 2007 were replaced by a new set of ideas by the new Conservative-Liberal Democrat Coalition (DCMS, 2010), articulated in the '*Places People Play*' policy document. In short, the main objectives of this strategy are to invest £150m in iconic & inspired facilities and protecting playing fields (i.e., Places), to help young people up to 25 years of age to get coaching experience through the Sportivate programme, as well as putting in further £4m to develop volunteers (i.e., People), and to encourage some 100,000 adults to try Olympic and Paralympic sports through the Gold Challenge initiative (i.e., Play).

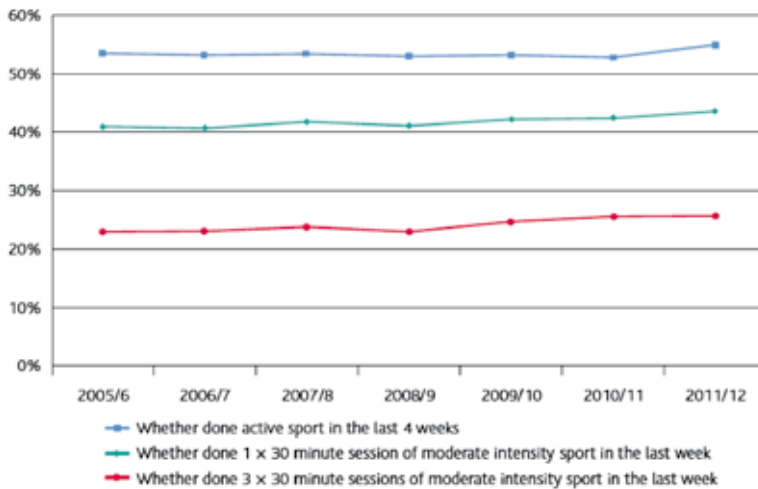
The construction of London Olympic legacy therefore, provides a new policy space where old and new actors interact in order to negotiate the meaning of legacy and how particular visions of it are to be achieved. The involvement of the UK Government in shaping the legacy of the 2012 London Games provides an

informative example for the governmentalisation of new spheres of state activity. Thus, understanding the sport legacy of the Games becomes increasingly complex as it involves attending not only to issues such as changing people's attitudes to sport, creating infrastructure, programmes and opportunities for participation, and winning medals, but the relationship between these elements and the governance arrangements of the process of achieving those legacies.

Sports development represents a unity of construction and deconstruction of opportunities for participation. Therefore, we need to ask not only what the new promised investments of £450m (2012-2016) in sport made by the government will do to sustain the legacy of the Games, but equally, what have been the effects on sport legacy of abolishing in 2010 the well-funded and successful Youth Sport Strategy by the same government.

Longitudinal data on sport participation in the UK suggest that there has been a modest increase, but it has been mainly in those groups who have already been active (Figure 1). However, it is debatable whether those increases can be attributed to the Olympic Games. As figure 2 shows the funding for sport in the UK has not increased over the past six years in the run up to the Games.

Figure 1. Adult sport and physical activity participation (in England)



Source: Sport England, 2012

Figure 2. UK sport funding (£ millions)



Source: Sport England, 2012

However, the sport legacy of the Games varies across different sports. For example, British cycling was successful at the Beijing 2008 Games with 14 medals but the elite success did not translate in any gains in sport participation (Table 2). But London 2012 had a significant impact on the sport of cycling in the UK: 12 medals were won including 7 gold in the velodrome (average spend per cycling medal - £2.2m compared to Team GB average cost per medal - £4.5m) and 50,000 new sport volunteers were recruited.

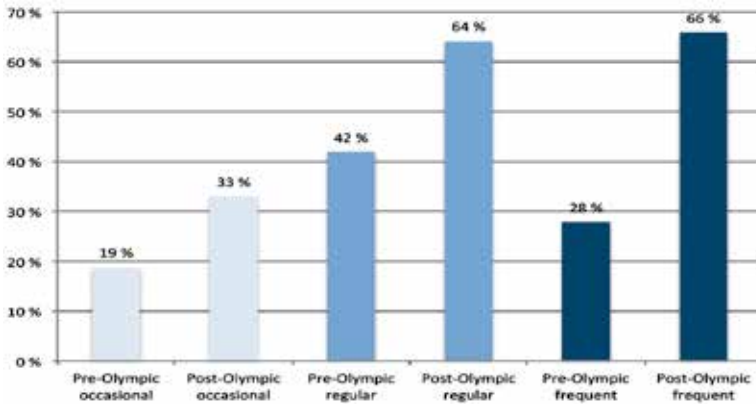
Table 2. Selected sports and their relations with the Olympic Games, Team GB success and adults sport participation in the UK

Sport	Boxing	Cycling	Football	Handball	Swimming	Volleyball
On Olympic Men	1904	1896	1900	1972	1896	1964
Programme Women	2012	1984	1996	1976	1912	1964
Olympic revenue %	63	17	0.3	23	16	n/a
Day cost organise \$US	68 493	128 359	276 788	78 946	309 319	97 871
TV coverage- No hours	477	399	746	366	884	1003
National Federations	190	158	196	147	190	201
Articles No	300	546	633	176	1425	248
Countries with medals	44	54	6	6		6

Sport	Boxing	Cycling	Football	Handball	Swimming	Volleyball
TGB medals Beijing No	3	14	0	0	6	0
UK participation 2009-2010-30 x 3/week	No change	No change	decrease	n/a	decrease	decrease

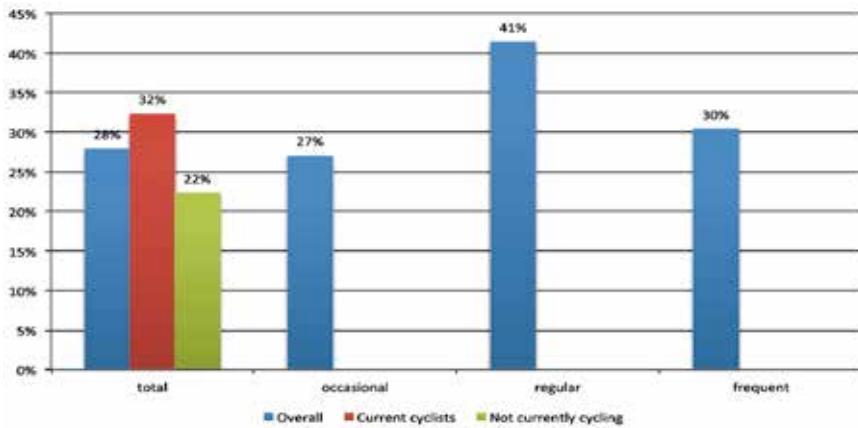
Source: Girginov, 2013a

Figure 3. The Olympic effect by segment before and after the Games



Source: Grous, 2012

Figure 4. The Olympic effect on bike and accessory purchase



Source: Grous, 2012

Figures 3 and 4 show the Olympic effect on participation in cycling and, as can be seen, there has been an increase of nearly 30%. However, under closer scrutiny it becomes clear that this increase was down mainly to active cyclists doing more rather than new people taking up cycling.

A recent study by Mahtani et al (2013) confirmed that here is little evidence that international elite sporting events such as the Olympics leads to increased participation in physical or sporting activities at the population health level. The study also found no evidence, in particular, relating to the Paralympic Games. What is more, there is a positive correlation between failure to win Olympic medals and reduced funding for sport. When the British swimming team came back from the 2000 Sydney Games without medals, its funding was cut by £13m. The funding of UK athletics was similarly cut after the 2004 Athens Games for 'failure' to achieve the target of five to seven medals; 'only' three gold medals were won. The punishment of UK athletics was twofold – a reduction in funding of £1,100,000 for elite athletes for the period 2005–09, and a cut by Sport England in developmental programmes in 2005–06 – from £2m to £1.35m. Similarly, basketball, handball, wrestling and table tennis will all receive no funding between 2012 and the Olympics in Rio in 2016 for failing to meet their targets in London. The key point is that not only hosting and participating in the Games, but also winning Olympic competitions has become critical for sustaining sports development nationally. Constant winning, however, is not sustainable across all sports and nations, but only in the case of some; thus, the problem of legacy is accentuated. This observation is supported by a post Games report by the Sport and Recreation Alliance which concluded that: "If the interest around participating in sport and recreation is ever to translate into reality, clubs will undoubtedly need help and support to develop their offer, along with access to facilities that can cater for all, and it's worrying that these foundations weren't laid sooner" (Sport and Recreation Alliance, 2012, p. 12).

Another important aspect of the sporting legacy of the Olympic Games concerns their impact on the work of the sport governing bodies (NGB) in the country. Strengthening the work of NGBs is of strategic importance as they have been described as 'custodians of their sport' (UK Sport, 2003) and entrusted with managing significant public funds and with providing services to a vast network of



Taking a photo of the wonderful rainbow after the rain.

sport clubs, members and millions of participants. The latest Active People Survey shows that there are 14.76 million regular adult sport participants (people participating once a week for at least 30 minutes moderate intensity) in England (Sport England, 2012). Those sports boost an active membership of over 5 million people and support a network of an estimated 150,000 affiliated clubs and over 3 million adults in England, or 7.3% of the adult population who volunteered in sport for at least one hour a week (Active People Survey 5, 2011).

In the context of the UK sport system, NGBs have a wider sports development role to grow and sustain participation in their sport and to deliver a community sport participation legacy that draws on the inspirational effect of the London Olympic and Paralympic Games. They have been considered by the Government as the main sport delivery agencies with funding from Sport England supported by a 'Whole Sport Plan' to deliver increased participation and to nurture and develop talent (Sport England, 2008). NGBs' central position in the delivery system has been currently reinforced by the Government's new youth sport strategy '*Creating a sporting habit for life*' (DCMS, 2012).

The link between the Olympic Games and NGBs is not as straightforward as it may seem. This is because of different sports' histories, structures and capacities to perform at the Games, as well as their international development and contribution to the Olympic programme. Over 300 NGBs are recognised by the five Sports Councils in the UK (i.e., England, Scotland, Wales, Northern Ireland, and UK Sport) with large variations in size, turnover, organisational structure, and the number of member clubs and individual members, and Olympic traditions. The UK 'sportspace' is dominated by three 'off the scale' NGBs, with the largest having a turnover of around £120million. The majority of NGBs are small-scale organisations, with a quarter having a turnover of under £50,000 and the remaining 75% of under £1million. Forty five percent of NGBs have fewer than 100 member clubs, only 11% over 1,000 and a further 11% between 500 and 1,000 members. NGBs with a turnover of £100,000 rarely have full time management staff. It is only when they have a turnover of over £500,000 when a core management team becomes present (UK Sport, 2003). NGBs' structural and functional variations mean that their engagement with the Games will also vary. Given this

diversity, it is only to be expected that NGBs will be variously placed to harness the resources offered by the Olympic and Paralympic Games.

A study by Girginov (2013b) on the UK NGBs leveraging of the London Games revealed that the majority (73%) of NGBs agreed that the Games presented unique opportunities for the development of their sport. However, when probed for the specifics of the inspirational effects of London 2012, answers started to differ for Olympic-non-Olympic and sports for able-bodied and disabled people. This difference suggests that despite unprecedented resources non-Olympic sports had little capacity to promote participation for people with disability or see the inspirational effect of the Olympic Games not extending beyond 'Olympic sports'. The inspirational effect of the Games to increase the number of affiliated club members was perceived by only 18% of NGBs, all of them were Olympic sports. For many it would appear that the potential for increases in participation has not been achieved through the formal network of clubs, but more on an *ad hoc* and 'informal' basis.

For nearly 10 years NGBs that received public funding have been required to develop Whole Sport Plans to help them better define their strategic priorities and channel organisational efforts. NGBs differ markedly in their approach to leveraging the benefits from the Games. Some 18 of 25 Olympic NGBs saw this as a central part of their overall sport strategy. No NGB of non-Olympic sport considered this to be a strategic issue, but there were a couple of exceptions of developing a strategic approach towards a single issue such as increasing participation in London with the Environment Agency. Under further scrutiny, however, it transpired that only three NGBs took a more holistic view by specifically incorporating the Olympic Games' potential into their Whole Sport Plans. The rest of the NGBs used more of a tactical approach by leveraging different programmes, initiatives and areas, thus narrowing the scope of the impact to a limited number of beneficiaries and organisational benefits. Where engagement with the Games was considered an integral part of the NGB's Whole Sport Plan significant organisational changes were observed. Table 3 shows the five areas in which NGBs have developed specific strategies to leverage the Games. It is clear that Olympic NGBs were more proactive and, to varying degrees, made concerted efforts to

harness the opportunities presented by London 2012 with a particular focus on growing participation and achieving elite success.

Table 3. NGBs' area-specific strategies for leveraging the benefits of the Olympics (n/%)

Strategic Area	Olympic NGBs	Non-Olympic NGBs
Growing sport participation	17 (43%)	7 (18%)
Identifying sport talent	15 (38%)	0
Developing sport talent	17 (43%)	1 (2%)
Achieving elite success	20 (51%)	0
Improving facilities and equipment	11 (28%)	4 (10%)

Another important aspect of the NGBs' involvement with London 2012 concerns participating in and running a number of Games-related programmes. Table 4 summarises NGBs' engagement in eight major national and international initiatives. As can be seen, involvement varied significantly across different programmes with the greatest uptake being in three key priority areas – volunteering (Sport Makers -24 NGBs), mass participation (Gold Challenge -17 NGBs) and coaching (Sportivate -19 NGBs). However, there were a number of Olympic sport organisations which were not part of any main Olympic initiative. Apart from training young people to gain a coaching qualification (Sportivate), non-Olympic NGBs have been largely on the fringes of the organisational efforts to use the Games to promote sport in general, and have not been actively involved.

Table 4. NGBs' involvement in Olympic-related programmes (n)

Programme Owner	Description	Olympic NGBs		Non-Olympic NGBs	
		Yes	No	Yes	No
GetSet LOCOG	Inspiring 3-19 year olds get involved with the Games	3	14	0	9
Sport Makers LOCOG	Training Games volunteers	17	3	7	3
Inspire Mark LOCOG	To non-commercial community projects inspired by the Games	13	7	1	8

Programme Owner	Description	Olympic NGBs		Non-Olympic NGBs	
		Yes	No	Yes	No
Gold Challenge Sport England	Encouraging adults mass participation legacy of the Games	17	2	0	8
Cultural Olympiad LOCOG/DCMS	Encourages everyone to get involved with the Games through all forms of culture	4	12	1	7
Sportivate Sport England	Giving 14-25 years olds access to coaching courses	19	1	7	3
International Inspiration LOCOG/UK Sport	Inspiring young people around the world to choose sport	6	12	0	8
Pre-Games training camps LOCOG/Sport	England/various local agencies	13	6	1	8
Other	Various	2	7	0	6

In conclusion, the link between the London Games and NGBs' involvement took time to be established, so the various benefits from the Olympics can really accrue. In 2007 the UK Government framed the London Games as a national project and appealed to all the people to get involved. This has inevitably encouraged both cooperation and competition amongst stakeholders and between NGBs in particular. The main contribution of the Olympic & Paralympic Games to capacity building was in stimulating enhanced and coordinated government political and financial support. This provided a powerful marketing tool to support ongoing organisational efforts and enhanced opportunities for organisational and technical innovations.

Most NGBs perceived the Games as a unique opportunity for the overall development of their sport. However, these opportunities have varied significantly across Olympic and non-Olympic sports, as well as for able-bodied and people with disabilities. These variations could be attributed to NGBs' different histories, structures and organisational potential as well as to their strategic approach to the Games.

Only a handful of NGBs took a holistic approach to the leveraging of the Games and integrated it into their strategic Whole Sport Plans. The rest of the NGBs have been using mainly single programmes and initiatives to engage with the Olympic Games on a more tactical basis. The main processes employed in leveraging

resources included organisational learning, strategic planning, networking with LOCOG, BOA, IFs and other agencies. The main beneficiaries of Olympic NGBs from the London Games were their staff and the sport as a whole. The main gains for non-Olympic sports have been for their coaches and volunteers.

This paper has argued that the sporting legacies of the Olympic Games do not occur automatically, but represent a socially constructed process. It is forward looking and entails developing legacy strategies to ensure that the opportunities presented by the Games are actively leveraged by public, voluntary and private organisations. Careful consideration also needs to be given to the sustainability of any strategy and their governance. The London 2012 Games helped clearly establish the political, social and economic significance of the concept of legacy, but at the same time they demonstrated the need for a long-term and coordinated planning.

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OLYMPIC LEGACY

“INSPIRED BY SPORT: PRESERVING THE STORY OF THE OLYMPIC AND PARALYMPIC GAMES”



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Introduction

Preuss, (2007) suggests that although there are numerous studies about legacy there is no agreement on definition. Olympic Legacy objectives differ from host city to host city; what is important for one country might be less significant for another. It's not a one size fits all approach.

Generally legacy is understood as self-evident long-term social, economic, political, environmental, sporting benefit change/impact before and after a major event (Hall, 1989; Ritchie 2000; Tian and Johnston, 2008). Cashman (2005) identified six fields for Olympic Games legacy namely economics; infrastructure; information and education; public life, politics and culture; sport; and symbols, memories and history.

Preuss (2007) suggests legacy is mainly of two types:

- 'Soft' (intangibles):
- a) Knowledge –organisational, technical, security;
 - b) Networks – political, sport federations;
 - c) Cultural goods –cultural identity, cultural ideas, common memory.

- 'Hard' (tangibles): a) Primary – sport infrastructure;
b) Secondary – athlete villages;
c) Tertiary – ICT networks, transport, cultural attractions.

Preuss (2007) also suggests legacy can be planned and unplanned, and have both positive and negative results. Positive legacy may include facilities, infrastructure, business opportunities, community spirit, sport promotion etc. Negative legacy may include cost; debt; not needed and underused and poorly maintained facilities, infrastructure; little for children and the youth.

If the Olympic Movement is to preserve itself and survive, its legacy should be about using the power of the Games to inspire generations of children and young people to choose sport. Accessible, inclusive and high quality physical education, sport and play can enrich lives. The London 2012 Olympic and Paralympic Games made a unique strategic shift from the usual routine of Olympic Values Education to inspiring generations through sport globally.

International soft legacy of London 2012 Olympic and Paralympic Games

International Inspiration, launched in 2007, is the first official Olympic and Paralympic Games international social and sports legacy initiative to have been designed and offered by a host city in the run up to, during and after a Games. The programme has surpassed its aim to “Enrich the lives of 12 million children and young people in 20 countries through the power of high quality sport, physical education and play”.

Key words: inspiration, high quality, inclusive PE, sport, play.

Inspiration – An animating, quickening, or exalting influence to enrich/improve/transform lives of children and young people through sport based on felt needs, local context, priorities and aspirations.

Inclusive – Equally accessible to all members of society, whatever their age, ability, gender, race, ethnicity, sexuality or social/economic status.

PE – Planned, progressive, inclusive learning experiences that take place as part of the curriculum in early years, primary and secondary education, and acts as the foundation/physical literacy for a lifelong engagement in physical activity

and sport. The learning experiences offered to children and young people in PE should be developmentally appropriate to help them acquire psychomotor skills, cognitive understanding, social skills and the emotional learning they need to lead a physically active life. Teachers are best placed to offer developmentally appropriate PE because they know their children very well and have detailed understanding of the developing child and how this development influences their engagement and learning in PE.

Sport – All forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.

Play – Spontaneous and organised physical activity.

Physical activity – All movement that uses energy. Physical activity therefore includes not only PE, sport and dance, but also energetic play and habitual activities such as walking and cycling, as well as housework and gardening/agricultural work.

High Quality – Structured participant-centred PE, sport and play delivered by capable practitioners who enable all children and young people, whatever their circumstances or ability, to step into, stay in and enjoy physical activities. The physical activities promote children and young people's education, health, safety and well-being. They enable all children and young people to improve and achieve in line with their age and potential.

Strategy of International Inspiration

The programme's structure and general approach to delivery of its target aims, focussing on catalysing action at the three levels of policy makers, practitioners and participants, represents a positive and comprehensive intervention model. Improving opportunities for children and young people to participate in high quality, inclusive and enjoyable PE, sport and play (within the context of challenging wider socio-economic issues and government resource constraints) requires a holistic approach. For example, work at a strategic level is required in order to embed PE activities within country policies but these can only be effectively implemented with the support of institutional change, the buy-in of regional and local officials, trained practitioners at a delivery level, and evidence of success from children and

young people. It is the effective and integrated combination of work at these three levels that has resulted in positive outcomes, and evidence of sustainable change, in the majority of target II countries.

International Inspiration also operates in each country for three years, which is considered to be sufficient time to build momentum for the programme and to develop the capacity and capabilities required within each country to continue to deliver II inspired activities once the programme has finished. The long-term vision and strategy for II has also been very beneficial in this respect. It recognises that changing attitudes towards PE and sport at all levels ('winning hearts and minds') provides an important foundation for generating a positive and longer-term shift in countries' approaches to delivering PE and sport. What is more, it recognises that working with policy makers, practitioners and young people to 'cascade' skills and learning to other colleagues, peers and especially future sports leaders is critical in ensuring that II activities are diffused and continued more widely, given limited resources. Finally, this long-term vision has proved very attractive to some policy makers and practitioners, perhaps tired of 'quick fix' and 'top-down' solutions, and ready for an approach which both promotes their own empowerment and generates positive, observable results. Such features of the programme should, in turn, help to ensure the long-term sustainability of International Inspiration.

International Inspiration addressing context specific focusing on three Ps or different levels of intervention:

a) Government and *policy* makers

A need for agenda setting, dialogue and debate leading to an agreed national policy in situations where there is either insufficient time allocated to PE and sport in education or where sport is not sufficiently acknowledged or valued as a tool for development. Responsibility and interest in PE and sport often cut across a number of government ministries and in some countries there is poor policy coordination.

b) Delivery infrastructure, including schools, sports clubs and *practitioners*

A need for institutional and human capacity development for delivery of child friendly PE, Sport and Play PE and sport are not sufficiently valued by head teachers, teachers and parents. PE and sport are quite often not friendly to children and young people because their safety is not safeguarded and pro-

tected; and pedagogy too didactic failing to inspire participants. Practitioners such as teachers and coaches lack suitable capabilities to deliver PE and sport in schools and communities.

c) Children and Young people- *participants*

A need to widen opportunities and make sport enrich everyday life- globally sport is a basic human right for all in theory and right for the privileged few in practice. Opportunities for participating in PE and sport are very limited. PE and sport is characterised by race, class, gender inequality and discrimination and exclusion of disabled children and young people. Children and young people face health challenges including disease, malnutrition and poor hygiene. Education enrolment, attendance and attainment are poor. There is high unemployment, with many young people feeling disempowered and lacking the skills required to gain employment. The Olympic Movement is little known because OVEP is didactic, adult driven and fails to and out of tune with the digital trend.

Scope and scale of International Inspiration

There are 20 unique and distinct International Inspiration country programmes which are plotted and measured within the logical framework of the International Inspiration Outcomes Matrix. Each one is tailored to the needs and challenges of the individual country, but each also contributes quantifiably and qualitatively to outcomes specified within the overarching vision. This paper draws on monitoring and evaluation data collected by the British Council and UNICEF which has been quality assured/verified by Ecorys, the programme's external evaluator. It describes International Inspiration's impact by looking at emerging evidence to date, both in relation to access to PE and sport for children and young people, and to the impact of that access on the attitudes and behaviours of children, young people and their teachers in schools and communities. By the end of 2012 International Inspiration had operated in all 20 countries, engaging 14 million children at a unit cost of about £2.50 per child.

Delivery

Policy

As of August 2012, II had influenced 36 policies across 12 countries. This has already exceeded the target for the lifetime of the programme, which was to influence 20 policies. II has provided a new focus for partners with an interest in sport and the development of young people to come together and *work in partnership*, either for the first time or on a more systematic basis.

Through advocacy work, conferences, research and the positive demonstration effects of activity, II has *raised awareness of the importance of PE and sport* for all and the role of sport in supporting the development of young people. In turn, this has begun to *change attitudes* among policy makers.

As a result, improvements to education or school sports policies and related legislation, followed by improvements to curricula or teaching resources are the most common *policies that II has influenced*. These are followed by influences over sports policies and legislation, and coach educational resources. Positively, the majority of improvements / new policies are now at the implementation stage.

Practitioners

- As of August 2012, *124,896 individuals across 20 countries have been trained through II*. Of these, 28,530 were young leaders. This significantly exceeds the target to train 20,000 practitioners by the end of the programme.
- 564 schools across 19 countries plus the UK are now engaged in mutually beneficial relationships (against an end of programme target of 600).
- 180 safe spaces created across five countries (against a programme target of 60).
- 44 national sports federations across 16 countries and ten different sports have developed new strategies and/or reported new partnerships (against a programme target of 60).
- 978 community based events have been delivered across seven countries (against a programme target of 200).

- 14 advocacy campaigns have been delivered across nine countries (against an end of programme target of 20).

It has *enhanced skills and capacity among adult practitioners*. The programme has introduced basic ideas and techniques to enable teachers and coaches to deliver PE and sport in a more structured and appealing way, and which is fully inclusive (particularly of girls and disabled people). This has in turn increased the confidence and motivation of practitioners, and encouraged greater creativity and improvisation of methods (including the use of local materials). It is also helping to develop new training standards for community sports coaches.

Young leaders have used their *new leadership skills* to establish extra-curricular sports clubs and festivals and to help teachers deliver PE lessons.

It has shown teachers that sport can be fun, whilst at the same time supporting their teaching and the development of children and young people. This has helped to *change attitudes* amongst school head-teachers and teachers in favour of providing more sport in school. The programme is also helping to raise awareness of the value of PE and sport among community members.

Better equipment and improved spaces are supporting safe participation in PE, sport and play. In addition, It has provided an important catalyst for additional partnership working between schools, community organisations, sports clubs and sports federations. This has improved sports structures and helped *increase community access to sport*.

Legacy – There is a clear desire among practitioners to continue to implement It activities in the future, and there is already evidence that some young leaders are delivering sports sessions through their YSL clubs even in countries where It has finished. The integration of training for trainers and cascade training has also been a very positive component and Ecorys evidence suggests that trainers and young leaders are continuing to train more individuals.

Opportunity and challenge – One of the key challenges to sustaining It activities is limited financial resources; however multi-sector partnerships and corporate fundraising can go some way to addressing this. Longer-term sustainability is, however, also dependent upon buy-in and reform at the level of national governments and policy makers.

Participants

Ecorys has verified the estimate that, as of August 2012, at least 11 million children and young people have been engaged and reached through II. The target to engage and reach at least 12 million children and young people by 2014 has nearly been met and is expected to have been exceeded by the end of the programme.

II is helping to engage young people in improved and more frequent sporting and physical activity. The programme is helping to introduce new sports and is stimulating greater interest and enthusiasm for PE and sport. In turn, this is supporting *greater participation in PE and sport* and providing an opportunity for those already engaged in sport to take part in higher quality sports sessions, which is a key factor in sustainable participation.

One of the ways in which II has helped to increase participation in sport is through facilitating the *inclusion of more girls and children who are disabled*. The sports festivals delivered by young leaders have encouraged young people from the community to mix and play together. As a result, relationships among different pupils and from different schools are also improving.

Young sports leader clubs and the new opportunities to take part in exciting sporting activity are helping to *boost attendance at school*, including among those who were previously disengaged. Increased participation in sport is also reported to be helping to *improve educational attainment*. For example it is boosting the self-esteem of young people, which in turn is translating into benefits for other studies. Involvement in II activities is also helping to alleviate boredom whilst in school, increase concentration and cognitive abilities, and enhance creativity. In addition, the skills and techniques that II schools are learning from their UK partners are helping to improve teaching methods in other subjects.

II has directly assisted young sports leaders to develop a range of new life skills that can help them in the future, as well as boosting their confidence. There is already evidence to suggest that these young people are *feeling more empowered* and as a result are applying their improved leadership skills and enhanced sense of responsibility, to other areas of their lives. Involvement in II has also helped young people to focus on goal setting and in many cases, *enhanced their future aspirations*.

Finally, the partnership links with UK schools, plus opportunities for young

people to visit the UK, have helped young people to *increase their cultural awareness*. What is more, they plan to share these experiences with their peers. II has demonstrated how sport can provide a common language among individuals from different backgrounds.

Legacy- It is reasonable to assume that children and young people who have gained a greater interest in PE and sport are likely to continue to derive the benefits described above. Changing attitudes, particularly in respect of the inclusion of girls and disabled people in sport, takes time but there is already evidence that a shift is occurring in the places that have been targeted by the programme. The evaluation has found that, as a minimum, many young sports leaders are now transferring the skills that they have developed to other areas of their lives, and feel strongly that the skills learned will continue to benefit them (and their countries) in the future.

Case Study: Nigeria (Ecorys unpublished report, September 2011)

The 2011 Ecorys study visit focused on 28 Nigerian schools, each of which has a school link with a school in the UK as part of the International Inspiration programme. The UK/Nigeria school links, a model used in the other International Inspiration countries, entails joint action planning between teachers, and the training and development of groups of young people (14-19) as Young Sports Leaders (YSL) who, after initial training in sports leadership, establish International Inspiration Clubs (II Clubs) in their schools and deliver sports festivals, regular activities and advocacy campaigns for their peers and younger children.

The headmaster of Epetedo High School, in a deprived area of Lagos Island, reported that his II Club's morning keep fit sessions have made students calmer and more ready to listen, which helps them to concentrate and stay in class. Pupils are also now "showing more interest in their classes, studies...they will ask, for example, when their next keep fit class is".

According to six teachers interviewed as a subset of the Nigerian practitioners focus group, membership of the II Club is also helping to boost attendance in their schools, and they have proof from school registers. For example, punctuality on Wednesdays is much better than on other days in one school, as they have II activities that day.

In another school, students are now attracted to attend school, even after exams have finished, by II activities. This was attributed by one teacher not just to the 'fun factor' but to the inspiration of potentially reaching the Olympics (some students had already been picked to represent Lagos state). The activities were also felt to be delivering more direct cross-curricular benefits: "When they do well in sports and games, they get acknowledged and it boosts their self-esteem, and then they think they can do better in other subjects".

Some teachers also considered their pupils to be learning transferable skills, for example of benefit to physics and science and to arts, and to communication skills through sports journalism assignments. Teachers in turn are transferring skills learnt through the II training and experience to the wider teaching environment. Whereas one teacher started out with a more theoretical teaching approach ("teacher centred"), he now reportedly pursues a more participatory approach to lesson planning, which "makes students think and rewards them", which in turn should lead to them performing better. He is able to articulate that in turn "teachers will feel more fulfilled".

In the same vein, one UK teacher sent a Nigerian partner school other subject resources for maths and science to help their partner Nigerian school to extend their participatory teaching styles into other curriculum areas, and to become IT literate. Other teachers reported they have learnt how to use laptops, thanks to the requirements of II compliance.

At the teacher focus group, there was a strong consensus that, since pupils manage the II Clubs themselves and work with an average of 3 primary schools per club, YSLs have developed "organisational skills, more responsibility, and maturity". One YSL interviewed reported that his aim was "to develop my school so that is like those overseas".

The headmaster and PE teacher at Epetedo High School also reported that members of their II Club had been able to harness new talents through the sports introduced by II, and that some students had translated this into success at state level competitions and at the national school sports festival; "Students now see themselves as privileged". One II Club member is now being considered for a scholarship. There was nonetheless recognition that state governments could do

more to nurture grassroots sport talent, and support students once programmes such as II have identified them, particularly after they have left school.

It was found that International Inspiration in Nigeria is also promoting community cohesion and inclusion. As well as making new friends abroad, “students are now relating better to each other”, and mixing and meeting from different schools, according to teachers at the focus group. As noted above, disabled children, and especially girls, are being provided with equal opportunities to participate (for example through table tennis and rugby specially adapted for girls). “It is helping girls to lose their preconceptions that sport is masculine and will ‘build their muscles’, and instead learn that it will loosen their bodies and make them more flexible”. One teacher reported that II is demonstrating to girls that they can make money and a career from sport, which incentivises them to take part more. Finally, the 28 schools have formed new links and projects with special schools in Sokoto and Kano, to provide young disabled people with more opportunities to take part in sport.

Additional health and well-being benefits were also evident. Since new sports, including athletics and volleyball, had been introduced, the headmaster and PE teacher at Epetedo High School reported that their pupils were now doing more exercise, which was making their pupils “stronger.... more of them appear to be healthy and less are coming to school sick”. This was confirmed independently at the focus group; one teacher reported that the number of students registered in their school’s health clinics had reduced since II was introduced. The change of teaching methods is also reported to have “lifted the mood, lifted spirits” in one school.

Next Steps

While it is encouraging to see these changes at school, practitioner and individual pupil level, delivery partners and Ecorys are also monitoring the impact on the wider system. Are policy makers noting these changes and responding to them? The answer is encouraging.

Since the Ecorys report was produced, International Inspiration has been instrumental in influencing the production of a revised national policy for school sports and physical education. The policy has been developed in partnership with the Federal Ministry of Education, the British Council and UNICEF. It will guide

the delivery of PE in all schools in Nigeria and will ensure the provision of regular and systematic PE and sports in all schools and out of school via community providers. It is currently under ratification by the Federal Ministry of Education. Once approved, this will be a driver to ensure that the successes of International Inspiration expand throughout Nigeria and are sustained in the future.

Conclusion

The key conclusions from the interim evaluation are as follows:

- It represents an innovative and ambitious concept.
- International Inspiration has clear, purposeful strategy and targets, dedicated resource base and partnership, and multi-strand approach.
- The programme fits well with development theories focused on the need to build institutional capacity and civil society.
- Development approach in Olympic Movement preserves and gives meaning to the movement.
- The programme's holistic approach that focuses on three levels (policy makers, practitioners and participants) represents a positive and comprehensive model.
- The long-term vision and strategy is welcomed.
- Building successful partnerships has been an important mechanism for ensuring national PE and sport policy changes.
- The integration of training of trainers and the cascading of training is helping to leave a lasting legacy, alongside the capacity building of young leaders.
- Longer-term sustainability is dependent upon the availability of sufficient resources, plus buy-in and reform at the level of national governments and policy makers.

International Inspiration has been a bold and rewarding experiment arising from seizing the unforeseen opportunity to capitalise on London's hosting of the Olympic and Paralympic Games to harness influence, funding and momentum for possibly the biggest single sport for development initiative the world has yet seen. An association with the global Olympic and Paralympic brands has provided International Inspiration with the platform to demonstrate to diverse audi-

ences with varied interests that sport and physical education, when planned and resourced properly and informed by an appropriate theory of change, can act as a catalyst to changing children and young people's attitudes and behaviours. And, importantly International Inspiration has shown that the Olympic Games (and, by analogy, other major sporting events) can in turn be a catalyst for the investment, effort and sense of purpose needed to create and sustain social transformation. As an idea and programme, International Inspiration now has significant potential to be exported to future host countries seeking to extend the positive legacy of the Games beyond their borders. In terms of the latter, International Inspiration fits well with development theories focused on the need to help build institutional capacity and civil society within overseas countries. The UK has significant expertise in the fields of both school and elite sport and ensuring that these can be harnessed to deliver social and economic outcomes, and there is great potential to share these skills, learning and experiences overseas.

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THE LEGACY OF THE ANCIENT OLYMPIC GAMES
AND GREEK AGONISTICS AND ITS ACCEPTANCE
BY THE ANCIENT ROMANS, BY HUMANISTS
AND CLASSICAL SCHOLARS BEFORE COUBERTIN¹



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**I. The Legacy of the Ancient Olympic Games and
Greek Agonistics**

The First Preliminary Note: When I discuss the legacy of the ancient Olympic Games I see at least one major methodological problem which has primarily to do with our language and the usage of modern concepts, terms, definitions. Is it possible to speak about sport, athletics, fairness, about humanity, cosmopolitanism, about peace, and to use these words, their connotations and ideological concepts for the ancient times with regard to antiquity? Today there exists a fundamental controversial discussion in scholarship:

Some historians try to avoid modern terms, when they write about Greek and Roman Games, they prefer speaking about the *agón gymnikós*, *mousikós*, *hippikós*, *áthlon*, *certamen*, *ludi*, *circenses* etc., for instance. They even do not accept the

1. I would like to thank my friends Ernst Kastrun (Graz, Austria) and Wolfgang Decker (Cologne, Germany) for the translation of my study and for constructive criticism.

word sport for these events. Sport, they say, is a cultural phenomenon evolved in the centuries since the Industrial Revolution. The main argument for this cautious attitude is the danger of anachronism. The classical scholar Siegfried Lauffer says that anachronism is the greatest sin of a historian. In the last consequence it would mean, that if you speak about the Olympic Games in antiquity you should speak and write in the ancient Greek language – an impossible undertaking.

The second more moderate group of scholars uses the modern expressions in connection with the ancient world and tries to explain the special terminological inconsequence and warns of misunderstandings. This theoretical dispute, well known alternatively as primitivism versus modernism, derives from economical history, but in my opinion it is absolutely adaptable for sport applicable to sport history. Personally I prefer the modernistic position, in other words: I speak about sport in antiquity.

The Legacy of the Ancient Olympic Games and Greek Agonistics: The official Olympic Hymn (1896), lyrics by Costis Palamas, music by Spiros Samaras, adopted by the IOC in 1957, begins and ends the first stanza with the line: “Immortal spirit of antiquity”. This is a programmatic statement which was written in 1896 and it obviously tries to connect the ancient and the modern games. I was asked to speak about “The Legacy of Ancient Olympic Games. The Humanitarian Aspect of the Games”. To my knowledge it would be a very short paper, because we have to distinguish between the ancient sources which do not speak about humanity in the Olympics, and the modern interpretation of the ancient games. Let me illustrate my observation with some remarks. The Greek and Roman terms like *philanthropia* and *humanitas* are not applicable to the world of sport. The German philologist Richard Harder, who wrote a book about ancient Greekness, says that Homer offers the ethical concept of “fair play” which is demonstrated in the famous funeral games for Patroklos [Harder 1962, 142]. If you read the 23rd book of the *Iliad* you will not find any evidence for fairness. On the contrary: Homer mentions tricks and unfair behaviour of the athletes. Later in antiquity there exists a long list of ancient texts which show that corruption is omnipresent in sport. In Olympia you can see archaeological monuments (the Zanes) and we have a lot of historiographical texts about cheating athletes. In the European literary tradition Christian chivalry and fairness have been connected with sport since the medieval period.

The Second Preliminary Note. *Nómos Olympiakós*: As far as we know, the ancient Olympic Games were celebrated for at least 300 times, that means for about 1000 years. This aspect lets us draw the conclusion that there has not been one specific Olympic programme, one special rule and one ethical code or one Olympic ideological or religious idea was valid throughout the centuries. Ideas as well as rules and morality underlie changes and modifications in the course of history.

Rules and Morality in Olympia: The ancient sources mention two categories of Olympic laws: (1) General rules [*nómoi Olympiakoi*, *nómoi enagónioi*] and (2) special rules for the events (e.g. Onomastus of Milet established special rules for boxing: Philostratus, *On gymnastics* 12: *nómoi pyktikoi*). The Eleans, who were responsible for the correct performance of the games, organised a supervisory committee, consisting of responsible authorities: (1) *nomothétai*, *thesmophýlakes* or *nomophýlakes*: Greek lawgivers and law guardians of Elis: they have to teach the (2) Hellanodikai, the judges of the Greeks: in Olympia there was originally one agonothes. The Hellanodikai were selected by lot in Elis and they had to study everything concerning the games (the participation of athletes, the programme, the rules, the Olympic Oath etc.) and therefore they lived for ten months in the Hellanodikeion, a special building in Elis. In early times two judges were appointed, later nine, ten and twelve (one from each phyle). (3) During the games all responsible authorities had a temporary headquarter in Olympia, the *bolá* = *bouleutérimon*, the Council-House which usually belongs to every Greek democratic *polis*. Here, the decisions of the Hellanodikai could be appealed against at the Olympic Council. (4) The Hellanodikai supervised the *alytárches*, leader of the *alytai*: “there are still many uncertainties about the office” (Remijsen 2009, 129–143). (5) The *alytai* are a kind of police during the festival and they were responsible for the control of the crowd. (6) The *mastigophóroi* (whipbearers), *rhabdophóroi* or *rhabdoúchoi* (rod carriers), who “punished rule-breakers at Greek competitive festivals” and they also “kept order during the drawing of lots” [Golden 2004, 101]. Generally one can say that “trainers as well as athletes who contravened the rules could be flogged” (Philostrat, *On Gymnastics* 54) [Crowther 2004, 145]. In Olympia the following inscription was found: “The wrestler shall not break any finger [...] the judge shall punish by striking except on the head” [fragment of inscription from Olympia B 6075 and B 6116, late sixth century BC

Crowther 2004, 148]. A new epigraphical document, published in 2006, says if it is necessary, an athlete should be whipped by two or three *mastigophoroi*, but they are only allowed to strike his legs, the athlete should not become a cripple and he should not be handicapped in carrying out his occupation. This practice of punishment for athletes, who are Greek citizens, is a special case in Greek history.

“The willingness of a free man”, so Stephen Miller [Miller 2004, 18]

“to subject himself to the punishment of a public flogging should be understood not only as a basic part of ancient Greek athletics but also as a fundamental characteristic of the ancient Greek society.

The notion of equality before the law inherent in this custom may be the most significant contribution of athletics to the ancient world...”

For the reconstruction of the Olympic rules it is also helpful to have a look at the so-called Isolympic games. Olympia gave the privilege to celebrate Isolympics (*isos*: like in Olympia) to more than 20 Greek cities in the ancient world. Inscriptions from these competitive festivals inform about rules which we do not know from Olympia itself. In South Italy, near Naples, isolympic games, the *Sebasta*, were organised and a long epigraphical document, found in Olympia, offers details about the rules (*Inschriften von Olympia* 56, 11-28; 2 BC):

(1) No one younger than seventeen years is to be allowed to participate, (2) From seventeen to twenty years of age: boys' category, (3) Older participants in the men's category, (4) Concerning awards: prizes are to be given to victors [...], (5) thirty days training before the festivals (also mentioned in the Olympic Oath) in the *gymnasion* of Naples (like in Elis before the Olympics), (6) for the first fifteen days of this training-period all contestants get one *dráchma* each day and from the fifteenth day the boys get two and a half *dráchmai*, and the men three *dráchmai* as an *obsónion* (food allowance) [Crowther 2004, 93-96].

Another long inscription (seven pages in a book) provides information about the social aspects and the management of a *gymnasion* (*Supplementum Epigraphicum Graecum* 27,261 (before 167 BC at Beroia): Concerning those who are not allowed to enter the *gymnasion*:

(1) No slave is to disrobe in the *gymnasion*, (2) nor any freedman,

nor their sons, (3) nor cripples or unskilled in sports (*apálaistros*), (4) nor homosexuals, (5) nor those engaged in commercial craft, (6) nor drunkards, (7) nor madmen.

The Ancient Olympic Oath: Another argument for a better understanding of the rules and morality in Olympia is the Ancient Olympic Oath (Pausanias 5.24.9-10):

“Of all the images of Zeus, the Zeus in the *bouleuterion* [at Olympia] is the one most likely to strike terror into the hearts of sinners. This Zeus is surnamed Horkios [of the Oath], and he holds a thunderbolt in each hand. Beside this statue it is established for the athletes, their fathers and brothers, and their trainers to swear an oath on slices of the flesh of wild boars that they will do nothing evil against the Olympic Games [*kakourgema*]. The athletes in the men’s category also swear in addition that they have adhered strictly to their training for ten successive months. Those who judge the ages of the boys and of the *poloi* entered in the competition also swear that they will judge fairly and without taking bribes [*aneu doron*], and they will guard in secrecy everything about the examinee. I did not remember to ask what has to be done with the wild boar’s meat after the oath of the athletes, although in more ancient times it was established with regard to sacrificial victims that a human being might not eat of that upon which an oath had been sworn.”

Corruption and Morality: Corruption and cheating in contests can be found even in mythology. One famous example is shown in the pediment of the temple of Zeus in Olympia: The story of Pelops and Oenomaus. Ancient authors like Philostratus and Pausanias speak about a Golden Age in former times and a moral decline in later centuries. Philostratus (*On Gymnastics* 45, 1-17) speaks about the luxurious lifestyle of people which,

“led to illegal practices among the athletes for the sake of money; I refer to the selling and buying of victories. They buy a victory which involves no effort for the luxury which it promises. Only the olive at Elis remains inviolate in accordance with its ancient glory”.

I’d like to mention some examples for corruption in sport:

A boy won the *pále* at Isthmia by promising to pay 3000 *dráchmai* to his opponent. When they went into the *gymnásion* on the next day, the loser demanded his money.

What disgrace might not be happening at the games in Ionia and Asia? I do not absolve the *gymnastaí* of blame for this corruption. They came to do their training with pockets full of money (*metà chremáton*) which they loan to the athletes at interest rates which are higher than those that businessmen who hazard sea trade have to pay. They care nothing for the reputation of the athletes, but give advice about the sale or purchase of a victory; they are constantly on the lookout for their own gain (*kérdos*), either by making loans to those who are buying a victory, or by cutting off the training of those who are selling. I call these *gymnastaí* peddlers (*kapeleúontes*), for they put their own interests first and peddle the *areté* of their athletes.

Zanes (Pausanias 5.21.2-9): Inscriptions from the Zanes (bronze statues of Zeus) about law-breaking athletes. They report that an Olympic victory is to be won, not by money, but by swiftness of foot and strength of body; the Eleans should be praised, especially for their fining the corrupt boxers; the Zanes are a warning to all the Greeks not to give bribes to obtain an Olympic victory; the Zanes were dedicated because by an oracle the god expressed his approval of the Elean decision against a corrupt pentathlete; the contest at Olympia is one of merit and not of wealth; the Rhodians paid money to Olympian Zeus for the wrongdoing of a wrestler; certain men wrestled for bribes and the Zanes were made from the fines imposed upon them.

Who Is Allowed to Participate? (Philostratus, *On gymnastics* 25): An Olympic judge (*hellenodíkes*) of the games examines a junior athlete on such points as: whether he has a tribe [*phylé*] and native country (*patrís*), whether a father and family (*patér kai génos*), whether he is freeborn or illegitimate (*eleútheron kai me nóthos*), whether he is young and not beyond the age limit for boys (*neós, país*).

Only Upper Class Athletes? Some major arguments for the overwhelming predominance of upper class athletes in the early centuries of Greek athletics are the

following: Kings, tyrants, a son of an Armenian king (Varazdat), many aristocrats, but also the son of a cook (Coroebus), a goatherd (Polymestor), the son of a farmer (Glaucus), a fishmonger and a well-known “medico empirico” (Philonos of Cos) [Pleket 2001, 157-212] were allowed to take part. Oswyn Murray is convinced that the Greek aristocracy “wished to display its talents at an international level” [Murray 1993, 202f.]. The Olympic Games were very exclusive, socially and chauvinistically. On the one hand the Greeks created the concept of *kosmopolitismós*, but on the other hand they never used it for Olympia or the other sport-centers of the ancient world. All the Panhellenic Games were very exclusive.

Democratization of Sport: With the introduction of the *gymnásion* in the late sixth century it was even for poor athletes possible to participate in the Panhellenic games. – Isocrates, *Team of Horses* 32-35 ca. 397 BC: Alcibiades, of a very noble family, announced that he was retiring from athletics to devote himself to equestrian activities. There were now athletes from non-aristocratic backgrounds and with a low level of education entering the former branch, he claimed, and when Alcibiades was on his high horse he did not like that kind of thing one little bit. Alcibiades, in no way untalented or (weaker in his body) disadvantaged, held the *agónes gymnikoí* in contempt since he knew that some of the athletes were lowborn and from small city states and poorly educated. Therefore he tried his hand at horse breeding, work of the uppermost crust and not possible for a poor man, and he beat not only his competitors, but all previous winners. He entered a number of teams which not even the biggest city-states, as public entities, had ever entered in the competitions, and their *areté* was such that he came in first, second, and third. – Inscription [Pleket Q241]: Of course, the well-to-do athletes had no financial problems. This was not so easy for ordinary folk. An inscription from the city of Ephesus (around 300 BC) indicates that, on the recommendation of a trainer, cities proceeded to subsidise young talented sportsmen ‘for training and for trips abroad’. The cities considered it in their interests to support top-level sportsmen from their midst. An inscription from Argos mentions *demósia aéthla*, public contests for the *demos* [Pleket 2001, 169]. See also the *obsonion* of the *Sebasta* (IvO 56).

Female Participants: They had a special *agon*, Heraea, but they were separated from the Olympic Games:

“As you go from Scillus along the road to Olympia, before you cross the Alpheios, there is a mountain with high, precipitous cliffs. It is a law (*nómoi*) of Elis to cast down (from the mountain Tropaion) any women who are caught present at the Olympic Games.” (Pausanias 5, 6, 7)

See the story of Kallipateira/Pherenike (Q230. Pausanias 6, 20, 8–9). Female Olympic victors: Kyniska (Q134), Belistiche. Some ten years ago new names appeared in a Ptolemaic papyrus: several Berenices (I, II Syra: “she has stripped Kyniska of her glory”) [Remijsen 2009, 246-271, 260] – they all were victors in equestrian events of Olympia, but they were not present at the games; their jockeys and charioteers were there.

Non-Greeks = Barbarians: Originally they were excluded from the Games, but in later times when Greece became part of the Roman Empire there occurred modifications and changes when Greece became part of the Roman: Romans, Egyptians, Armenians etc.

No Slaves: It is evident from Philostratus that free-birth was one of the criteria for an athlete to compete in the events at Olympia and Delphi (Dionysius Halicarnassus, *Ars Rhetorica* 7, 6, 55-59). Slaves are only excluded from the Crown Games, not from money-prize-contests (Artemidoros, *Oneirokritiká* 1, 62): slaves participate in the sacred *agónes*, can win wreaths. An important but little-noticed passage from the *corpus Demosthenicum* reveals that slaves participated in events other than the *apobátes*, which was reserved for citizens (*Erotikós* 23). Inscription from Misthia in Pisidia (interpreted by Crowther: Slaves in Greek Athletics 2004, 248f.): Here it is formally recorded that a victorious slave must give one quarter of his prize money to his fellow competitors [Crowther N.B.: Slaves and Greek Athletics. 2004, 248f.]. Slaves in Olympia? A man from Chios grew angry at a slave and said to him: “I won’t throw you to the millstone, but I’ll bring you to Olympia” (Aelian, *varia historia* 14.18). He apparently thought that it was a far more severe punishment to be roasted by the sun’s rays while watching the games than to be handed over to the mill and grind grain. – Concerning those who are not to enter the *gymnasion*: No slave is to disrobe in the *gymnásion*.

Special Moral Qualities for Participants: The athlete is not admitted to the

games, if he meets the following or exhibits the following characteristics (*Gym.* 25): *aktratés*: powerless, impotent – *líchnos*: luxurious – *methystés*: drunkard – *tharsaléos*: overbold (in a bad sense) – *deilós*: worthless, miserable]. There exists some evidence for the participation of slaves in other athletic contests (not in Olympia).

Olympic Peace? The *pax Olympica*: Several scholars transfer the ideas of pacifism from the 19th century to the ancient Olympic Games: a classical anachronism. It is a misunderstanding to interpret the ancient Greek truce with our concept of pacifism. The ancient Greeks had a word which is similar to our peace-concept: *koiné eiréne*, but for the Panhellenic games they used notions like *ekecheiría*, *hieromenía*, *spondaií*, and these expressions do not belong to the pacifistic vocabulary. In his early years, in 1889, Coubertin started a campaign “education for peace” in 1889 [Müller 2000, 135-137]. His concept of moral and ethical values is based on the pacifistic ideas in opposition to war and violence in the 19th century. We could quote many ancient texts concerning wars and military actions during the celebration of the Olympic festivals. It is evidently a wrong historical statement when Avery Brundage, after the catastrophe of Munich (1972), said that “in ancient times they stopped wars to celebrate the Olympic Games, nowadays they stop the Olympic Games to continue wars.”

In antiquity *ekecheiría* means that athletes and spectators have a safe passage to and from the festival (one to three months) in Olympia and weapons in Olympia were only allowed as sacrificial offerings for the gods. There is no humanitarian element in the Greek Olympic truce. In my opinion it is a kind of a diplomatic immunity for the participants or a religious taboo. Greek and Roman philosophers, historians and poets speak about humanity (*philanthropia* or *humanitas*), but as far as I see never in connection with the games or with Olympia. In modern times humanity is an important concept of Olympism. Coubertin was convinced “that humanity is taking small steps toward a better world”, but it was also part of the ancient Olympic ideology when Coubertin says: “Today, as in former times, the Olympic Games respond to a natural and healthy inclination of humanity in all times and in all countries” [Müller 2000, 380; see also 2000/1927, 232 and 282f.].

II.

The Acceptance of Greek Sport (Agonistics and Gymnastics) by the Romans:

There are two major trends: Firstly, conservative Roman poets and politicians try to avoid the introduction of Greek institutions like the *gymnasium* and the *stadium*. They are against nakedness, they call the Greeks *Graeculi* and use the verb *pergraecari*: behave like the Greeks; enjoy oneself, in a distinct pejorative sense. Most of the representatives of this attitude are conservative Roman senators. The politics of Cato Maior and Augustus are against the acceptance of the Greek way of life, they prefer their own spectacular tradition with special events like the *ludi Romani*, the *circenses* with their own Roman equestrian races and the *munera gladiatoria*, probably with Etruscan origins. They avoid nudity, a characteristic of Greek athletes. The Greek expression *gymnásion* derives from *gymnós* naked. The Roman poet Ennius (239-169) declared that “exposing *naked* bodies among citizens is the beginning of public disgrace”: *flagitii principium est nudare inter civis corpora*. The Greek historian Dionysius of Halicarnassus (7.72.2; time of Augustus) described a Roman procession going from the Capitol through the Forum to the Circus Maximus:

“These [the magistrates] were followed by charioteers, some of whom drove four horses abreast, some two, and others rode un-yoked horses. After them came the contestants in both the light and the heavy games, their whole bodies naked except their loins. This custom continued even to my time at Rome, as it was originally practised by the Greeks; but it is now abolished in Greece, the Lacedaemonians having put an end to it. The first man who undertook to strip and ran naked at Olympia, at the fifteenth Olympiad, was Acanthus the Lacedaemonian. Before that time, it seems, all the Greeks had been ashamed to appear entirely naked in the games, as Homer, the most credible and the most ancient of all witnesses, shows when he represents the heroes as girding up their loins.”

Nudity in the mind of many Roman intellectuals was combined with immorality, eroticism and the decline of civilization. The prototype of the conservative Romans was the xenophobic Cato who criticized the Greek influence on Roman

culture [see Crowther 2004, 375-379: Nudity and Morality: Athletics in Ancient Italy; Kyle 2007, 263].

This is only one critical trend. On the other side Romans participated in the Greek agonistics and the Panhellenic Games. They frequented the *gymnásion* and the *palaístra* in *Magna Graecia* (South Italy and Sicily). We hear that Romans used sandals and loincloths like the Greeks; they visited Olympia and other agonistic centres as spectators. Roman politicians organised the first games *ritu Graeco* in Italy in 186 BC, they invited Greek athletes for performances in Rome and the dictator Sulla transferred the Olympic Games to Rome in 80 BC. In later years numerous Greek games were performed in Rome and Italy (*Actia, Sebasta, Neronia, Capitoleia*). The Greek historian Polybius (2.12.8) informs that the Corinthians were the first Greeks who allowed Roman athletes to compete in the Panhellenic games of Isthmia in 228 BC. In the list of Olympic victors you will find Romans as active athletes and charioteers from 72 BC. In 4 BC the future emperor Tiberius, and in 17 AD Germanicus Caesar are celebrated as *Olympioníkai* with the *quadriga*. Emperor Domitian (81-96) built a Greek *stádion* in Rome (Piazza Navona): Especially the so called Philhellenic emperors like Nero, Hadrian and Marcus Aurelius offered privileges for successful athletes (tax free, honorary citizenship, political career etc.) and financed athletic guilds with a headquarter in Rome [for details see Crowther 2004, 379f. and Pleket 1973, 197-227]. Christian authors protest against pagan sports, they criticised the connection of Greek and Roman games and religion, they “condemn the excessive or improper use of God’s gifts in Roman spectacles” [Kyle 2007, 346]. An illustrative example for this attitude is Tertullian (ca.150-230), *de spectaculis*. In late antiquity Olympia became a Christian village and the river Alpheios and Kladeos covered the sacred area, the Altis, the *stádion*, the *gymnásion* and the *palaístra* with 4 to 6 m high mud. For thousand years the archaeological site disappeared [cf. Valavanis 2004, 159].

The Medieval Period: H. Grassl, an Austrian historian, investigated the knowledge of Olympia and the Olympic Games in medieval times [Grassl 2008, 797-801]. There are only very few and incorrect hints concerning our topic: Hieronymus (348-420, *Chronicle 59b, 86a*) says that Heracles founded the *agon Olympiacus* 782 BC (= 405 years after the conquest of Troy). – The bishop of Sevilla, Isidoros

(ca. 570-636), mentions the Olympic Games in his *Etymologiae*. – A similar poor piece of information one can find in the *Chronica Gallica of 452* by an anonymous author. – In the theory of the *artes liberales* by Abbo de Fleury (945-1004), and in the manuscripts of Honorius Augustodunensis (1080-ca.1137), Petrus Comestor (ca.1180), in the *Lexicon* by Polydorus (1491) and Felix Fabri (ca. 1438-1502) there is information about chronological questions concerning the beginning of the Games, about the Olympic gods and about the *praemia* for victors, but they do not inform about the athletic and equestrian events – they use the meaningless expression *diversi lusus* and say nothing about the Greek legacy. They locate the Olympic Games, dedicated to Iuppiter, *in Olympo monte apud Pisam et Elidem* or simply *sub monte Olympo*.

The Development of the Olympic Ideas since Humanism and the Renaissance: Various attempts to organise Olympic Games before 1896 are collected by Kostas Georgiades (2003) and by Wolfgang Decker in his *Praeludium Olympicum* (2006). The cradle of the revival of the Olympic Games is Secular Humanism: The word “humanist” derives from the 15th century Italian term *umanista* describing a teacher or scholar of classical Greek and Latin literature and the ethical philosophy behind it, including the approach to the humanities.

In the time of Humanism scholars studied the reports of ancient authors about Olympia and the Games and painters tried to visualise especially the temple of Olympic Zeus with athletic performances. The famous literary dispute, *The quarrel of the Ancients and the Moderns* (*querelle des Anciens et des Modernes*, in the early 1690s) is an intellectual controversy concerning the importance and superiority of classical Greek and Roman texts over contemporary writers, especially in France and England. In the interpretation of the antiquarians und humanistic scholars the Greco-Roman civilization was the highlight of human achievement and all subsequent culture was a decline from this climax. These ideas are the intellectual basis and the birthplace of Classicism, the Neo-Classicism of the Age of Enlightenment and Neo-Humanism and of classical scholarship in Europe in the 18th and 19th centuries in order to better understand ancient Greek athletics. Here we find also the *fundamentum* of a new intellectual and physical education which includes the movement of Olympism.

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CULTURAL AND EDUCATIONAL APPROACH OF THE CONTEMPORARY OLYMPIC GAMES



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When we speak today of “Olympic Games”, we clearly mean those athletic contests which are held every four years in various cities throughout the world, but also a series of institutions which bear the adjective “Olympic” and are associated with different aspects of an increasingly complex network which has the Olympic Games as a point of reference. As early as Sorbonne Congress in 1894, at which the revival of the Olympic Games was decided upon, an international committee was appointed with 14 members – the International Olympic Committee. Today, the IOC is a central administrative organ with world-wide prestige and a point of reference for every Olympic Activity.

Initially Olympic Games were considered as only sporting competitions but with time Coubertin conceived the idea of the revival of the ancient Olympic Games within a framework of overall renaissance in which sports would serve as a means for physical, moral and intellectual formation of younger generations so as the ideological content of “Olympism” was made up by Coubertin himself. According to Coubertin, Olympism has a philosophical and an educative dimension. It makes reference to the system values of the “gentleman” and to the moral

qualities contained in the “*religio athlete*” while at the same time taking on the form of Olympic education.

In the recent past it was noted by media about the initiatives taken by sport educational authorities on Olympic education and Olympism. The term Olympic education and Olympism encompass a variety of educational initiatives. A significant number of studies have been done on the educational initiative on Olympism. The methodology, surroundings, culture and idealistic Olympic education were discussed by the authors, with a focus on value of Olympism as a key tool in character building and moral education aimed at children and youth in school and community settings. The courses taught under the heading of Olympic Studies in primary, secondary and university are valuable in developing values, moral and character of our youth.

In a wider vision looking at sport and Olympic Games with cultural and educational approach, we must look at the cultural aspect and the educational aspect, how sport and Olympic Games can serve as tool for sustainable development of global understanding through its cultural and educational dimensions.

First we must understand what we mean by cultural approach. Culture is a learned way of life, modified and passed on from one generation to the next. Culture generally means all that the man cultivates by being associated with fellow human beings in a given area over constantly long period. Culture includes the language, the material advancement that a society acquires, patterns of thinking, the faiths, traditions and so on. Culture is like an omnibus. It has a social structure to carry and many cultural traits to be carried. There are salient features of culture like language, art, music, literature, sculpture, painting, theatre, architecture, religious practices and material traits like food habits, shelter, transportation, dress, utensils and tools etc., weapons, occupations and industries. A nation that has no culture is like as orphan who has nothing to feed upon. An individual human being, a race or a nation must necessarily have certain roots somewhere.

Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training, research or simply through autodidacticism. Generally it occurs through any experience that has a formative effect on the way one

thinks, feels or acts. Education differs for everyone depending upon the culture. It makes more sense if the education is based on the cultural background.

Culture and education can be seen as the base of human development, and when we talk about universal development we need to look at cultural-universals and global education. One language, one moral, one ethics, one family universalism and undoubtedly sports is one common tool beyond culture and education of any nation; in fact sport is a universal language and Olympic Games is a platform where people from different culture, different educational background come together with the same motto. Initially Olympic Movement was more of European culture based which was not practically applicable across the borders; with time Coubertin also revived the Olympic Games and focused on Olympic Movement. Looking at today's needs, and cultural diversity we need to have a cultural and educational approach to the contemporary Olympic Games as well.

The philosophy behind Olympic Games is very many like sayings of Bhagwat-Geeta, Bible and Quran; what future we want, the idea of tomorrow, not the idea of now. "Olympic Games can be a Model of Future" looking at what we want Olympic Games can be clustering of our experiment. Games are about other parts of life, during and after competition is just only one part. The reality of life today is cultural divide, educational divide, young people talk about economic divide; it's difficult to talk similar things to diversified people.

Cultural and educational approach to Olympic Games is the approach that shows development through sports as IOC's revived policy. Without economic or social equality it is not possible, hence there is a need to focus on human development and sports is about development as well. If people are not true to themselves how will they be true to others?

The cultural and educational approach develops and understands sport as tool for social / economical / human development. It provides a platform of understanding human values, coming above caste, crude and socio-economic status. Developing human culture what we want the world as in the future e.g. coming to participate in games, availing all provided facilities and after going back starving to meet even daily essentials or making the world a better place to live in with all equalities.

We must learn to value living beings and also value those who provide a

better life to living beings by coming above being man or woman, caste, crude, religion etc. Just one human one world 'वसुधैव कुटुंबकम्' (written in Vedas in Sanskrit language) one value i.e. value of life, value and respect for others may it be anything; anyone.

Here we can identify three phases for the execution of the cultural and educational approach in action i.e. pre-games, during games and post-games programmes including cultural and educational activities which develop knowledge, skills and attitude of humans for sustainable global understanding. This can be achieved through sports, cultural exchange programmes and educational innovation programmes based on rich heritage of different cultures.

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**OLYMPISM FOR HUMANITY:
RE-INVENTING AND RECONSTRUCTING THE ESSENCE
OF ANCIENT OLYMPIA'S LEGACY**



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Introduction

Given the global financial recession, individuals and societies have an increased need for finding new sources of inspiration and solutions that can lead to and sustain a peaceful, creative, and civically engaged global society. At a time when nations are challenged by failing economies, troubling security concerns, diminishing natural resources, formidable social conflicts, and strained inter-group relations, we are compelled to find new sources of inspiration to lift our spirits, call us to greatness, and move us to develop innovative solutions that will shape a better world for coming generations. Never before has the role and essence of Olympism been as essential as it is today. This paper will present the outline of a newly formed venture called Olympism4Humanity, which will provide the foundation for collective synergies and a platform for collaboration for applied and purpose-

driven synergies, and “explore further ways we can enhance the role of Olympism to humanity” (IOA’s mission).

Background Information

During the first years of the new millennium, a number of sport, humanitarian, civil society and non-profit organisations created the conditions where the institution of sport can potentially serve as a vehicle to facilitate character development, social change, peace and justice, as well as stimulate economic development and reach underserved youth and populations that are in need. Through this relatively new “sport” practice, the Olympic movement can potentially serve as a platform where innovative projects and ideas are generated, actualised, and contributed for a number of developmental objectives. The International Olympic Academy, the International Olympic Truce Center, the UN office of Sport for Development and Peace and the International Olympic Committee clearly define such objectives in their mission –aiming to advance the power of Olympism as a tool to promote educational objectives– to advance cross-cultural dialogue and to foster international development and peace building. The relatively novel Sport for Development and Peace Movement creates new conditions where the institution of sport is “forced” to re-define its mission, functions and traditional practices to adjust to local and international needs and demands, and to foster the alignment of the functions of the institution of sport for the essence of the ancient Olympic spirit.

While sport for development and peace programmes and objectives initially targeted the needs of the global south, today’s economic recession in Greece and across the globe are “urging” the application of similar programmes and initiatives across the Globe-south and north. Today’s complex global societal issues, which are considered direct results of the global economic crisis, put people at risk with a number of challenges, such as unemployment, poverty, large-scale migration, drug and alcohol abuse, social and economic inequalities, etc. Under these conditions, youth across the globe are exposed to threats and uncertainty that limit their opportunity to grow, develop and meet their full potential.

Given this foundation, the complexity that today’s local and global challenges present cannot be resolved with “the same kind of thinking we used when we

created them” (Einstein). We are therefore urged to challenge the existing “sport practices” – to explore ways we can facilitate changes within and between all engaged stakeholders and to design new programmes and initiatives that would promote effective purpose-driven partnerships and systems between the existing humanitarian, academic, sport, educational and civil society institutions. This can be achieved (a) by creating innovative systems and platforms that would embrace conditions for collective efforts, strategies and actions, (b) by reframing and enriching the focus of today’s “sport” scholarship towards the advancement of “applied Olympic education” academic programmes and curricula with more human centered inter-disciplinary theories and practices and (c) by reaching out to existing institutional “wisdom” to learn from and collaborate with agencies and organisations with a long history of active engagement in similar challenges (e.g. international development, conflict resolution, social change and social justice.) It is therefore suggested that the International and the National Olympic Academies and all engaged stakeholders question whether the existing “sport system” as well as the rhetoric and the practices of the legacies of the modern Olympic Games are effectively serving the needs of today’s local and international communities. Given the global challenges and economic recession, we are all called upon to take actions that transcend the current institutional wisdom and more effectively utilise the power of the Olympic spirit to serve humanity, which is one of the main pillars of the mission of the International Olympic Academy (IOA).

Olympism, Peacebuilding and Development: Global Momentum and Existing Gaps

Over the last two decades an increasing number of sport, humanitarian, educational and civil society institutions have recognised the power of sport, education and cultural enrichment programmes as tools for resolving a number of social challenges, such as Child Protection; Education and Welfare; Gender and Disability Inequalities and Discrimination; Human Rights; Social Cohesion and Civic Disengagement; Conflict; Inter-Ethnic Intolerance and Democratic Governance; Health and Well-being; HIV; Drug and Alcohol Abuse; Unemployment; Poverty and Homelessness; Refugees and Migration. However, all projects seek-

ing to bring social change through sport must be adequately and professionally planned, monitored, and evaluated in order to achieve successful results.

While these programmes create opportunities for innovative “sport for development and peace” (*SFDP*) programming, the *SFDP* researcher/practitioner is expected to possess specific skills and competencies that traditional sport academic programmes fail to provide. To address this largely unmet need, the *International Olympic Academy* and the *Conflict Resolution Programme of the Department of Government at Georgetown University* recently announced the inauguration of *Olympism for Humanity (O4H)*, a global venture that aims to advance Olympism, Peacebuilding, and International Development Scholarship & Practice. The first initiative of O4H is the *Olympia Praxis Summer Programme, a professional development training opportunity to be held in Ancient Olympia, Greece from June 23-July 3, 2013*.

O4H is guided by the *International Olympic Academy’s* vision and efforts “to explore and enhance the contribution of Olympism to humanity”. Its mission is to advance, disseminate and promote Olympism as a tool for addressing local, regional and global societal challenges. *Olympism4Humanity (O4H)* aims to recruit and train committed entrepreneurs and provide ongoing support and capacity-building opportunities. The ultimate goal of this programme is to create the conditions and supporting mechanisms for social innovation and entrepreneurship inspired by the Olympic ideals, philosophy, arts and science, and inclusive and democratic governance at the birthplace of the Olympic spirit and ideals.

O4H presents a unique opportunity to utilise the core values of Olympism to support, inspire, and equip youth, education, and sport stakeholders to become socially responsible and civically engaged, as well as to employ Olympic education as a vehicle for youth development and social transformation in their respective communities.

Olympism4Humanity legacy: Ongoing Support and Commitment

Olympia Praxis Summer Programme is part of *Olympism for Humanity (O4H)*, a global initiative, which aims to advance human centered alliances, scholarship, educational opportunities and synergies that will facilitate the resolution of exist-

ing global challenges. *O4H* will coordinate local, regional and global efforts and serve as a catalyst for:

- *Creating Inclusive Systems*: Create new and support existing local, regional, and global learning hubs through the *Olympia Alliances Project*.
- *Providing Ongoing Capacity Building*: Provide Olympic education training, capacity building, mobility, and educational opportunities for engaged stakeholders through the *Olympia Praxis Project*.
- *Establishing O4H Scholarship*: Produce and advance related and applied scholarship through the *Olympia Epignosis Project*.

O4H's long-term strategic plan aims to provide ongoing professional training and capacity building for individuals who are interested in gaining the essential skills and competencies for effective *Olympism, Peace and Development (OPD) programme initiation and delivery*.

Olympism 4 Humanity's Olympic Education Framework

The *Olympia Praxis Summer Programme* aims to provide interdisciplinary and applied professional development opportunities for advancing evidence-based policy and programming. The professional training will include lectures, workshops and panels from prominent academics, sport and development practitioners, and other experts who will share their knowledge and experience from the field. The *O4H* curriculum will be centered on the following topics:

- Case Studies: Experiences from the field (unemployment, at-risk youth, conflict resolution, adverse conditions, disability, social integration, etc.)
- Applied *Olympic education* and *Olympism Peace and Development (OPD) Theoretical Foundations*
- Non-profit organisations, strategic planning, challenges and steps forward
- *OPD Knowledge Economy* (evidence from the field and efforts to bridge gaps in knowledge)
- *OPD Strategic Planning, Partnerships, Programme Initiation and Delivery*
- *OPD Capacity Building and Sustainability*
- *OPD Monitoring and Evaluation*

Olympism 4 Humanity invites the following *Olympism, Sport, Peace and International Development* stakeholders to participate in this summer programme:

- Teachers of Physical Education, Performing Arts and Sciences
- Officers and Administrators of National Olympic Committees and Academies
- Programme Officers and Administrators from Government Agencies, Civil Society Organisations, Ministries of Sport, Health, Culture and Education
- Sport for Development and Peace Practitioners, Youth Sport and Community Sport
- Faculty and Researchers
- Athletes and University Students

Why is this programme unique?

This programme is particularly unique for many reasons. It will be the first professional training opportunity solely focusing on Olympic value dissemination as a tool for social change, and it aims to revive these values at the birthplace of the Olympic spirit: Olympia. There, Olympism, peace-building, democracy, philosophy, arts, science, and civic engagement were originally embraced as vital and essential elements of excellence, and as the components of a holistic educational philosophy of a balanced mind, body and spirit. Participants will participate in a life-changing learning experience by gaining an intense cause-oriented, project-based training at the foundation of the Olympic spirit. Olympia Praxis Summer programme participants will complete a strategic action plan, which will be supported throughout the year with the mentorship and support of Olympia Alliance, a consortium of prominent experts from this emerging field.

Olympia Alliance, Mentors, Advisors and Support Group

Olympia Alliance will serve as a platform and a resource for ongoing mentoring and capacity building for sustainable programme initiation and delivery. This platform is only the first step of an ongoing effort to create more alliances across

the globe. *Olympia Alliance* is a consortium of prominent Olympism, Peacebuilding and International Development experts from the following agencies:

- International Olympic Academy (Greece)
- Georgetown University (USA)
- Muhammad Ali Center (USA)
- PLUS Global Academy (USA)
- Caribbean Sport for Development Agency (Trinidad and Tobago)
- UOC, FCB Barcelona and UNESCO Chair (Spain)
- Magic Bus (India)
- Texas A&M University (USA)
- University of Regina (Canada)
- Partners of Americas (USA)
- University of Botswana (Botswana)
- University of Illinois at Champaign-Urbana (USA)
- International Center for Sport, Research and Development (Cyprus)
- University of Calgary (Canada)
- University of New Mexico (USA)
- Yale University (USA)
- Regional Sport Agency (Suriname)
- University of West Indies (Trinidad and Tobago, Jamaica)
- International Council of Sport Science and Physical Education (Germany)
- Massachusetts Institute of Technology, MIT (USA)

Light up your “torch” and build your Olympism4Humanity legacy at the birthplace of the Olympic spirit

Since we all gathered here at the birthplace of the Olympic spirit, let’s try to explore ways we can revive the essence and the spirit of Olympism and how we can more effectively serve the mission of the International Olympic Academy and the Olympic Movement. Let’s try to focus on how we define “success” and “Olympic legacy” beyond gold medals. Let’s try to think and act towards purposeful, cause-oriented successful programmes that resolve specified global challenges. Let’s try to redefine our practices, navigate, and explore new structures and crea-

tive that would more effectively serve the needs of humanity – and let’s try to build an Olympic legacy where national and international Olympic bodies play an instrumental role and serve as a catalyst of improving people’s lives across the globe. Given these new challenges we are all called upon to build legacies where the values and the spirit of the Olympic Movement are not celebrated once every four years, but become a platform for promoting educational, cultural and institutional reform towards the advancement of the human condition across the globe in everyday life. Olympism can become a platform that youth across the globe are attracted to, and proud to be a part of. Let us all work together towards an Olympic legacy where the Olympic spirit is disseminated and institutionalised as an integral part of our existence. Let us all try to invest in the Human and Social Capital of our local-global community and let’s create the necessary synergies and systems to actualise the essence of the ancient Olympic spirit-and find more effective ways of serving humanity. Let’s light a new “torch” and disseminate our “flame” towards building an everlasting Olympic legacy by enhancing “the role of Olympism to humanity” (IOA).

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THE EDUCATIONAL PROGRAMME: 'INTERNATIONAL INSPIRATION' – THE CASE OF TANZANIA



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Introduction

Recognising the importance of Olympic Games legacy, the IOC organised an International Symposium on the Legacy of the Olympic Games, 1984-2000 in Lausanne, from 14th to 16th November, 2002. At the end of the Symposium, Remarks, Conclusions and Recommendations were drawn.

The symposium participants remarked that, “The aspects related to the legacy should be considered from the first steps of the bid processing the organisation of the Games. The possible long-term effects, the benefits for the community and the possible contribution of each bid to the continuity of the Olympic Movement should be considered as key aspects of the evaluation of bids.”

The Symposium recognised the importance of the concept of legacy in the organisation and in the final evaluation of the Olympic Games, however, when

attempting to define legacy, they found that there are several meanings of the concept, and some of the contributions to the symposium had highlighted the convenience of using other expressions and concepts that could mean different things in different languages and cultures, and that may also better express the historical roots and continuity of the Olympic Movement than the word legacy.

The symposium further observed that, the Olympic legacy referred to at the Symposium was multidisciplinary and dynamic –changing over time– and affected by a variety of local and global factors. Therefore, whilst being difficult to define, legacy is a local and global concept, existing within cities, regions and nations, as well as internationally. Moreover, it is fundamental in the understanding of the mission of Olympism in society.

The symposium participants underscored the need for a long-term legacy planning of the Olympic Games in the context of sustainable development, since planning in this way protects the environment, while at the same time bringing about social and economic development.

Following presentation of all the papers, the idea emerged that the effects of the legacy has many aspects and dimensions, ranging from the more commonly recognised aspects such as architecture, urban planning, city marketing, sports infrastructures, economic and tourist development – to others that are just as, if not more important, but that are less recognised. The symposium found it necessary to point out the importance of so called intangible legacies, such as production of ideas and cultural values, intercultural and non-exclusionary experiences (based on gender, ethnicity or physical abilities), popular memory, education, archives, collective effort and voluntarism, new sport practitioners, experience and know-how, etc. These intangible legacies also act as a motor for the tangible ones to develop a long-term legacy.

Culture was identified as one of the fundamental aspects of Olympic legacy, that could be considered as the basis for its existence and continuity. Indeed, culture was identified as not just one aspect of Olympic legacy, but as the ultimate source of all others.

The symposium also made a special observation on the value of Olympic education as intangible legacy. Many of the interventions, from references to sustainability, to those relating to politics and culture or the social benefits of the Games,

have advocated the necessity for Olympic policy to focus maximum on education and that these education projects should be connected to Olympic legacy projects, such as Olympic education's role in achieving a model of sustainable development.

What is International Inspiration?

International Inspiration is the official legacy programme of the London 2012 Olympic and Paralympic Games.

Objectives of International Inspiration

Its target is to enrich the lives of 12 million children in 20 countries around the world by encouraging them to take part in physical education, sport and play.

In the 2005 Olympic Games bid, the London Organising Committee of the Olympic and Paralympic Games made a pledge: to “reach young people all around the world and connect them to the inspirational power of the Games, so they are inspired to choose sport.”

The programme works with policy makers, practitioners and participants to create long-term change for young people around the world, even beyond the 2012 games.

International Inspiration programme is taking place in 20 countries: Azerbaijan, Bangladesh, Brazil, Ethiopia, Egypt, Ghana, Jordan, India, Indonesia, Malaysia, Mozambique, Nigeria, Palau, Pakistan, South Africa, Tanzania, Trinidad and Tobago, Turkey, Uganda and Zambia.

International Inspiration - Tanzania

This programme was designed to train teachers, provide facilities and resources for sport in schools and the community and strengthen leadership, coaching and administration in sports governing bodies and clubs.

The programme has been running in Tanzania since April 2011 and has a vision to transform the lives of 2 million Tanzanian children and young people of all abilities, in schools and communities through the power of high quality and inclusive physical education, sport and play by 2014.

International Inspiration Tanzania is focused in five regions of Arusha, Dar es Salaam, Zanzibar, Mwanza and Songea and works in collaboration with local authorities and communities.

Strategies to achieve the Goals of International Inspiration - Tanzania

The programme's strategies to achieve its goals are by:

- Engaging with children and young people in education/vocational skills by supporting the implementation of a standard curriculum through the development of teaching, provision of learning materials and increasing the number of qualified teachers.
- Creating courses and qualification standards for sports coaches, officials and administrators.
- Increasing women's and girl's participation in play and sport.
- Increasing opportunities for young people with disabilities to participate in high quality sport.
- Combating HIV/AIDS and malaria through raising educational awareness.
- Facilitating knowledge-sharing and learning with the development of an East Africa regional approach through south-to-south exchange of knowledge, skills and best practice.

Partners:

Implementing partners include: The British Council, UK Sport, UNICEF, Laureus, Tanzania Olympic Committee, National Sports Council, Tanzania Institute of Education, Ministry of Information, Youth, Culture and Sports, Ministry of Education and Vocational Training, Ministry of Regional Administration and Local Government, Communities and Schools (Both Public and Private).

Implementation and achievement

1. Official Launching of International Inspiration -Tanzania

International Inspiration – Tanzania was officially launched on 6 August 2011, in Dodoma – the seat of Parliament also known as the political capital of Tanzania.

As part of the launch, a series of events was organised; including briefing meet-

ings with six government ministers among other stakeholders, a sports bonanza with 150 secondary and primary schools children, a football match between the International Inspiration team and parliamentarian team.

The launch, at the Jamuhuri stadium in with the Minister for Information, Youth, Culture and Sports as chief guest, started with 40 trained young leaders from three secondary schools leading 100 primary school kids in a fun games bonanza.

The football match followed, between the International Inspiration team and the MP's team in a spectacular display of diversity, inclusion and sportsmanship. The MP's team included 7 ladies while the International Inspiration team included people with different abilities. A poem delivered by three students followed, highlighting the four International Inspiration themes in Tanzania (Teachers and teaching Interventions, Sport Leadership and Coaching, Young people with disabilities' participation and Women and Girls participation).

2. Training of Young Coaches and Coaching Officials

Training of young coaches and coaching officials was successfully conducted in Zanzibar in November 2011. 100 teachers from a number of the island's secondary and primary schools met at the SOS Education Centre, where they received a variety of sports training, participating in Women Football, Volleyball and Kids athletics coaching activities. A further 120 were trained with each of the regions of Arusha, Ruvuma (Songea), Dar-Es-Salaam and Mwanza providing 30 participants each.

3. Young Leaders Programme

The Young Leaders programme is designed to give a group of disadvantaged young people the chance to make positive change to their lives. The selected Young Leaders have been involved in a training programme designed to improve their inter-personal, communication and leadership skills. Training is being delivered at local, regional and national levels through workshops, mentoring programmes and events. At the time of writing this paper more than 100 young leaders had attended this programme.

4. Women Leadership Courses

The programme is part of a wider intervention to improve quality and access to sports in Tanzania, and supports women in positions of influence to develop their leadership skills and give them the tools they need to be leaders in developing sports in their organisations, communities, districts and regions. The first such course involving 20 participants was held in November 2012, while a second group attended a similar course in January 2013; making a total of 40 women who have attended the Leadership course to date. During the week-long training, participants learn about sports management with emphasis on female engagement and participation, amongst other international topics. On the final day, the leaders are grouped according to their regions, where they discuss plans that they can implement back home.

5. Development of Teaching Materials

International Inspiration in collaboration with Tanzania Institute of Education conducted a workshop on localization and adaptation of TOP materials from 15th to 27th October, 2012 at Kibaha Education Centre. Where the general objective was to improve and adopt TOPs cards to reflect Tanzanian educational needs and context.

Specific objectives of the workshop were to:

- a) Translate Top Cards materials from English to Kiswahili language.
- b) Improve Tops cards materials to meet the needs and environment of primary school pupils in Tanzanians.
- c) Prepare/create cards which resemble the Tops Cards as regards to our local games and sports.

The workshop was planned to accommodate 40 curriculum coordinators but due to various circumstances only 26 attended.

6. Inspirational Visits

Oscar Pistorius, International Inspiration Ambassador visited International Inspiration projects in Tanzania, where he also helped launch International Inspira-

tion's partnership with the Laureus Sport for Good Foundation, for whom he is also an ambassador.

He got involved in sporting demonstrations in athletics, women's football and volleyball, which were led by instructors who have benefited from the training programmes.

Lord Sebastian Coe, Chairman of the London 2012 Olympic Games Organising Committee was yet another, high level inspirational visitor to Tanzania, where he got involved in a number of International Inspiration – Tanzania programmes, like Kid Athletics etc.

Conclusion

International Inspiration is the first international legacy programme of a host nation. International Inspiration has reached millions of children and young people in the participating countries through the power of high quality and inclusive sport, physical education (PE) and play and has enriched many thousands of lives. International Inspiration was conceived as the official London 2012 Olympic and Paralympic Games legacy initiative.

International Inspiration represents an innovative and ambitious concept that fits well with the recommendations of the International Symposium on Legacy of the Olympic Games, 1984-2000, held in Lausanne, Switzerland, 14th-16th November 2002.

In Tanzania, collaborative in-country partnerships continue to ensure the programme is sustainable and leaves a lasting legacy in the country.

The programme's holistic approach that focuses on three levels (policy makers, practitioners and participants) represents a positive and comprehensive model.

Building successful partnerships has been an important mechanism for ensuring national PE and sport policy changes. The integration of training of trainers and the cascading of training is helping to leave a lasting legacy, alongside the capacity building of young leaders.

One of the main risks with the programme's strategy is the assumed link between participation in sport and wider positive outcomes; however the pro-

gramme has established a suitably wide range of targeted and high quality activities to ensure that involvement in sport can impact on these outcomes.

It is still relatively early to fully assess the extent to which International Inspiration Tanzania will leave a legacy; longer-term sustainability is dependent upon the availability of sufficient resources, plus buy-in and reform at the level of the Governments (both Central and Local), policy makers and The National Olympic Committee.

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OLYMPIC EDUCATION AROUND THE WORLD¹



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Introduction

Honouring Pierre de Coubertin's works as founder of the modern Olympic Movement, as pedagogue, who was convinced of the importance of sport in the development of the youth, and enthusiastic promoter of the Olympic values, the IOC officially declared the year 2013 as *Pierre de Coubertin Year*.

It was Pierre de Coubertin (1863-1937), whose 150th anniversary of birth we are celebrating this year, who demanded in 1934: "Olympisme à l'école. Il faut l'encourager!"².

Thus the Olympic Charter (IOC 2011, 13) set it as one of the important objectives:

1. The following contribution is a summary of the main chapters of the author's dissertation at Mainz University in 2011. It presents some of the results of a historical, critical incorporation and analysis of Olympic educational programmes for schools, elaborated by host cities of Olympic Games, international institutions and the CIPC's long-term project of an International Network of Coubertin Schools. Based on the author's contribution "Pierre de Coubertin's Olympic idea as an educational challenge for the worldwide Olympic Movement" for the Report Book of the 8th IOC World Conference on Sport, Culture and Education, Amsterdam 2012; updated and completed by further examples.

2. Coubertin, P. de (2000 [1934]). *Olympism at School: It Must Be Encouraged!*

“The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values”.

But how are the Olympic idea and the Olympic values, set up by Coubertin more than 100 years ago, implemented into every day school life?

While a wide range of materials for schools and various interpretation models for Olympic education already exist internationally, very few approaches have been explored to date in analysing their objectives and didactic-methodical implementation on the basis of communicating Olympic values.

The aim of the author’s study is a systematic examination of Olympic educational models and programmes in schools during the period 1976–2010. The educational mission of Olympism (as a collective term for “Olympic ideals/values/principles”, and in recent times “Olympic Movement”) has, since Montreal 1976, been largely implemented as follows:

1. Through increasingly complex Olympic educational programmes of host cities/countries of Olympic Games.
2. Comprehensive, international Olympic educational programmes.
3. National Olympic educational programmes, elaborated on and supported by National Olympic Committees and Academies.
4. Models for sports-specific values education, usually conceived of as long-term projects.

Olympism and Olympic education

The terms “Olympism” and “Olympic education” are defined on the basis of the educational works of Pierre de Coubertin (1863-1937), and the value definitions derived from these³. It would lead too far to give a complete chronological presentation of the pioneering models of Olympic education here. The views of the main representatives, apart from a few minor deviations, coincide in the central ideas

3. See Chapter 2 of the author’s dissertation. There a network is also being developed to include potential implementation forms according to Olympic educational target groups in a historical context.

(Lenk 1964, Andrecs 1973, Grupe 1988, Müller 1991, Geßmann 1992, Schantz 1995, Binder 2000, Naul 2002).

In the present quantitative analysis the seven individual values of Olympic education according to Grupe/Müller (2003) form the theoretical basis of:

1. “self-awareness through sport;
2. holistic, harmonious education;
3. the idea of human perfection through sports performance;
4. conscious commitment to and respect for ethical principles in the practice of sport/respect for and tolerance of others, e.g. in the ideal of fair play;
5. social encounters and understanding in sport;
6. the concept of peace and international understanding;
7. promotion of emancipatory developments in and through sport (e.g. involvement of athletes, emancipation of women, protection of nature, etc.)”.

Olympic educational programmes of host cities of Olympic games

The largest section of the author’s study (see chapter 3 of the author’s dissertation), presents an analysis of 18 Olympic educational programmes of twelve Olympic cities since Montréal 1976.

Methodology

Covering approximately 5,500 pages, the analysis evaluates a wide range of materials, for the most part in English and French, using both qualitative and quantitative methods.

Key issues in this study were:

- a) What are the objectives formulated by the programme’s publishers?
- b) What target groups is the programme intended to reach?
- c) How is the programme structured in terms of content?
- d) How do the publishers intend to communicate the programme’s message in terms of methodology?
- e) What comprehensive Olympic values are addressed in the programme?

A closing commentary seeks to highlight the programme's special features and particularly successful, though also critically scrutinised aspects.

Research results

While the programmes were found to be similar in many respects, such as in terms of objectives, target groups, content and methodical implementation, a very different picture emerged with regard to the communication of Olympic values. In the majority of Olympic educational programmes run by Olympic Games hosts, for instance, the communication of Olympic knowledge prevails over the imparting of Olympic values. More than two thirds of all programmes in this category offer texts, exercises and activities that address all seven individual values of an Olympic educational programme in a number of different ways. In just five of the programmes analysed was any shortfall identified in the representation of individual values. It was notable that, in most educational programmes, more is written concerning sport than opportunities are offered to *experience sport for oneself*. Often, these even come last in the frequency scale of Olympic individual values. To date, school sports, trumpeted as the “core subject of Olympic education”, have thus had only limited impact in implementing these values effectively.

Table 1 (see next page) illustrates the frequency of Olympic values in 12 of the programmes analysed.

Discussion

The research hypothesis formulated at the outset, “school programmes developed by host nations of Olympic Games are distinguished by their advanced development for the purposes of fulfilling their Olympic educational mission”, can be affirmed only in part. This largely applies to the setting of objectives. Progress can also be seen to have been made in terms of primary target groups and methodical approaches, although this has not always been continuous. Multiple setbacks have been experienced, for reasons of capacity.

A detailed comparison of 18 analysed programmes seeks to flesh out critical issues as well as potentials and thresholds in addition to commonalities and differences.

Tab. 1: Results of the empirical investigation on the frequency of individual Olympic values in 12 Olympic educational programmes

Nr.	Olympic Values	Lillehammer 1994				Sydney 2000				Athens 2004		Beijing 2008		Vancouver 2010									
		OL på hjemmebane (The Olympics in our country)		The Aussie Frog Challenge		Aspire		Set No Limits		Despina and the Dove		Olympic Reader I	Olympic Reader II	Olympic Torch Relay	Aboriginal Education Resources								
		Volume I Primary (N=147)	Volume II Secondary I (N=150)	Primary (N=45)	Secondary (N=487)	Primary (N=195)	Secondary (N=487)	Primary (N=37)	Secondary (N=25)	Fairy-tale for Young and Old (N=16)	Primary (class 1-3) (N=21)	Primary (class 4-6) (N=12)	Secondary (N=39)	Secondary I (class 4-7) (N=5)									
abs.	%	abs.	%	abs.	%	abs.	%	abs.	%	abs.	%	abs.	%	abs.	%								
1	self-awareness through sport	8	5	18	4	2	6	1	4	11	3	12	1	6	7	18	-	-					
2	holistic, harmonious education	9	6	16	36	22	11	31	6	15	41	6	24	3	19	7	18	1	20				
3	the idea of human perfection through sports performance	3	2	18	40	9	5	26	5	20	54	7	28	5	31	4	33	9	23	1	20		
4	respect for ethical principles in the practice of sport/ respect for and tolerance of others, e.g. in the ideal of fair play	4	3	6	13	25	13	31	6	5	14	4	16	9	56	1	4	33	8	21	1	20	
5	social encounters and understanding in sport	8	5	18	40	14	7	10	2	6	16	3	12	6	38	9	43	3	25	10	26	-	-
6	the concept of peace and international understanding	7	5	4	9	13	7	19	4	2	5	1	4	11	69	8	38	5	42	9	23	-	-
7	promotion of emancipatory developments in and through sport (e.g. involvement of athletes, emancipation of women, protection of nature, etc.)	17	12	28	62	40	21	64	13	19	51	9	36	3	19	2	10	1	8	8	21	2	40

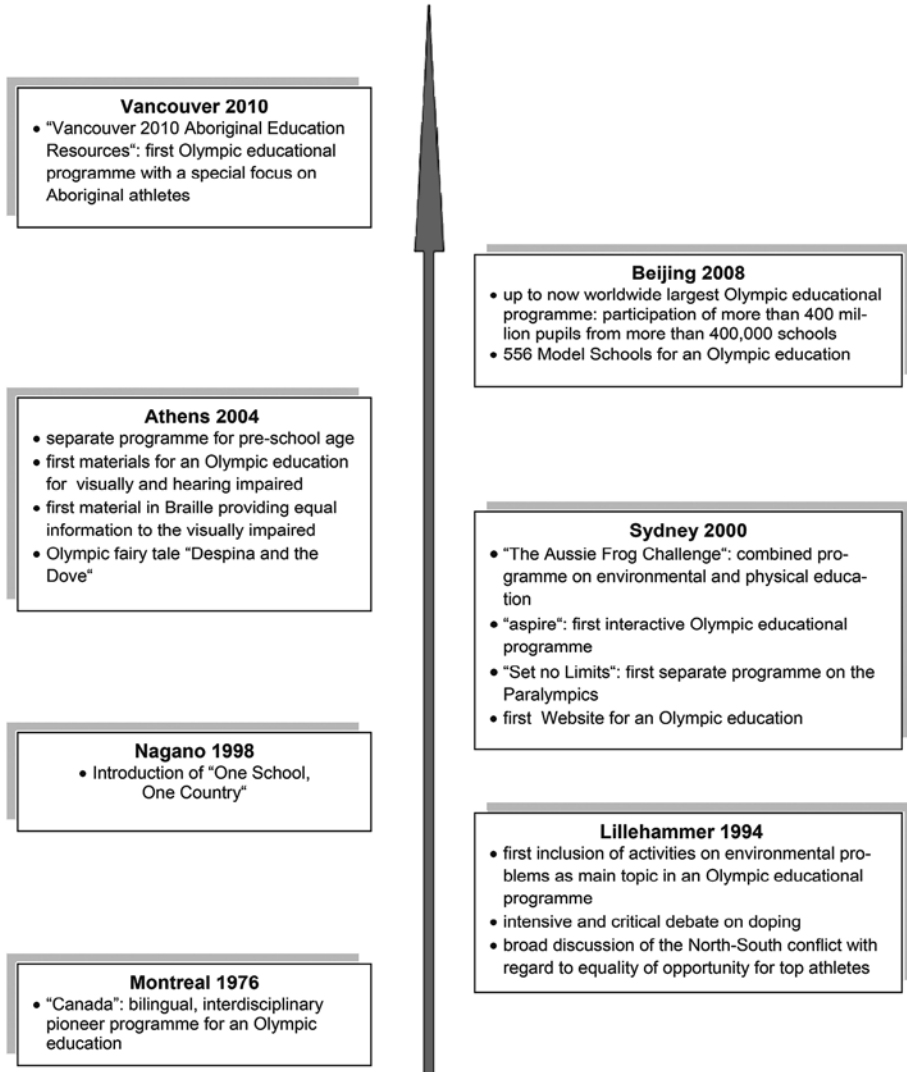


Fig. 1: Important stages in the development of Olympic educational programmes of host cities of Olympic Games

A tabular overview at the end of the chapter 3 of the author's dissertation can be used to compare programmes at length in terms of target groups, communication of values and frequency, external design, content-specific features and distribution of materials.

International Olympic educational programmes

Applying the same methodology used for the study of Olympic educational programmes of host cities of the Olympic Games, exemplarily, three international programmes have been analysed.

Research results/discussion

At a first glance, international programmes are designed as more compact materials (i.e. only one volume, containing 70-200 pages) in contrast to a large number of Olympic educational programmes of Olympic host cities, containing up to three folders and 700-1,400 pages (Calgary 1988, Lillehammer 1994) or 13 books (Athens 2004), 10 books (Beijing 2008).

Tab. 2: Results of the empirical investigation on the frequency of individual Olympic values in International Olympic educational programmes

Nr.	Olympic Values	Keep the Spirit Alive (1995)		Coubertin Academy (2007) ⁴		OVEP (2007)	
		Intermediate/Secondary		Secondary		Intermediate/Secondary	
		abs.	N=49%	abs.	N=141%	abs.	N=162%
1	self-awareness through sport	11	22	9	6	20	12
2	holistic, harmonious education	9	18	22	16	34	21
3	the idea of human perfection through sports performance	11	22	32	23	32	20
4	conscious commitment to and respect for ethical principles in the practice of sport/respect for and tolerance of others, e.g. in the ideal of fair play	16	33	19	13	36	22
5	social encounters and understanding in sport	9	18	18	13	33	20
6	the concept of peace and international understanding	8	16	11	8	27	17
7	promotion of emancipatory developments in and through sport (e.g. involvement of athletes, emancipation of women, protection of nature, etc.)	5	10	20	14	22	14

International Olympic educational programmes focus on teaching the main as-

4. See Nikolaus (2008).

pects of the Olympic Movement. Consequently, the authors prefer a neutral presentation of all topics without moving the one or other nation into the limelight. With “Teaching Olympic Values” the authors even build bridges to values of different religions and culture areas. They set the teaching of Olympic values in a context related to society as a whole, which makes it possible to draw parallels to the Human Rights and educational objectives of huge international organisations like UNESCO or WHO.

All this finally favours the use of international programmes in different school types, different educational systems and culture areas throughout the world.

One important advantage of international Olympic educational programmes in contrast to those elaborated by host cities of Olympic Games is that they are not related to one single Olympic Games and therefore may be used for a much longer period. The most important development in international programmes during the last two decades may be stated concerning the formation of “Olympic educators”, which envisages not only special workshops for teachers, but also the inclusion of coaches, instructors, leaders of sports clubs and associations etc.

National Olympic educational programmes

Three of the national initiatives instituted since 1990 (Germany, Australia and Estonia) are analysed as examples to illustrate models of a particularly exemplary standing (see chapter 4 of the author’s dissertation).

A series of commonalities have been demonstrated for the countries indicated, such as constructive cooperation with the IOA, intensive cooperation with universities and academic institutions, the development of Olympic educational programmes for different target groups, different advanced training programmes for training Olympic educators/multipliers, the inclusion of the host nation’s Olympic Games participants in Olympic educational programmes, collaboration in the establishment/content design of a sports museum, numerous publications, and much more.

The development, coordination and implementation of Olympic education is from the outset dependent on specific national and regional, historical and cultural as well as personnel-determined requirements.

A series of differences in international comparisons is thus made clear:

- In addition to imparting knowledge on the history and structure of the

Olympic Movement, in Germany and in Australia the focus has shifted increasingly in recent years to communicating values more effectively.

- The AOC and the German Pierre de Coubertin Committee offer an innovative concept with long-term effect: the Pierre de Coubertin Award /Pierre de Coubertin Pupils' Prize, which generates much discussion on values at the respective schools.
- School Olympic games enjoy particular popularity in the former Soviet republics, and are held at local, regional and national level, and sometimes even across borders. Estonia assumes a leading role in outreach work. With the support of the press, radio and television, school Olympic games have become an event for all elements of society.

A model for sports-specific values education - the International Coubertin Schools' Network⁵

A multi-year evaluation study was led by the author on Olympic education at over 20 schools named after Coubertin, and which belong to a worldwide association (see chapter 5 of the author's dissertation).

Methodology

The objective of the first empirical study in 2005 (survey of all participants and accompanying teachers) was to record the current status of Olympic education at each of the network's schools and to develop an understanding of their ties with Coubertin and the significance of their participation in the youth forums of the CIPC and of their membership in the international network of Coubertin schools.

The second study of 2007 (survey of all participants and accompanying teachers) seeks to review any previously documented results, trace emerging development trends in the two-year comparison period, i.e. two youth meetings of Coubertin schools, and evaluate the effectiveness of measures introduced by the CIPC with the intention of strengthening cooperation and improving Olympic education in the international network.

5. See Nikolaus (2006) and Nikolaus (2008).

These investigations yield two dimensions in relation to the study of Olympic education:

a) A content-specific dimension according to the standards and values of Olympism:

Sporting efforts	Social conduct	Moral behaviour
Olympic knowledge	Artistic creativity	

b) An organisational dimension:

Institutionalisation - the network as a “learning organisation” (Cf. Emrich 1996)

Internationality and multiculturalism

Event character

Competitor character

Long-term perspective.

The theoretical basis of the empirical studies carried out produces, on the one hand, the abovementioned interpretation model for Olympic education of Grupe/ Müller, and on the other, the didactic matrix for integrated Olympic education of Naul, which has been expanded by the author to include a fifth area of learning –artistic creativity– to cover the entire spectrum of Olympic education within the network of Coubertin schools:

OLYMPISM				
Norms and Values in between Legacy and Reality				
E D U C A T I O N		Disposals	Actions	Orientations
	Sporting Efforts	to exercise in effort	to share competition	to behave fairly
	Social Conduct	to aspire self-perfection	to seek for good examples	to act in solidarity
	Moral Behaviour	to adhere rules	to accept values	to respect different cultures
	Olympic Knowledge	to acquire knowledge	to understand Olympic values	to compare vision and reality of Olympic ideals
	Artistic Creativity	to be active in the fields of music and arts	to combine arts and sport in a creative way	to develop an artistic and aesthetic understanding/ feeling

Fig. 2: The expanded didactic matrix for integrated Olympic education (following Naul 2007, 108 and Naul 2008, 126)

The research hypothesis on which the study is based is as follows: “Institution-

alisation promotes the implementation of Olympic education in the five areas of learning, and facilitates long-term successes”.

Research results

In due consideration of all aspects of the issue, in terms of both its content-specific and its organisational dimensions, the research hypothesis formulated at the outset can be partly affirmed upon evaluating the results of the study.

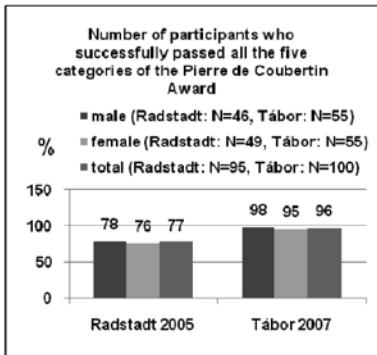


Fig. 3: Increase of participants who successfully passed the competitions for the Coubertin Award (Nikolaus 2011, 320)

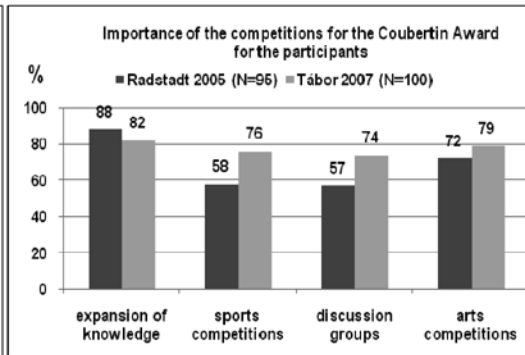


Fig. 4: The importance of the various competitions for the Coubertin Award for the participants (Nikolaus 2011, 325)

Discussion

The comparison results of the two youth forums, for instance, substantiate that the “learning organisation” of the network of Coubertin schools contributed significantly to supporting the content-specific aspects of Olympic education in all five areas of learning, both in the course of the youth forum and at the individual schools themselves. Quantitative and qualitative progress has been acknowledged in Olympic educational work. In terms of the organisational dimension of the study, institutionalisation, the international and multicultural character, and the event character and competitor character aspects helped increase the effectiveness of implementation. As regards long-term perspectives, the effects can certainly be verified as more sustainable compared with previous models,

although not accurately measurable in all cases. However, it is also clear that any further expansion of the network, despite the many positive trends experienced, is at present pitted against a range of limitations, first and foremost of a financial and personnel-related nature.

Conclusion

Undoubtedly, all the four ways for an Olympic education presented may make a considerable contribution to the education of the younger generation and the development of the personality. They can function as “door opener” for an intercultural and global learning and help to improve the understanding for other cultures (see Gall 1999, 55-61).

For the effective implementation of different Olympic educational models, the author, based on her own 27 years of experience as a teacher, offers ten basic recommendations, which might also be helpful for future hosts of Olympic Games (see final chapter of the author’s dissertation):

1. Only use sound or authentic materials, collected in careful research.
2. Use an interdisciplinary approach to benefit from all five learning areas of Olympic education.
3. Concentrate on the main contents of the history of the Olympic and Paralympic Games and phenomena of the Olympic Movement. Design compact materials (Less is sometimes more!).
4. Use problem-oriented and pupil-centred exercises and activities. Youth must be actors in the action!
5. Use the potentials of an event character to reach a higher emotionality of the learning process (Olympic Day/Week, Meeting with Olympians/Paralympians of your country/region etc.).
6. Organise Olympic educational activities as competitions: Olympic values have to be experienced, practised, “lived” by the youths themselves.
7. No excessive desire for action, but well-planned and long-term implementation.
8. A comprehensive, professional and regular training of “Olympic educators” (teachers, coaches, leaders of sports and youth clubs etc.) is indispensable.

9. A continuous evaluation of/an empirical research on the effectiveness of Olympic educational projects supports a successful learning/teaching process.
10. Guarantee the support by school authorities, school departments and the Ministry of education from the very beginning of your projects/events on Olympic education.

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OPTIMISING THE UNDERSTANDING AND TEACHING OF THE PHILOSOPHY OF OLYMPISM



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The philosophy of Olympism can be a difficult subject for teachers and physical educators to integrate adequately into their curricula and lesson plans. Many international media sources have critiqued the concept of Olympism, and a plethora of websites, newspaper articles, books, and even scholarly journals have subjected the Olympic Movement, the International Olympic Committee (IOC), and the concept of Olympism to intense scrutiny and criticism. What can seem like constant negative reporting, focusing on profits, corruption, national rivalries, the exploitation of athletes, cronyism and win-at-all-costs attitudes, can leave people feeling cynical about the purpose and meanings of the Olympic Games (Milton-Smith 2002). Yet we know there is intrinsic value in the philosophy of Olympism. We know that the Olympic Games provide a valuable global experience; the athletes know this, and the fans and citizens of the host city experiencing firsthand the Olympics come to know these feelings. How, then, in light of the constant negative media focus, can we best educate people outside the Olympic Movement about Olympism and the joys that stem from the emotional connectedness of being a part of the Olympic family?

This paper addresses the philosophy of Olympism in the context of Olympic education. Through a brief examination of what Pierre de Coubertin and the original members of the IOC intended the philosophy of Olympism to symbolise, followed by subsequent interpretations from a number of scholars studying Olympism, this paper identifies three key tenets of Olympism. It then provides the context needed for educators to reflect upon the values and ideals associated with Olympism before incorporating Olympic education into their classrooms. This paper shows that ideas surrounding fairness, equality, and ethical behaviour associated with the Olympic Games can be addressed realistically without making lofty promises or trying to rewrite Olympic history. In doing so, the teaching of the philosophy of Olympism can be optimised for use in educational settings today.

Pierre de Coubertin and the Origins of Olympism

The term “Olympism” is often used to represent the non-athletic dimensions, values and goals of the Olympic Movement. Examples such as the safe passage through Greece granted to athletes travelling to Olympia to compete at the ancient festival typify the excellence, valour, and virtue associated with Olympism. Yet steady changes in people’s fundamental values and beliefs over the last two millennia have made it impossible for the modern Olympic Games to mimic the exact purpose and ideals associated with the ancient festivals. Examining the history of the term Olympism inevitably leads to Baron Pierre de Coubertin, whose work in organising a large, international sports festival is well established (e.g. Guttmann 1992; Powell 1994; Weiler 2004).

In conjunction with the norm that privileged the middle and upper classes, while excluding members of the lower class from participating in most sports at that time, Coubertin’s vision of a festival that would exemplify the ancient Greek values emerged. The image of the Olympic Games attributed to Coubertin drew not only on the religious spiritualism of the ancient festivals, but also incorporated aspects of muscular Christianity and philosophies of education (Beamish and Ritchie 2004). Coubertin’s motivations in reviving the Games were widespread and complex, but focused on developing a physical fitness curriculum that stressed games and the values associated with muscular Christianity and Ancient

Greece, in order to teach men values through sport. As Kidd explains, “dressing his games in the image of antiquity proved to be a masterstroke of public relations” and “linking to antiquity gave universal character to the games” (1996, 71).

In coining the term “Olympism” in a series of articles and newsletters, Coubertin sought to infuse his ideas about the spirit of the Olympic Games into the organisational documents of the modern Olympic festivals. By including Olympism in the first drafts of the *Olympic Charter*, Coubertin ushered the term into the vocabulary of the IOC members. Yet despite the ease with which he included Olympism in the *Olympic Charter*, and his pivotal role in organising the first Olympic Games, Olympism remained Coubertin’s personal project; and few other IOC members considered Olympism to be of importance (DaCosta 2006). Coubertin spoke and wrote of the ancient virtues he sought to venerate through reviving the Olympic Games in vague and sometimes contradictory terms, often referring to the resulting meld of concepts as his philosophy of Olympism. As a result, Coubertin’s body of published works includes an eclectic mix of ideas and philosophies that can seem unsystematic and at times contradictory (DaCosta 2002; Torres 2004).

Ample evidence supports the conclusion that Coubertin was selective in which values he wanted to celebrate. His desire was for the Olympic Games to bring together affluent, male athletes to compete in individual events, and he did not embrace the idea of including women or team sports on the Olympic programme (Lennartz 2005). While critical scholars can depict Coubertin’s personal views negatively, the principle of charity requires one to situate his opinions within the social norms and practices of the society in which he lived, and to acknowledge his nobler and more respected character traits, including his dedication to youth education and physical fitness. Indeed, Coubertin sought to use the Olympic Games to educate the world on peace, goodwill, and fair play by bringing the nations of the world together to participate in friendly competitions (Quanz 1993). His philosophy of Olympism thus had a direct connection to the ancient Greek ideal of *kalokagathia* (Filaretos 2004; Olivova 1984).

Some scholars have claimed that the public accepts the philosophy of Olympism as a positive social movement without critical thought (e.g. Lenskyj 2008; Wamsley 2004). Contrary positions deny the very existence of Olympism or present it as an outdated goal, and critics holding positions of this nature consider the

Olympics to be an outlet for exploiting athletes in order to provide two weeks of exciting programming for television networks, and to boost sales for the exclusive sponsors that have signed contracts with the IOC (Jennings 1996; Lenskyj 2004). The secondary research on Olympism helps find middle ground between uncritical acceptance and outright rejection of the philosophy of Olympism that can be useful in teaching youth about Olympism.

Interpretations of Olympism

Critics who consider Olympism a cultural construct suggest perceptions of cultural imperialism and the superiority of Western values in the Olympic Movement as evidence of a lack of universality (Boyles 2001; McNamee 2006). For principles to be universal they must be relevant to people of all genders, races, nations, religions, social classes, ideologies, and so on, and they must remain constant over time (Parry 2006). But throughout the history of the modern Olympic Movement, the values have been modified and some seem to have disappeared (Damkjær 2004). For example, ancient Olympians are often described as brave and heroic people, but the concept of bravery is rarely invoked to describe Olympians today. One can attempt to understand what Olympism has come to represent today by examining the many conceptions of Olympism and the Olympic ideals found in the literature and advocated by members of the Olympic Movement. As several examples will show, conceptions of Olympism in the literature tend to revolve around three broad values: fairness, equality, and ethical behaviour.

Nikos Filaretos lists anti-discrimination, and cooperation, and, above all else, “mutual respect for fair play and the observance of common rules, which govern sport competitions” (2004, 68) as the most important values associated with the Olympics. Along similar lines, Julio César Maglione notes the Olympic Movement’s primary task is to promote the educational value of sport for the purpose of advocating for global peace and understanding (2004, 78). Likewise, historian John Lucas further emphasized the important role education plays in Olympism with his observation that “the Olympic ideal was and is a grand attempt to fuse academic training with moral and physical education” (1988, 95). The conception of Olympism posited by Otavio Tavares includes ten values that he argues

reconcile Coubertin's romantic idea of Olympism (which included "the notions of honour, duty, self-surpassing, fair play, moral excellence and a feeling of belonging") with what he refers to as "illuministic values (individualism, universalism, belief in the transforming power of education and the value of competition)" (2006, 211). Leo Hsu provides a straightforward classification of Olympism by dividing the notion into "all good human values towards an ideal human being," and "mutual understanding, and a peaceful and ideal world" (2000, 253). Finally, Peter Arnold contended that the Olympic Movement encourages justice, honesty, and courage (1996, 95).

Among these many conceptions of Olympism are several overlapping ideas, including: 1) fairness, which includes fair play, justice, and respect for the rules, traditions, and opponents; 2) equality, including non-discrimination; and, 3) ethical behaviour (Teetzel, 2012). These three aspects of Olympism bring together the demarcating features of the philosophy of Olympism from the literature; however, very little instruction exists on implementing these ideas in a meaningful way as part of educational programmes.

Reflecting on Fairness, Equality and Ethical Behaviour

In discussing the philosophy of Olympism with students, it may be helpful to emphasize that the attainment of any ideal involves much more than following the rules (Schneider 2000), because ideals represent what humans must strive to achieve, not what humans can achieve in practice (Morgan 1994). Effort is needed to understand the pursuit of ideals in order to devise strategies for adopting and implementing them in practical and useful ways. An examination and clarification of each ideal is a helpful step in unpacking how each component can be discussed as an attainable value in Olympic education programmes. Moreover, examining the history and development of each component, in the context of sport, shows that there are problematic elements associated with each one. Rather than sweeping the contentious aspects under the rug, acknowledgment of the challenges can aid in developing realistic and more accurate Olympic education programmes.

Common among many of the conceptions of Olympism discussed above is an emphasis on fairness. At the end of the nineteenth century Coubertin equated

“sportsmanship” with competing in a dignified way (Sheridan 2003). Despite the widespread use of the word “sportsmanship” in the context of fairness, the term draws on a history of gender and class exclusivity. In the Victorian era, sportsmen were almost always middle-to-upper class, white men, which is not representative of the athletic population competing at the Olympics. It was the expectation that sportsmen would embody the virtues of “self-discipline, modesty, generosity, tolerance, respect and courtesy, characteristics that became embedded in the athletic ideology of muscular Christianity” (Vamplew 2007, 858) and use the playing field to teach and practise the attainment of moral values. The gender-neutral term “fair play” has emerged to replace the term sportsmanship, or the more cumbersome word “sportspersonship” (Butcher and Schneider 1998). Fair play is now aligned with a mode of participating in sport, rather than the socially-constructed system of exclusion from which it evolved. A definition of fair play adopted by several organisations, including the IOC, International Council of Sport Science and Physical Education, and the United Nations Educational, Scientific and Cultural Organisation (UNESCO), associates fair play with rule following, respect, and modesty (Sheridan 2003). A common denominator among most definitions of fair play is respect for one’s competitors and the rules of the sport, which makes fair play a moral concept.

As a moral ideal, equality involves the idea “that each should have enough” (Frankfurt 1987, 21). Some people having more than others would be less problematic if everyone had enough or a sufficient amount. Nonetheless, a desire for equality stems from the belief “that there are ways in which every human being must and must not be treated” (Miller 2005, 65). As Peter Singer argues, the “value of the life of an innocent human being does not vary according to nationality” (2002, 4). Singer’s views emphasize the value of treating human beings equally and the unfairness inherent in treating people differently based on characteristics that are beyond their control. Proponents of equality maintain that people should be treated equally because the lives of all human beings are equally valuable. All men and women have a natural right to equality and respect, “not by virtue of birth or characteristic of merit or excellence, but simply as human beings with the capacity to make plans for a good life” (Keenan 1975, 118). Strict equality seeks the same for all people without considering their talents, abilities, motivation, and work ethic (Miller 2005). Treating people differently based on reasons that are

beyond their control is never morally acceptable. In the Olympic Games, however, rewards are distributed on the basis of the *merit* of the performer based on his or her actual performance during the competition; past performances, desert, and the virtues of the athlete do not receive consideration (Loland 2007). Accordingly, what Olympic sports test is not equality, despite the frequency of the use of this term in conceptions of Olympism, but is rather the inequalities among participants. Athletes are treated differently and unequally based on their inequalities in performance; hence discussions of equality are not realistic if considerations of relevant differences between people are not included (Flew 1989).

Sport becomes morally problematic when athletes are not given the same opportunities and treatment for unjustifiable reasons, and when sport invokes forms of social exclusion to “promote ideological conformity, nationalism, militarism and inequitable attitudes about gender, race and disability” (Donnelly 2008, 382). The history of the Olympic Games includes numerous instances of discriminatory practices:

As recently as the 1920s, the Coubertin Olympic Games were so exclusionary that alternatives were developed. For example, such exclusion was one of the reasons why the European working class organised its own Workers’ Olympiads... and middle class feminists developed the Women’s World Games (Kidd and Donnelly 2000, 136).

The exclusion of women’s ski jumping from the Vancouver 2010 Winter Games serves as a recent example.

Non-relevant inequalities are present in sport when athletes do not have the resources to enter a competition with their competitors, or they stem from discrepancies in athletes’ access to coaching, equipment, facilities, funding, effective governance, and support services. Athletes with the most unequal, or extraordinary, ability to achieve the goal of the game are rewarded (Loland 2002). Equality, as an ideal, has many dimensions; thus educators would be wise to avoid discussing equality as an attainable and simple goal of the Olympic Movement. Educators would be better served by opening dialogues on the differences between the notions of inequality, discrimination, and merit to provide a more encompassing view of equality and avoid sweeping generalizations about the ability of the Olympic Games to improve humanity and promote equality.

The third component included in many conceptions of Olympism involves the

idea that Olympic sports promote ethical behaviours. Evidence from studies examining how children develop moral decision making skills suggest that sport is an ideal place to develop respect for rules and self-control, among other benefits (Mulholland 2008). Discussions of “ethical behaviours” contain considerable overlap with discussions of human rights. The idea that we possess natural rights has flourished since the end of World War II, and the closing ceremonies of the 1994 Olympic Games forged a link between human rights and the Olympics by included readings from the *Universal Declaration of Human Rights* (Kidd 1996). However, freedom of assembly and free speech are two important human rights that the Olympic Movement has been accused of overlooking and not actively promoting (Lenskyj 2008). Accusations of this nature challenge the idea that the Olympic Games and philosophy of Olympism promote ethical behaviours. Educators need to fill in the gaps and nuances of these discussions to help students understand the complexities of fixing global problems. For accuracy, Olympic education programmes need to highlight the value in striving toward achieving ethical behaviour rather than claim that through Olympism perfect behaviours transpire.

Educating Optimally

Programmes designed to teach students about Olympism are available from several National Olympic Committees and Academies for teachers to use in their classrooms. Yet programmes that make sweeping claims that the Olympic Games can promote peace and understanding through the philosophy of Olympism are misguided because they ignore the difficult and contentious aspects of fairness, equality and ethical behaviour associated with the Olympic Games. The history of the Olympics contains undeniable examples of sexism, classism, racism, and imperialism that challenge the idea that the Olympic Games embody equality, fairness and ethics. The goal should not be to rewrite history and ignore these elements. Accurate lessons included in an Olympic education programme need to acknowledge the problematic and imprecise elements in Coubertin’s concept of Olympism and the resulting conceptions of Olympism that followed, but also emphasize how the Olympic Movement has acknowledged these problems and instigated processes of reform and change.

Educational programmes based on the philosophy of Olympism could be made more realistic and meaningful by moving beyond unattainable ideals and unfounded assumptions in describing the philosophy of Olympism to acknowledge the problematic historical and social issues attached to the pursuit of the Olympic ideals. The required next step is to explain how changes have been made to address these past injustices, after which students can be encouraged to think critically about what areas could be improved further. Discussions of this nature can provide the backbone for educational programmes based on Olympism, and function as goals for values-based programmes integrating Olympic education.

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THE OLYMPIC EDUCATION IN RUSSIA: AN INNOVATIVE MODEL FROM THE SOCHI 2014 OGOC



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It is a great honour for me to present here some new trends in the national system of Olympic education in Russia in the framework of the XXII Olympic Winter Games and XI Paralympic Winter Games of 2014 in Sochi preparation, and to share some experience.

Introduction

The Olympic education in Russia came through several steps of foundation, renovation and innovation and now it is developed with the support of the Russian Olympic Committee and the Organising Committee for the XXII Olympic Winter Games and XI Paralympic Winter Games of 2014 in Sochi.

Analysing the worldwide experience in promoting Olympism, Russian scientists suggested the following definition for Olympic education:

Olympic education on the one hand is a *specific, objective and verifiable learning process* organised by the Russian Olympic Committee, regional Olympic academies and higher institutions of physical education with dif-

ferent parts of population and on the other – a *body of knowledge received as a result of education*.

The role of the National Olympic Committee

First of all it is necessary to say several words about the role of the National Olympic Committee in promoting Olympic education. The Russian Olympic committee is the founder and the main coordinative centre for Olympic education since 1987, when the special department was opened under the leadership of NOC Vice-president, Professor Vladimir RODICHENKO and Professor Alexander KONTANISTOV.

In cooperation with the Ministry of Education, the ROC Department for Olympic education did the following:

- Elaborates a special programme of physical education of schoolchildren, named “Basic Olympic knowledge”, where the theoretical part consists of Olympic philosophy;
- Builds-up the Fair Play Movement in Russia in order to counter balance the negative sides of sports, such as violence, aggressiveness and dishonesty;
- Organises and supports national and international congresses, contests and sports competitions for schoolchildren, students, postgraduates, scientists and athletes;
- Annually publishes the teaching aid named “Your Olympic Textbook”, which is obligatory recommended for use in all secondary schools and higher institutions, and a book “Olympic education”;
- Stimulates and coordinates scientific studies in the sphere of Olympic education, which are carried out in different regions of our multinational country.

A system of Regional Olympic Academies

The Russian NOC promotes the Olympic education through the system of Regional Olympic Academies. In 1987 the National Olympic Academy of the USSR was created, and its first representatives visited Ancient Olympia. But it has appeared that it is quite difficult to promote Olympism from one centre, one acad-

emy. Therefore in 1989 it was decided to open regional Olympic Academies in all big institutions of physical education.

Nowadays we have 13 Olympic Academies with equal rights instead of one in all parts of our country:

- Central Olympic Academy – in Moscow;
- Olympic Academy of the North – in Yakutsk;
- Olympic Academy of the North-west – in St. Petersburg;
- Olympic Academy of the West – in Smolensk;
- Olympic Academy of the South – in Krasnodar;
- Olympic Academy of the Far East – in Khabarovsk;
- Olympic Academy of the Urals – in Chelyabinsk;
- Olympic Academy of the Siberia – in Omsk;
- Olympic Academy of Moscow Region – in Malakhovka;
- Olympic Academy of the Volga region – in Volgograd;
- Olympic Academy of Kama Region – in Chaikovsk;
- Olympic Academy of Velikie Luki – in Velikie Luki;
- Olympic Academy of Voronezh – in Voronezh.

Each Academy has its own annual plan of activities. We can divide them into several branches – educational, sports, and scientific activities.

The “Sochi-2014” OGOC Olympic education concept

When in 2007 Sochi was granted the opportunity to carry out the XXII Olympic Winter Games and XI Paralympic Winter Games of 2014 the new concept of the Olympic education appears. The OGOC experts took all the best experiences from national and international history and philosophy of the Olympic and Paralympic Movements, put them in the curriculum of the educational and training programmes, which are to be realised on three levels: popular, academic and professional. This system is promoted with the help of 26 volunteer hubs all over Russia.

The “Sochi-2014” volunteer hubs

The Organising Committee has connected the leading Russian institutes and universities by initiating the signature of the Declaration in support of Russia’s first Olympic and Paralympic Winter Games. In 2010 those who joined the Declaration submitted their bids for the foundation of dedicated volunteer centres. Based on the results of the contest 26 institutes and universities were selected to become organisation and performance centres for volunteers. The Education Department played an active role in bringing in its expertise and organising deep dives in Olympics and Paralympics for these institutes and universities.

Popular Olympic education

The Popular Olympic education programme deals with the history and philosophy of the Olympic and Paralympic Movements, and, first and foremost, with the Olympic and Paralympic values.

Educational workshops (known as the “Olympic Induction” as they instill the fundamentals in participants) are being laid on, with great success, for the Sochi 2014 management, staff and partners. The Olympic knowledge has been also transferred to an autonomous non-profit organisation Sports Broadcasting. Communicating the Olympic knowledge to Sochi 2014 Licensees is the next item on the agenda.

The first multimedia version of the “Olympic Induction” was released in 2010. One can find in it Olympic and Paralympic champions, leaders of the International Olympic and Paralympic Movement and world leaders discuss the history and philosophy of the Games, what it takes to prepare a Games, and what will be special about the Games in Sochi. This digital “quest” was well received when shown to the public (in particular, to more than 120,000 visitors to the Sochi 2014 Russian House in Vancouver in February 2010), to the Leadership of the Russian Federation.

On the threshold of “1000 Days to Go” and “500 Days to Go” milestone the Organising Committee initiated a series of celebrations and events to take place around the country. Among those there was an outstanding campaign known

as “1000 Olympic Lessons”. Students and trainers from volunteer centres conducted Olympic lessons at schools.

Our cord-breaking educational flash-mob arranged to coincide with the beginning of 2011-2012 academic year was imprinted in the history of the Sochi 2014 Organising Committee. On September 1, more than 1,500 lessons dedicated to the “Legacy of the 2014 Sochi Games” were conducted for above 50,000 school students from across 30 different Russian cities. The Olympic teachers were students from the 26 “Sochi 2014” Volunteer hubs, Organising Committee staff and Partners of the Games. All of them got special training in August that was organised and held in Moscow and Sochi with the support of the Russian International Olympic University. The mission of the lesson was to let schoolchildren know about the Sochi 2014 Games and the Games’ impact (infrastructure, volunteer services, environment, barrier free environment, etc.).

Soon, in order to spread Olympic knowledge further afield, an interactive educational project called “The Alphabet of Sochi 2014” will be launched. This project will brief online visitors on the history of the Olympic and Paralympic Games in an entertaining way, allowing anyone who so desires to upload documents, pictures and video clips for the “Alphabet”, or to test their knowledge and expertise about the Olympics and Paralympics.

Academic Olympic education

The academic education category is focused on developing programmes for educational institutions, schools and universities. These will encompass not only PE, history and geography lessons devoted to the Olympics and Paralympics in schools, but also the development of educational modules for students in higher education institutions.

11 teaching packages covering such disciplines as literature, history, geography, art, music, foreign languages etc. have been successfully tested at schools of Sochi and are now ready to be integrated into school curriculum across Russia.

In 2010 the Sochi Organising Committee in partnership with the Ministry of Education and Science of the Russian Federation held the first Russia-wide “Olympic Teacher” Contest. Memorable gifts from the Partners of Sochi 2014

were awarded to the winners of the contest at a ceremony with the participation of the President of the Russian Federation. The Laureates of the contest united into a public teaching community “Olympic Teacher” and dedicated social networking websites were created to extend the geography of communications.

The second round of the Russia-wide “Olympic Teacher” Contest taking place in 2011 is featuring broader coverage. This time not only school teachers but also university and college teachers are welcome to participate. The participants can choose to compete for one out of four nominations announced by the Organising Committee: “Activity – Philosophy – Profession”, “My Choice”, “Journey around the countries participating in the Olympic Games” and “Courage, Equality, Determination, Inspiration”. The deadline for the submission of applications for the Contest is October 15, 2011.

Professional Olympic education

Professional education is focused on training world-class experts in sports management whose knowledge will foster transformation of Olympic and Paralympic Games experience into unique solutions for the sports industry.

To this end, a Memorandum of Understanding was signed on August 8, 2008, the opening day of the 2008 Games in Beijing, by the IOC, the ROC and the Sochi 2014 Organising Committee on the creation of a Russian International Olympic University in Sochi.

During the Vancouver Games the first official presentation of the University was held on February 25, 2010. By this time its strategic vision had been formed. And on June 7, 2010, during the Official Debrief on the results of the Vancouver Olympic Winter Games of 2010, IOC President Jacques Rogge and the President of Russia, Vladimir Putin, placed a time-capsule in the foundations of the University building, containing a message to future generations. The University complex will open its doors to students and trainees in September of 2013.

By now RIOU has already established relations with a number of leading sports institutes across the world and in Russia.

Olympic education in volunteers preparation

As you know it is impossible to be a good volunteer without a certain level of motivation and Olympic education.

The volunteers training programme for the XXII Olympic Winter Games and XI Paralympic Winter Games in 2014 was presented by the Official Supplier of the “Sochi-2014” OGOC “EXECT Business Training”. It includes three educative sections: “My Games”, “My Work” and “My object”. For team-leaders of volunteer groups, an additional block “My Team” was elaborated. The greatest potential for motivating the developers should have the first section that teaches basics of Olympic knowledge. When it was first submitted to a broad discussion in 2011, it was criticised for being too long, with an inappropriate use of technology business training, excessive information density and the lack of quality of learning. The materials were transferred to the volunteer centres that within three months made suggestions for correction.

The revision consisted of it being compressed up to four days; the option was presented during the visit of the IOC Coordination Commission in September 2012. A proposal was immediately made and approved to combine in a single day the study of Olympic and Paralympic sports, which led to a reduction in the programme to three days. The “Sochi-2014” OGOC decided to approve it on the basis of two volunteer centres having the largest quota - the Moscow Financial-Industrial University “Synergy” and the Kuban State University.

First of all, we had studied in detail the proposed programme presented in the figure. The first 4-hour day of training “My Games” is performed for the entire flow of the 300 people in the hall and called “Introduction”. It is built in the form of quest-adventure, during which volunteers “travel” on the “time machine” breaks through “a web of events”, looking for 50 facts about Sochi, revealing the mystery heritage and the legacy of the XXII Olympic Winter Games and XI Paralympic Winter Games, gradually adding puzzles of large map objects coastal and mountain clusters.

On the second day the volunteers are divided into groups of 50 people and 8 hours involved in training “Details”, during which the interactive way about the Olympic venues, the Olympic and Paralympic sport disciplines, client groups and staff the Games in 2014.

Finally, the third day of the “My Skills” which is devoted to the methods of forming core competencies and values of volunteerism-respect, self-control, involvement, awareness and diligence. At the end of the day, each volunteer group presents several creative numbers that show the degree of assimilation of the material studied.

Conclusions

As you see from this lecture, the process of Olympic education in Russia is still developing. As professor RODICHENKO wrote in his book “Olympic education in Russia”, “Our Olympic education promoters are persistently striving to implement the requests contained in the Olympic Charter, they are looking for partners and followers in State education in order to find the requisite social and pedagogical niche for the Olympic education in the formation of the new generations’ consciousness. The new Russian Federation has become a convincing example of such an aspiration and its implementation.”

PLANNING AND IMPLEMENTATION OF OLYMPIC EDUCATION PROGRAMMES FOR RIO 2016



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I felt honoured to be invited to participate in this 12th International Session for Directors of National Olympic Academies. The request to talk about Olympic education programmes for Rio de Janeiro 2016 Olympic Games for such qualified audience compels me to warn you that this presentation is given on condition of Olympic studies researcher and not as a participant of the Rio 2016 Organising Committee, what in fact I am not. On this occasion I will initiate presenting some Olympic education conceptual frameworks and then the context and the Olympic education initiatives officially linked to the organisation of the Games in Rio.

It should not be new to any member of an Olympic academy that education is, historically speaking, one of the fundamental pillars of the Olympic Movement (OM). It's part of their mission since the time of its founding, having occupied a central place in the concerns of Pierre de Coubertin, its main ideologue and formulator. For the Baron sport was not educative by nature –at least not in a social positive sense– thus requiring a set of values that guide it and a peda-

gological approach that perform it this way (Coubertin, 1894). This critical view, often forgotten, earns validity in the face of contemporary revisions of knowledge that point out the lack of conclusive empirical evidence on the socio-educational character of sport (Bailey, 2005; Janssens et al., 2004; Kobayashi; Zane, 2010). As stated by Deanna Binder (2012, 279), one of the leading experts on Olympic education, “There still seems to be a great deal of discussion in the field of sport about ‘what’ needs to be taught to help students develop good characters through sport participation, and very little about ‘how’ to teach it”. Despite all the effort put into their “educational battle” (Müller, 2000), Coubertin never presented an educational proposal properly systematised.

The Olympic Games are more than just a huge sports festival. They provide a set of symbols and values that have become a central reference for legitimate ways of practising sport and the values it represents and transmits (Mandell, 1986). The educational mission of the Olympic Movement remains the basis and justification of the Olympic Games, although always subject to intense debate about their relevance, effectiveness and characteristics (Armour; Dagkas, 2012). The Olympic Charter, to mention in their fundamental ethical principles “the educational value of good example” clearly indicates the limits of their pedagogical approach. In fact, a closer look suggests that the assumed centrality of the educational mission of the OM is based on a fuzzy vision of the educational value of sport and concrete evidence that the IOC is not an educational institution. However, blending sport with culture and education should be translated into a set of actions that perform the fundamental principles of the Olympic Movement. These actions have generally been called, since the pioneering vision of Prof. Norbert Müller (1975), “Olympic education”. Without entering into a discussion about the different conceptions of Olympic education, we can say that the term encompasses pedagogical proposals on values education through sport which take as a reference the Olympic Movement, their declared values, its symbolism, history, heroes and traditions (Binder, 2012; Naul, 2008; Parry, 1998; Tavares, 2008). Since the values of sport are not an exclusive property of Olympism, this definition clarifies the specific identity of Olympic education programmes from education through sport programmes that occasionally share similar values.

The planning and implementation of Olympic education programmes has

become something mandatory for Olympic bid cities. Since 2000 the Olympic Congresses on “Sport, Education and Culture” have shown particular support for such activities, and the topic of Olympic education has gradually acquired a greater presence (Naul, 2008). On the other hand, Olympic education is not explicitly part of any of the 17 themes that the candidate city must address. This helps to understand, according to my opinion, why the London Games (2012) have apparently disappointed us, especially when compared to Beijing 2008 and Athens 2004.

At first, the promotion of Olympic education is closely linked with the International Olympic Committee and the members of the so-called “Olympic family” (i.e NOA’s, IOA, OCOG’s). However, higher-education departments at universities, Olympic Study Centres inside and outside universities and many other institutions have also become promoters of value education through sport and/or Olympic education and have set up a number of formal and informal networks with their partners in the “Olympic family”. The different institutions with their range of programmes and strategies for the promotion of Olympic education have already tackled different concepts and teaching approaches.

According to Roland Naul (2008), there are four distinct worldwide teaching approaches on Olympic education:

- The “knowledge-oriented” approach “seeks to explain the Olympic idea by means of its historical and educational legacy” (Naul, 2008, 118) focuses on presenting information about ancient and modern Olympic Games, emphasizing names, dates and facts.
- The “experienced-oriented” approach “employs encounters both inside and outside the school at games, sports, art and music festivals” (Naul, 2008, 118).
- The “Physical achievement-oriented” approach focuses on the idea that systematic physical practising and training offers a platform for the holistic development of mind, body and spirit.
- The “lifeworld-oriented” approach “links the Olympic principles to children’s and young people’s own social experience in sport with their experiences in other areas of their lives” (Naul, 2008, 119)

These categories will help us better identify the Olympic education programmes for 2016.

Contextualizing Olympic Education in Brazil

Although not recommended setting a starting point for Olympic education in Brazil, it is essential to point out two distinctive events which greatly contributed for the advancement of this theme: (1) the creation of the Brazilian Olympic Academy (BOA) by the Brazilian Olympic Committee in 1989 (formally in 1998), and (2) the publication of book “Estudos Olímpicos” (“Olympic Studies”), edited by Otavio Tavares and Lamartine DaCosta, in 1999. This publication was the first one to assume a predominantly educational profile.

After “Estudos Olímpicos”, the concept of Olympic education started to become widespread in Brazil. In 2002, there were already eight Olympic Studies Research Groups in different Brazilian states placing the universities in leadership position in relation to BOA. This institution tended to restrict its activities to indicate participants to the events of the International Olympic Academy, maintain a webpage almost never updated and sporadically hold meetings with very few practical consequences.

In a comprehensive survey of sports in Brazil published in 2005, Tavares et al. identified the central tendency of thematization of Olympic education in the initiatives of university researchers, but they did not mention any methods of delivery. The paucity of data related to the practices of Olympic education can be explained by several reasons. The lack of tradition, public interest and scholarly knowledge on Olympic Games, the distance between universities and public policy makers, the lower status of physical education at Brazilian educational system, and the widespread belief on educational nature of sport. Olympic education in Brazil has been happening by means of isolated initiatives, which become more visible when they take place through university experiences, with little or no participation of government and sports institutions. Within this context, eventual actions of support from BOA have been not sufficient to call for further developments.

Road to Rio: Planning and Implementation of Olympic Education for 2016

It is undeniable that the choice of Rio de Janeiro to host the 2016 Olympics greatly expanded the public interest by Olympism and the Olympic sports in a country dominated by football culture. In this context, the subject “Olympic education” becomes less unknown and the emergence of new initiatives could be observed. In this presentation however, I will confine myself to what is under the supervision of the Organising Committee for the 2016 Games.

To date, the Committee has not released any Olympic education programme for Rio de Janeiro 2016 Olympic Games. The projects so far known are those presented at the candidature files within the theme 1 “Vision, Legacy and Communication”. In a very unusual way, the bid committee presented under the title “Youth and Education”, three already existing programmes, two of them organised by the federal government and one by the Brazilian Olympic Committee. It should however be noted that the term “Olympic education” is not mentioned in this document any time. Moreover, the fact that these programmes are already in operation allows that some assessment can be done.

The first programme is the extra-school programme “Segundo Tempo” (Second Half). It is considered at the same time the major sports educational initiative of the federal government and Olympic education programme for the Rio 2016 Games. It reaches, according to the most recent data, one million children and adolescents in 1,300 cities (Sousa et al., 2010) and conjugate the aim of “to benefit three million youth –one million only in the city of Rio– every year in the whole country, in 2016” (Ministério do Esporte, 2011). As such, its stated objectives show that views sport as a valuable tool to achieve social inclusion and values education:

the development of social values, the improvement of physical capacities and motor skills, the enhancement of life quality (self-esteem, social integration and health) reduced exposure to social risks (drugs, prostitution, teenage pregnancy, crime, child labour) and awareness of sports practice, ensuring the exercise of citizenship (Ministério do Esporte 2007, 3).

Usually, each nucleus of the Programme is established with 100 children or teenagers and follow guidelines such as: (a) work on the counter-round of the

school (the “second half”); (b) provide at least two team sports and one individual sport, at least three times a week, lasting two to four hours daily, and (c) offer additional activities such as tutoring in homework, additional lessons and cultural activities. There is a national and a regional policy for training the programme’s human resources. Two books (Oliveira; Perim, 2008, 2009) provide the philosophical and educational guidelines for the entire Programme. The books –written by authors from a number of universities, research groups and NGOs, none of them related to Olympic Studies, as well as by authorities of the Ministry itself– discuss a range of subjects, such as: human development through sport, sport education, child development and acquisition of sports skills, sports teaching methodology, self-concept and motivation, inclusion, gender and disability, leisure and cultural activities, and methodological procedures.

An analysis of this Programme conducted by Knijnik and Tavares (2012) have concluded that although it represents a clear advance in government sports education policies, both its organisational methods, the lack of a clear pedagogy and absence of any reference to the Olympic values and symbols seem to limit the scope of the Segundo Tempo programme to sports teaching.

The second initiative listed is the programme Mais Educação (More education). This programme aims to expand the daily time spent in school, expand community involvement and incorporate different types of knowledge, such as: environment, human rights, culture and arts, digital culture, prevention and health promotion, scientific education, economic education and sport and leisure. Activities started in 2008, with the participation of 1,380 schools in 27 states to benefit 386,000 students. The goal is to meet the 10,000 schools in cities with more than 160,000 inhabitants and benefit three million students. With regard to education through sport, its main impact rely on investments in sport infrastructure for public schools (USD400 million between 2009 and 2016) thus strengthening the broader objective of to have PE classes in all schools. The monitoring of the programme shows that the promise of enhancing Physical Education teaching methods was not followed by any systematised initiative which can be explained by its highly decentralised nature. In this context, these actions were replaced by election of the Programme Segundo Tempo as its pedagogical expression.

The third initiative in the candidature file were the Jogos Escolares da Juven-

tude (Youth School Games), promoted by Brazilian NOC, since 2005. The event is held in two stages –in different cities– with distinct age groups: 12-14 years and 15-17 years, playing 13 sports. This event joined 8,600 youth in the 2011 edition, selected from 2,300 schools around the country through regional competitions which gathered two million participants (Comitê Olímpico Brasileiro, 2011). Only in the final stages, the event showcases within its cultural programme activities such as meetings with Olympians, exhibition of materials (photos, clothing, medals, torches, etc.) and educational panels about Olympism. Interestingly enough although these Games were awarded by IOC they do not explicitly name any part of their cultural programme as “Olympic education”.

Conclusions

The fact that Olympic education is not a subject that receives special treatment in the requirements to the candidate cities gives rise to multiple approaches by the organising committees of the Games. In Brazil, until now, one can observe the absence of a distinctive pedagogical approach to teaching values through sports and references to the Olympic Movement, its declared values, symbolism, history, heroes and traditions. The initiatives under development are characterised by investment in the infrastructure necessary for the development of physical education and the promotion of sport practice. As such, they share the idea that individual and social development can occur through intense efforts to improve oneself in physical endeavors and through competition with others. Only in this sense, these programmes can be classified as “Physical achievement-oriented” Olympic education approaches. Given the limitations to the development of the Olympic idea in Brazil previously mentioned, the picture does not seem to give rise to optimism. Therefore, although there was theoretical and empirical advancement in the 1990s and the 2000s, Olympic education in Brazil has not yet become a meaningful reality.

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THE DEVELOPMENT OF OLYMPIC SOLIDARITY & ITS HERITAGE FOR HUMANITY



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Introduction

The Committee for International Olympic Aid was founded in 1961 and was transformed into Olympic Solidarity from the early 1970s as part of an agreement between the Permanent General Assembly of National Olympic Committees (PGA of NOCs) and the IOC, the former body having been established in 1965 in large part as a mechanism for lobbying the IOC to negotiate with, rather than dictate to NOCs.

The historical development of the CIOA and Olympic Solidarity is integral to the account of West/non-West relations in sport, but Olympic Solidarity was subsequently to become the means for distributing the income from media rights to NOCs and has therefore taken on a key redistributive role.

Its current aims and purpose are defined in Rule 8 of the Olympic Charter in the following terms: “The aim of Olympic Solidarity is to organise aid to NOCs

recognised by the International Olympic Committee (IOC), in particular those which have the greatest need of it. This aid takes the form of programmes elaborated jointly by the IOC and the NOCs, with the technical assistance of the International Federations (IFs), if necessary”.

The humanism mission of Olympic sport aid

Olympic sport aid humanism mission can be categorised in to three broad dimensions. The first dimension is related to the spread of Olympic universal ideals. Olympic sport aid is primarily directed to the spread of the Olympic ideal all over the world bounded up with a humanist approach to social development. Olympism philosophy as an ideal in its own right, which contains universal ethical principles of human dignity, fair play, a better world, peaceful co-existence, international understanding, non-discrimination, moral education, equity, and opposition to any kind of abuse whether of the body or commercial abuses in sport (Anthony, 1994; Benzerti, 2002; Muller, 1988; Parry, 1994). Hence, Olympic sport aid has a political mission to serve the civilisation process as identified by de Coubertin when he stated that:

“the beauty of sport lies in the fact that they are sufficiently humane to suit all conditions of men from semi-savage state to that of the ultra-civilised state” (Anthony, 1994:84).

Olympic Solidarity aid programme aim is to place sport at the service of humanity and social development through education, health and for the harmonious development of humankind fostering human dignity.

The second dimension of Olympic sport aid is to share sport technical knowledge, the programmes carried out by Olympic solidarity are perceived as:

a world bank of sports expertise distributing proceeds, mainly from global televising of the Olympic Games, to countries in more need; these proceeds are both financial and human-cash and skills... it is also a means to “franchising” NOCs worldwide; sharing with them a defined body of knowledge enshrined in the Itinerant School’s “Manual” (Anthony, 1994: 88).

Olympic Solidarity as a sport development department that works exclusively to promote the education of athletes, coaches and administrators, to popularise

and enhance the practice of sport all over the world and in particular, to assist those NOCs which have the greatest need (de Bondt, 1993:165). This process involves the implementation of the philosophy of high performance in recipient countries and to enable recipient countries to compete at an international level (Dubberke, 1986).

The third dimension is to overcome inequalities and unite the Olympic family, Samaranch stated when addressing at the 11th Olympic Congress 1981, he stated that:

“Olympic Solidarity has been created not only to help but also to make close ties between the IOC and NOCs. It is through OS that we are able to try and overcome imbalances and inequalities. The IOC, too, needs the understanding and the backing of NOCs. The purpose of OS is therefore not only to help but also to unite.”

Overcoming inequalities also serves the philosophy of fair-play

if fair-play is truly to show itself in the Olympic family all matters in the “Contemporary athlete” section are relevant; unless Third World athletes can enjoy the same preparation, access to knowledge, and competitive opportunity -talk of fair play is pie in the sky. (Anthony, 1994:86)

Olympic aid is about overcoming the inequalities between the rich and poor countries as far as Olympic sport is concerned. Generally, it is noted that aspects of Sport For All, women’s sport, government and sport, drugs and sport, art and sport, cooperation, understanding, self development, health and knowledge are the key issues that should be given priority in sport assistance programmes.

Driven by these three dimensions Olympic Solidarity has emerged as global mechanism that works beyond the boundary of nation states and has influenced dramatically the dissemination of the Olympic ideals and the development of sport throughout the world. Illustrating its historical development demonstrates the interaction of different groups and forces whether economic or political or cultural within the Olympic family and how Olympic Movement was protected in difficult times.

Founding the Olympic Aid in the 1960s

The introduction of sport aid in the Olympic Movement was a product of pressure from the Soviet Union in the late 1950s, in the context of the competition between the West and the USSR in aid terms. Effectively the US and Soviet blocs were vying with one another to recruit the support of the newly independent states through the mechanism of aid agreements.

Aid in such circumstances certainly involved economic and military aid but also support in cultural fields including that of sport. In the context of this 'aid race' the members promoted the idea of the IOC developing a mechanism for providing sport aid to newly developing nations. It is also clear that, for some IOC members at least, the USSR support of the incorporation of the new states as new NOCs reflected a concern to change the balance of power in the IOC (though NOC membership on the one hand, and the appointment of IOC members on the other, were of course entirely separate issues). Nevertheless, the IOC agreed to the establishment of a Comité d'Aide Internationale Olympique in 1961, which was the forerunner of what was to become Olympic Solidarity.

However, in the 1960s the IOC did not carry out any activities related to aid programme avoiding to be associated or linked with international politics of the cold war and the decolonization process in Asia and Africa as well as the interest of governments to be involved in the Olympic Movement and mix sport with politics. In addition, the anti-apartheid movement that was growing as well as the emergence of the newly independent countries organising the GANOFO games away from the Olympic Games.

Incorporation of the NOCs and the IFs & the balance of power

In the early 1970s the IOC faced a different challenge that was manifested from NOCs and IFs that led to the realisation of the Olympic aid scheme. The IOC had to accept most of the Permanent General Assembly of NOCs (PGA of NOCs) requests to establish a NOCs relation scheme dedicated to facilitate the collaborate among NOCs in developing sport in Africa and Asia. This commission was formally incorporated and the General Assembly of IFs (GAIF) into the organi-

sational infrastructure known as the Olympic family. By doing so, the IOC was able to unite the movement, coordinating the interests of different forces within it, protecting against political interference and commercialism/professionalism while also still effectively holding the new NOCs at arm's length.

The adoption of Olympic Solidarity that was formally established in 1972 at Sapporo was in effect part of the price to be paid for ensuring the compliance of the NOCs. However, although it accepted the idea of Olympic Solidarity, the IOC still initially resisted the provision of financial aid through this vehicle. Control over funding was still effectively vested in the IOC since it insisted that aid take the form of training and other such services. The rationale of implementing the technical assistant programme under the Olympic Solidarity schemes had four aims,

- a) to the further development of the Olympic Movement as well as modern sport in a global level,
- b) strengthening the NOCs activities which basically lacked internal resources to carry out their sport promotion programmes,
- c) ensure independence of NOCs,
- d) uniting action in protecting 'amateur' sport.

Table 1 below illustrates the key actors involved in the creation of a joint commission under the name of Olympic Solidarity. The commission was headed by IOC president and has representative from all three continents East and West Europe, Asia, Africa, North and South America and Australia creating a truly global network where every continent is represented.

Table 1: Olympic Solidarity Key Actors in the late 1970s

Name	Country	Title
Lord Killanin	Ireland	IOC + OS president
Van Kamebeek*	Netherlands	OS Chairman
Giulio Onesti*	Italy	OS Coordinator
H.R. Banks	-	OS Technical director
E. Wiczorek	-	Director of OS of the IOC
Bo Bengtson	Sweden	Member
Walter Tröger*	GER	Member

Name	Country	Title
Raymond Gafner*	Switzerland	Member
Peter Ritter	Liechtenstein	Member
Philip O. Krumm*	USA	Member
David McKenzie	Australia	Member
Harold Wright*	Canada	Member
Constatin Andrianov*	USSR	Member
Günther Heinze*	GDR	Member
Trendafil Martinsky	Bulgaria	Member
Issac Froimovich	Chile	Member
Mario Vazquez Rana	Mexico	Member
Arlington Butler	Bahamas	Member
Manuel Gozales Guerra*	Cuba	Member
Ingrid keller de Schivoni	Guatemala	Member
Katsuji Shibata	Japan	Member
Dawee Chullasapya	Thailand	Member
Ali Asghar Payravi	Iran	Member
Jean-Claude Ganga	People Republic of Congo	Member
Abdel Mohamed Halim	Sudan	Member
Abraham A. Ordia	Nigeria	Member

Source: Olympic Solidarity report (1976:18 & 28)

With such initiative, the IOC managed to incorporate the PGA of NOCs and GAIF and join their effort to one single scheme under the name of Olympic Solidarity. It is clear to see that the introduction of Olympic Solidarity was intended to unify the Olympic Movement by neutralizing the pressure exerted by the IFs and NOCs for a greater say in the running of the Olympic system. Indeed the establishing of Olympic Solidarity did foster the development of the global network of the Olympic family.



Olympic Solidarity and Regional Games

As far as regional sport is concerned, the early 1950s witnessed the creation of international sporting festivals similar to the Olympic Games. In 1951 the Asia Games, the Pan-American games and the Mediterranean Games were established.

1953 witnessed the creation of Pan-Arab Games in the Middle East and in 1965 the creation of the African Games replacing the Friendship games which was supported by the French Empire government. There is no doubt that these regional games played a significant role in the global diffusion of modern sport around the world; they created a regional base in which global sport penetrated to local communities which eventually supported the promotion of the Olympic Movement.

It is a fact that in the course of development of regional games in Africa, Asia and Latin America, Olympic Solidarity played a significant role, it was a platform or mechanism that formed the basis for NOCs corporation facilitating the development of amateur sport. It is through Olympic Solidarity technical assistance, technical knowledge of organising mega regional events, rules and regulations, were provided to Iran and Nigeria and Bolivia preparing to host their continental

games. However, the Olympic aid was not realised until the emergence of TV broadcast right and since then it was agreed that no cash money will be distributed to NOCs; it was only types of services that could be provided.

Olympic Solidarity Legacy

In the 1980s and 1990s with the dramatic increase of the revenue from TV broadcast rights reaching to billions of dollars the IOC developed a wide range of sport related services provided to NOCs. It was through the Olympic Solidarity schemes the IOC managed to achieve the legacy schemes that helped to implement tangible legacy such as establishing sport venues, increasing rehabilitation training grounds and providing sport technology supporting the establishing of NOCs offices and assist in organising the continental meetings.

The intangible legacy achieved through Olympic Solidarity included programmes to support young promising athletes in their training, developed technical courses for coaches, officials and administrators, the global transfer of knowledge and the Olympics values are manifested.

Olympic Solidarity has evolved over the history of the 1960s to date as a truly multinational and global programme. It has unified the Olympic family and provided the basis for remarkable collaboration of IOC, International Sport Federations and NOCs working together for a common aim of advancing the human through sport. It has developed as platform of dialogue between North and South, a “think tank” that identifies world trends and perspectives in sport; it is the basis in which all aspects of the Olympic Movement are addressed. Olympic Solidarity is a very effective mechanism for sport diffusion in the twentieth century.

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The IOA Director Prof. Dionyssid Gangas and the IOA Honorary Dean Prof. Konstantinos Georgiadis with the lecturers Henry Tandau (first from the left) and Dr Ines Nikolaus (third from the left).

*Short presentations
by the participants*

OLYMPIC EDUCATION ACTIVITIES AROUND THE WORLD



Argentina

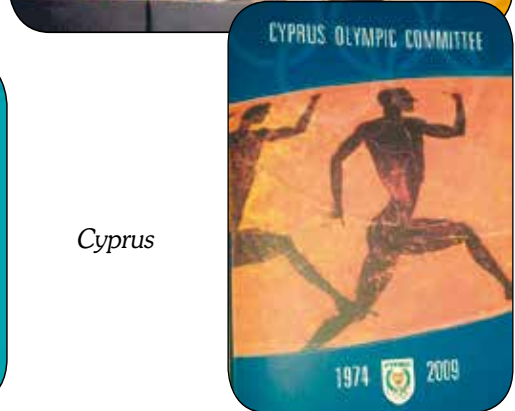


Australia





Canada



Cyprus



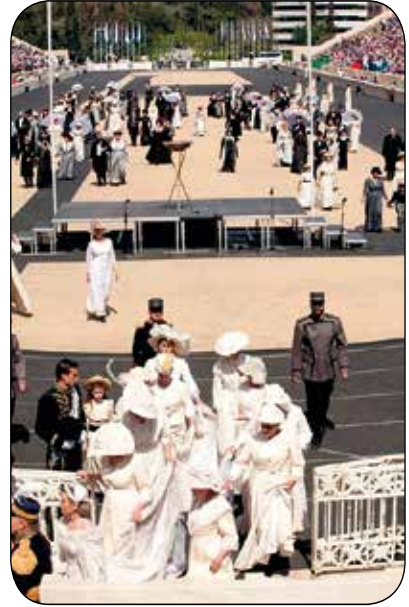
Finland



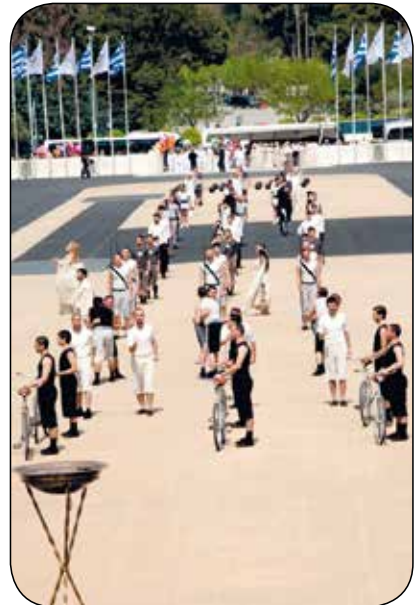
Japan



Libya



Greece





Iran



Mauritius





Lithuania



Malaysia



Turkey



Mongolia



New Zealand

NEW ZEALAND OLYMPIC AMBASSADOR VISITS - GUIDELINES FOR SCHOOLS




Inspiring young New Zealanders living the Olympic Values through participation in sport and the celebration of the Olympic Games

Introduction

The NZ Olympic Ambassador Programme supports the goal of the Olympic Movement to build a better and more peaceful world by educating youth through sport. The programme aims to engage as many young New Zealanders with Olympic values as possible, either as a person or athlete, through contact with a Champion.

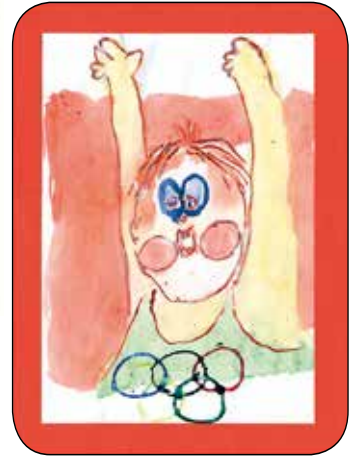
This document will guide you through what to expect and what to do if the NZ Olympic Ambassador is visiting your school. It also includes ideas for activities inspired, pre- and post-visit activities for you to do with your students. These activities will help them understand the Olympic Values and get the most out of the Ambassador's visit.

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Thailand





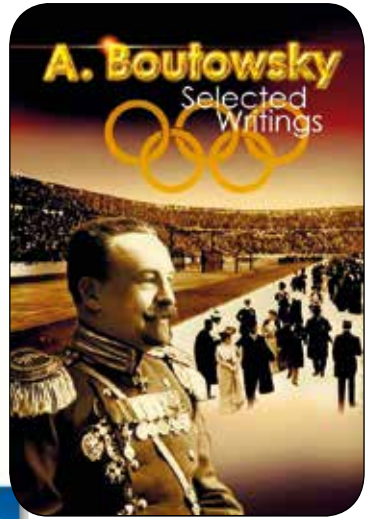
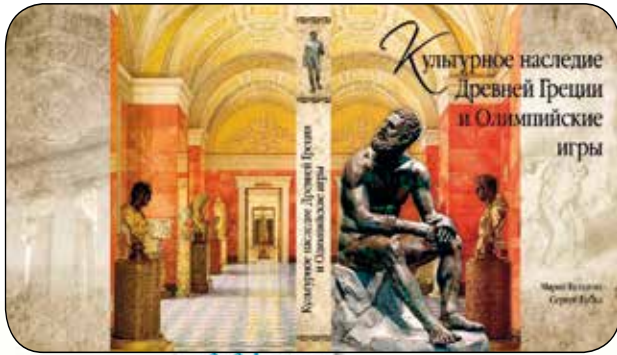
Slovakia



Spain



Togo



Ukraine



USA

ARGENTINE OLYMPIC ACADEMY

Prof. Silvia DALOTTO (ARG)

*Director of the Olympic Education Programme,
NOC of Argentina*

The XXX Session of the Argentine Olympic Academy was held between the 22nd and the 27th October 2012. We were honoured by the special presence of Dr Conrado Durántez Corral, Honorary President of the Argentine Olympic Academy and Prof. Konstantinos Georgiadis, Dean of the International Olympic Academy. Both are distinguished and well known lecturers that spread and communicate Olympic values.

The session was very fruitful and Ms Bibiana Ferrea and Mr Joaquin Ibarra were appointed to attend the 53rd Session for Young Participants in Olympia in 2013.

On the 30th anniversary of the creation of the Argentine Olympic Academy this year, AOA President, Mario Moccia, BA, invited all former participants to the session for the young to a Special Session on the 26th and 27th October. It was attended by 180 people who were able to listen to our distinguished guests and share a very friendly environment. They all stayed in the same place for 48 hours. Not only did they share the presentations, but also group activities and a friendly dinner.

On May 17th and 20th, 2012 the II Session of the Itinerant Olympic Academy was held for people between 35 and 65 who are active in sport and education in all that relates to communicating the Olympic philosophy and for those who, for some reason, have not been able to attend the session for the young. This session

is held every two years and it is another successful event whose aim is to spread Olympic values.

Olympic Education and spreading the values of the Olympic Movement have become one of the management pillars for the Argentine Olympic Committee, and, from the Olympic Academy we are striving in this direction with full commitment and passion.

**OLYMPIC LEGACY:
OLYMPIC GAMES AND THEIR EDUCATIONAL CHALLENGES**

Prof. Vahram ARAKELYAN (ARM)

President of the NOA of Armenia

Prof. Hembert GALSTYAN (ARM)

Vice-President of the NOA of Armenia

Prof. Harutyun BABAYAN (ARM)

Dean of the NOA of Armenia

A world mankind ideal is to educate the future youth to be strong and durable, healthy and able bodied, bold and daring. The physical culture and sport development in public life had a vital and practical importance. Still 632 years before our era taught educated mental and physical high values in high schools and other educational institutions to have substitutes in future. Both Hellenes and Armenian people, who are the first in Ancient Greek Olympic Games, are well aware of the history of Olympic Games, ideological, social psychological values of Olympism as nations Peace and Friendship Ambassador.

Greece's famous philosophers Aristotle, Plato, Socrates and many other famous philosophers expressed the meaning of the term "Kalokagadiya", which is the physical and moral perfection ideal.

In this context the Olympic education current requirements become primary, that Olympism is the symbol of people and states unity and friendship. It is a very important process, which connects the past to the present, tradition to actuality, Ancient Greece to the 21st century.

Armenian NOC in its twenty-year career, sports achievements together with the ideological works of Olympism are implemented in our new Republic.

Armenian NOA efforts - ideological works of Olympism carried out in the following areas Olympic Movement, Olympic education, Women and Sport, Healthy Lifestyle and Environment, Fair Play, Sport for Disabled persons, Paralympic and Special Olympiads.

Educational activities by the above-mentioned directions are applied in pre-school institutions and higher education institutions.

Armenian NOA for the first time in the Armenian reality in 2011 organised Olympic ideological events in adolescents and women and criminal enforcement institutions. The main problem was to implement, to spread Olympic ideology among prisoners who have no opportunity to free information and mass communication.

Great results were registered in the intellectual games, Fair Play, Olympic Games Champions and history, humanism and humanistic sports, moral and political values of the events.

Today more than ever it is very important to involve the Armenian population, especially young people, young athletes in the process of Olympic education, as in modern high achievements sports, Olympic Games, Pan Armenian Games the basis of the athletes' moral psychological preparedness is physical and moral perfection, represented by the Olympic education.

Today the Armenian athletes compete under their own flag, become a winner, wave the national flag and sound the national hymn. Many Armenian athletes are also competing in different countries, are taking part in national teams, showing the Armenian spirit, the spirit of Ancient Olympic Games Champion Trdat the Great and Varazdat Arshakuni, champions of the Modern Olympic Games Albert Azaryan, Hrant Shahinyan, Vladimir Yengibaryan, Igor Novikov, Yuri Vardanyan, and other champions.

AUSTRALIAN OLYMPIC EDUCATION

Frances CORDARO (AUS)

Olympic Education Manager of the NOC of Australia

The Australian Olympic Committee's Education Programme, the a.s.p.i.r.e. school network, continued to grow in 2012, reaching more young Australians and encouraging them to lead healthy, active and value rich lives.

Chat to a Champ – Term 1, 2 and 4

1200 primary school students in 40 unique 30 minute chat sessions spoke with 19 Olympians using web video conferencing in Terms 1, 2 and 4 of 2012. Students and Olympians were equally delighted to chat, ask and answer questions. Positive responses were received from both the participating schools and the Olympians. Highlights included links with schools in remote areas of Western Australia, Queensland and the Northern Territory.

Jessica Raeside, Teacher, Kambala

“Thank you for organising the linkup between Australian rower Kim Crow and Year 4 at Kambala. The girls were very enthusiastic to take part in this fantastic experience. After researching who Kim was on the AOC websites, the girls created many interesting and thorough questions about rowing, her hopes, aspirations and favourite foods. We had 21 girls each asking one question, in front of the laptop while the rest of the class was on the floor watching the active-board. The girls finished off wishing Kim the best of luck for London. We would like to thank Kim

for giving up time from her gruelling schedule to talk to Year 4 at Kambala today. Her warm personality, drive and dedication make her an inspiring role model for the girls. We learnt so much about rowing and what life is like being an Olympian. Thank you again for organising this unique opportunity”.

Chat To A Champ – Live from London 2012

Fifteen athletes representing 9 Olympic sports and winning 7 medals between them participated in Chat to a Champ during the London Games. Twenty-two chat sessions were held and involved schools from every state and territory. Some 660 primary school students had the very lucky opportunity of speaking directly with their Olympian heroes during the Games. In addition another 2,000 people watched the Chat sessions at four larger community events in Aspley (QLD), Penrith (NSW), South Morang (VIC) and Prescott (SA).

The MPC team ran the extremely successful Chat to a Champ sessions at the 2012 London Olympic Games helping to inspire the next generation of Australian sporting stars. A mini studio with backdrop was setup in the MPC office to conduct the sessions. During the 30 minutes the Olympian gave a short background as to their sporting career and then welcomed questions from the students, facilitating a personal interaction.

Presenting partner Telstra assisted in the organisation of the programme in both Australia and London. Telstra provided the technology for participating schools and technical support during the chats. They were also responsible for setting up the four community events that attracted substantial crowds.

Lesson Plans – Primary and Secondary

Primary and secondary lesson plans were downloaded 230,000 times from the AOC website.

The primary resource, containing 60 cross-curriculum lesson plans were published to the AOC website in November 2011 and promoted to teachers. The lesson plans were themed on the London Games and emphasized the a.s.p.i.r.e.

values, literacy and numeracy skills, the use of information and communication technologies, active lifestyles and links with the community.

For the first time, a secondary digital resource was produced e-learning environments and published online to the AOC website in November 2011. In the six lesson unit, learners explored Australia's involvement at the Olympic Games during significant historical events over the last 100 years. The resource allowed for self-paced and student-centred learning, linked to the new national curriculum. It included multimedia, transcripts, weblinks and references which formed a rich learning experience for teachers and students.

Village Art

600 pieces of art were created by students from 35 primary schools across the country. The artwork was transported to London by the AOC and used to decorate the Australian athlete's apartments in the Olympic Village. The artwork made the apartments look inviting and friendly. Feedback from athletes was extremely positive and many athletes took time to send thank you letters to students. A selection of the artwork was made available to view online in the AOC website.

Olympic Day

17,500 primary school students participate in Olympic Day in 2012. Embracing the IOC's theme "Move, learn and discover" the students organised sports days, art competitions and mock opening ceremonies wearing different colours and marching under the flags of different nations.

The AOC Athletes' Commission championed Olympic Day in 2012 visiting 35 schools across the country. The members of the Commission promoted the event to fellow Olympians and encouraged them to "get back to school" to share their Olympic experience and talk about the positive impact sport has had on their life. The AOC issued Olympians with a "goodie pack", containing a set of the a.s.p.i.r.e. posters, BK soft toy, autograph cards, DVDs of Olympic highlights and speakers notes.



Lecturers of the Session.

Pierre de Coubertin Awards

860 secondary school students received the prestigious Pierre de Coubertin award around the country. The students received the award for demonstrating sportsmanship, respect as well as excellence on the field of play. The students received their awards at Olympic Academies and Presentation Ceremonies organised by the State Olympic Councils and involving twenty-one Olympians and Youth Olympians. The Academies provided the opportunity for the students to interact with the Olympian heroes as well as learn about aspects of the Olympic Movement such as its history, philosophy, values, marketing and sponsorship.

Talk with a Champ

In 2012, three Talk with a Champ sessions were held in Victoria, South Australia and Queensland. Approximately 600 secondary school students were able to listen to 11 outstanding Olympians share stories about their experience as an elite

athlete and the positive impact sport has had on their life. In this one hour discussion, students are also able to ask questions, seek autographs and watch video of the Olympians in action.

Warwick Draper, Nicole Livingstone and Linley Frame (MC) visited Mornington College, VIC. Annette and Alex Edmondson, Laura Summerton and Becchara Palmer went to St John's Grammar in Adelaide. Leisel Jones, Cate Campbell, Rhys Howden and Julie McDonald visited St Peter's Lutheran College in Brisbane, QLD.

Eat like a Champ

The AOC registered the programme name and trademark BK Logo despite the withdrawal of the Coles sponsorship. It is anticipated that this programme will be implemented in 2013. The health education programme includes an online video recipe book featuring Curtis Stone and Olympians, in-store "Eat like a Champ" fresh product and supporting teacher guide and student activities. It will encourage Australian children to follow their Australian Olympic Champions to 'Eat like a Champ' with fresh food, to ensure they can compete, fit and healthy, at their school's Sports Day.

Other Programmes

The AOC Olympic education unit supported and assisted in the development of government and corporate partner's Olympic education programmes. This included the Prime Ministers Olympic Challenge, Australia Post's LetterLink programme, RIC Publication's Primary Activity Books and the LOCOG Twinning Schools programme.

CANADIAN OLYMPIC COMMITTEE FOSTERS MENTAL FITNESS THROUGH THE OLYMPIC VALUES

Dr Monique ALLAIN (CAN)

*Manager of Education Youth Community Outreach,
Canadian Olympic Committee*

Kate MOORHOUSE (CAN)

*Coordinator of Education Youth Community Outreach,
Canadian Olympic Committee*

“The important thing in life is not the triumph but the struggle, the essential thing is not to have conquered but to have fought well.”

Baron Pierre de Coubertin

These profound words were delivered by Baron de Coubertin, the founder of the modern-day Olympic Games, more than a century ago. Yet even today, this quote continues to be displayed at the Olympic Games. That is because it is as true today as it has ever been.

Olympians competing to win medals and become champions celebrate when they have achieved their goals. This is a natural reaction to winning, but it is also a natural reaction for those who have worked very hard to achieve their goals. They understand that despite their talent and skill, truly achieving excellence requires hard work, and striving to attain continuous improvement every single day. This applies equally to children and youth. They, too, have strengths, passion and interests, but also encounter challenges and adversity when they set and work to achieve their goals.

As adults, some of the most important gifts that we can give our children are

self-confidence, belief in one's self, a strong support network, and the tools to overcome challenges. To further promote these positive mental health actions among Canada's youth, the Canadian Olympic Committee (COC) has created a targeted classroom resource that revolves around the concept of "Mental Fitness". The philosophy of Olympism and a mental fitness conceptual framework are also incorporated within this resource and it has been drafted in consultation with educational experts and one of the world's foremost leaders in sport psychology.

Entitled *Give Your Everything -Be a Champion For Life*, this teaching resource is designed to help students of all ages better understand that everyone experiences challenges in their lives and, most importantly, that these challenges can be overcome. Combining inspiring stories about Canadian Olympians with interactive learning activities, these free, bilingual classroom resources are new tools for educators to engage their students in fostering their personal mental fitness. The module can be easily tailored for grades 2 to 12.

Give Your Everything: Be a Champion for Life was recently launched during an event at a junior/ middle level school, at which over 400 students heard Olympians Isabelle Charest (Speed Skating), Brian Price (Rowing), Mark Oldershaw (Canoe/Kayak) and Mary Spencer (Boxing) share their journey and address mental fitness.

The launch took place in tandem with a mental health initiative held by Canadian Olympic Committee Premier National Partner Bell Canada, known as Bell Let's Talk Day. Held on February 12th for each of the past three years, the 2013 edition of Bell Let's Talk Day raised \$4,418,313 for mental health research and promotion in Canada. The day was not only a momentous success, but an important tie-in with the COSP initiative. For just as it is important to discuss mental health challenges when they occur, we must also create conditions that foster mental fitness in our students, so that they can live stronger, happier and more fulfilling lives.

As part of the classroom module preparation, various Canadian Olympians were asked to give their personal interpretation of mental fitness. Jenn Heil (Gold and Silver Medallist in Freestyle Skiing) shared the following:

"When I think about the term mental fitness, I think about a lot of different things. I think about fitness in general. So if I want to be strong physically,

what do I have to do, I am going to go to the gym, I am going to work hard, I am going to lift weights, I am going to run sprints, I am going to do all these things. So when I think about mental fitness, compared to physical fitness, I think about a lot of the same things. If I am going to get stronger and I am going to be mentally fit, it means that I am going to have to practice. So I have to deliberately practice as well. For me to become mentally fit, I did a lot of different things. I worked with a consultant in sport psychology and I trained on a weekly basis. I would imagine myself in different scenarios, whether it was on the ski hill or whether it was in front of a media camera. If it was at school, going in to write an exam, I would think about myself in this situation and I would try to recreate all those nervous feelings and maybe those doubts and then I would see myself overcoming those and shifting into how I wanted to act, how I wanted to feel... 'feel calm' How I wanted to feel positive and how I believed in myself. So to imagine that in my head before I did it, I felt like I had already been there and that I had already been successful and it gave me a lot more confidence in the actual moment."

Rowing coxswain Brian Price, two-time Olympic medallist and three-time world champion also shared his perception of mental fitness:

"Mental fitness is a pretty intricate question and part of what we do. I found that in sport, especially once you get to an elite level, is all in your head. When we line up against other boats from around the world and we look across, physically, we are all pretty close to the same. We may tweak different things and have different protocols, but at the end of the day, for us in the men's eight, it comes down to who is stronger mentally... who is going to hold on mentally together."

This resource and other Canadian Olympic School Programme resources are available at free of charge at <http://www.olympicschool.ca/>.

Background

Olympism

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good examples and respect for universal, fundamental ethical principles (IOC Charter). This balance of body, will and mind has never been more necessary in today's modern society. This legacy will continue to create conditions that foster children and youth's mental fitness as they apply the Olympic values of *excellence, friendship and respect*.

Mental Fitness

Mental fitness is not new. It has been linked to the Olympic Movement, through the philosophy of Olympism.

Mental fitness has been defined as “state of psychological well-being derived from our thoughts and emotions, and is based on our need to be valued or appreciated for our strengths and positive qualities (*competence*), need to be included or belong (*relatedness*) and the freedom to make healthy choices (*autonomy*). (Health and Education Research Group, 2007; Deci and Ryan, 2007)

In order to *give your everything* or be your best, these three mental fitness needs must be fulfilled. Once the conditions have been created to foster our positive qualities or strengths, individuals feel engaged and, as a result, feel supported in setting and achieving their goals and being a *Champion for Life*.

Olympic Values and Mental Fitness

Striving for Excellence (Competence)

Striving for Excellence stands for giving our best, either on the field of play or in the professional arena. It is not only about winning, but also about participating, making progress towards personal goals, striving to be and to do our best in our daily lives and benefiting from the healthy combination of a strong body, mind and will. (IOC)

- *Feeling like you have the strengths, qualities and skills to be able to perform to your best.*

Celebrating Friendship (Relatedness)

Celebrating Friendship encourages us to consider sport as a tool for mutual understanding among individuals and people from all over the world. The Olympic Games inspire humanity to overcome political, economic, gender, racial and religious differences and forge friendships in spite of those differences. (IOC)

- *Feeling included and that you belong; establishing and maintaining healthy relationships with classmates, friends, family members, teammates, coaches, etc.*

Demonstrating Respect (Autonomy)

Demonstrating Respect incorporates respect for oneself, for one's body, for others, for rules and regulations, and for sport and the environment. In direct relation to sport, respect stands for fair play and for the fight against doping and other unethical behavior. (IOC)

- *When we respect someone, we look to engage and invite them to share what they are thinking.*

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The NOAs' delegates are presenting their Olympic education activities during the past year and their scheduled ones for the following.

THE VALUES AND THE PHILOSOPHY OF THE OLYMPIC GAMES

Georgia KALTSIDOU (COL)
Member of the NOA of Colombia

When the poet's main objective is to praise virtue the poet becomes a teacher. When the teacher is not able to offer man the image of what man should be, he has nothing to convey. Education can give something if virtue exists, virtue cannot be taught. It is wisdom by nature.

When the rules of sound education collapse, any educational activity will weaken, lose its assuredness and be totally incapable of undertaking any educational activity. This happens when tradition is violently destroyed or is subject to decay. Decay cannot be simply overcome when stopped, or curbed, or led to somewhat better times. Decay can be overcome only if the beginning can be saved. And the beginning may be saved if it can be the beginning it is.

The Greek beginning has been forgotten, although the ancient soul continues to live within mankind, "unintentionally hidden". Today's man is not in any way related to the Greeks because he gradually started to organise the Olympic Games in the major cities of the planet. It is wrong to believe that the Olympic Games have any relation to Greek substance.

Quite often things have names that do not fit. The Olympic Games are not a "SHOW of the Olympic Games" as they dared describe them. The ancient Greeks for some reason called the Games Olympic Games and not Olympic plays. Why didn't they call them plays? Maybe because the Games represented something different than just playing. The Olympic Games did not provide entertainment,

they taught; they focused the mind, the soul and the body. Although every game contains an educational element, there is a huge difference between the Olympic Games and the other recreational activities. Football, volleyball and basketball will proceed to buy or sell their players and this terminology perfectly fits the spirit of our times. The ancient Olympic Games, however, neither bought nor sold athletes.

The time has therefore come for us to learn to call things by their name. The whole world has borrowed thousands of words from the Greek language: anthropology, atmosphere, politics, telephone, but why did it not adopt the word Agones (Contests) in order to refer to the Olympic Games and not the term Games, Spiele and Juegos. I refer to these three languages because they are used by millions of people.

Today's civilization asked Greece to lend the Olympic Games to it but failed to respect them. It made them monsters by showering them with goods because it did not understand their sporting ideals. The sporting ideal has moved away from the competitive ideal. The ideal of fair play has now become martial and polemical. Players take part in the game and compete with one another because the industrialised psychology awakens desires such as competition and fear. In the ancient Olympics athletes competed with fair play as their model, they were team mates.

Fair play taught that the opponent was not the enemy but part of the contest, a fellow competitor. The AGON therefore was the contest which lit by the sun and the light reached the earth in order to light the being, i.e. man. In Spanish, agony, the word of Greek origin means the moment when man is struggling to keep light in his life and not be taken to the bowels of the earth, in darkness, in the rooms of death. The contest will free man's body from sickness, perfect his human nature and help him to keep himself under control.

The values and philosophy of the Olympic Games today are no longer here and the Olympic competitive ideal, the realisation of the perfect man, the kalos kagathos citizen, physically strong and healthy, mentally and spiritually cultivated and fully balanced, the man who possesses self-knowledge, have been downgraded. Physical strength without the spirit is not enough. The ideal of the Games should not be an excessively monstrous body, capable only of breaking records,

but to build free, virtuous, educated and courageous citizens, in full harmony of mind, body and soul. The importance of the Games, being and remaining a man, without violating the natural or human laws is something inconceivable for today's man. Today, the mechanistic view of the world is based on the theory that nature is a natural source that can be tapped for men's benefit. This is why nature became the medium for human goals and prosecutions. War simply changed form, it was not eradicated. People are still trampled in the name of universal peace in a way that would frighten the worse pirate of the past.

Peace is not an issue for politicians but the responsibility of all the citizens of this planet. Men must learn to fight not for peace but for freedom, because when you have freedom you also have peace. If men can acquire freedom and restore peace in the planet, they will no longer need the army or the police, because all citizens will be guardians.

Because nowadays truce and peace have been exiled as a result of constant wars, prevailing violence, the womb of Olympia should give birth to the Olympic Games, based on its timeless ancient values. Only the establishment of truce and peace can give back to the Games their ancient glory and usefulness. When we see that the Olympic Games have been manipulated, the reasonable thing would be to allow them to return to their land before they are destroyed. It is the duty of every citizen of this planet to claim the historic legacy which ancient Olympia has bequeathed to us and hand it over to the next generations. If we want to defend the Olympic ideas it is important to study them in depth and understand their multidimensional facets.

We should not allow top performance sport to destroy sport by resorting to biochemistry for the athletes' preparation. The athletes must compete in order to elevate the forces of their body and soul to the optimum level as they seek virtue, which means to be sound in body and mind, and also have intellectual education with the soul as a model for the body, since a beautiful body can only be housed in a beautiful soul.

The Greek Olympic values are and should remain the antidote and balm against the excessive vulgarism and denigration of mankind's cultural progress. The Olympic values require that the whole world should respect the Olympic truce, man and nature. The modern Olympic Games are not an issue that con-

cerns only the Greek world but the whole world which has adopted them. Rivalries, interests, propaganda, show, promotion, politics and business should not exist. In our bionic age, our technological age of nuclear energy and molecular biology the need to invoke the timeless values of the ancient Olympic Games becomes more imperative than ever in order to help modern men find the way that leads to freedom, autonomy, self-knowledge, wellbeing. The Olympic victors have not died, they are simply resting. They have not bent, they did not weaken; they have only aged. They are waiting for others who wish to imitate them to climb where they are. They do not want to go down where they stand. If the Olympic Academy truly wants the Olympic Games and their symbols to build in their own way the muscles and mind of every future athlete, it should give to each athlete the proper indications thus ensuring that the true light of the Olympic Games will penetrate every cell of his body and every neuron.

Only then will poets gather again –this time close to the journalists and the cameras– in order to praise the winners of immortal Olympia, ancient and modern, who had the physical and mental strength to move from mortality to immortality and all those who had the great vision of running in the Olympic stadium and take from the hand of Zeus not only the sceptre but also the bravery. Only then will the sculptors accept once again to chisel the bodies of the Olympic victors and erect their proud statues at the gate of shining Olympia.

The Olympic Academy has the moral duty to make every citizen of this earth feel proud not only for each athlete who will compete in the Olympic Games but also for belonging to the humankind.

NATIONAL OLYMPIC ACADEMY OF CYPRUS

Dinos MICHAELIDES (CYP)

Director of the NOA of Cyprus

The National Academy of Cyprus was established by decision of the Executive Council of the Cyprus NOC on 2 September 1986; it was officially launched in March 1987, during a special ceremony in the presence of the President of the Republic of Cyprus, the representative of the IOC's President and many other officials from different countries.

The Cyprus NOA operates under Statutes and rules that set out its object, action, operation, curriculum, administrative structure and all other operational details.

According to its Statutes, the NOA's main object is Olympic education, the dissemination of Olympic values, the implementation of the social and educational principles of Olympism as established by the IOA and the cooperation and exchange of information with other National Academies and, of course, with the IOA.

The NOA's main objective is to train officials and entrust them with the task of spreading the Olympic ideology and philosophy. In order to achieve its objectives the NOA organises ordinary sessions, seminars, meetings, courses and lectures; it also produces and distributes information material, publishes books and periodicals, runs a library, organises exhibitions, promotes the Olympic Museum, etc.

Since its creation and for the 25th consecutive year, the Cyprus NOA develops intensive mobility and activity in different areas, which culminate in the annual Session which is attended by more than 200 people from all levels of society. The curriculum of these Sessions covers important issues related to Olympism, spe-

cific, more general or highly specialised. It is worth noting that during its 25 years of operation prominent personalities of Olympism from all over the world have contributed, through their presentations, to the development of well-informed officials.

A special volume is issued after each Session, which contains all the presentations, discussions and conclusions from the lectures and working groups. The volume is distributed to all participants, officials, Federations, relevant state institutions, as well as any interested party. The same applies of course for every other publication with similar content of the Cyprus NOC and NOA.

Over and above the annual Sessions, however, it also organises extraordinary sessions on topical issues related to Olympism and Society, such as Fair Play, Sport for All, Violence, Racism, etc.

With the view to contributing to the dissemination of Olympism, the NOA, in cooperation with the National Olympic Committee, of which it is an integral part, also undertakes many other activities, depending on social needs and interests each time. They include the regular publication of periodicals and other information leaflets, the organisation of school visits to the Olympic Museum, the enrichment of the lending library, the staging of photograph and painting exhibitions and everything related to Olympism and also the organisation of contests on issues that promote the Olympic idea.

Its activity is ongoing and adapted to modern requirements as well as history.

In 2012 in particular, in addition to the regular annual Session, which was devoted to the London Olympiad, the NOA organised, within the framework of the Pierre de Coubertin programme, the 1st Pan-Cypriot Pupils Congress on “Olympic Games: Past, Present and Future”, which met with considerable success. In 2012, the upgraded Olympic Museum was inaugurated; it contains important exhibits and exhibitions of photography, painting, philately, sculpture, etc are organised from time to time. Moreover, the publication of the review “Olympic Rhythms” remains steady and regular.

For 2013, the Cyprus NOA has prepared a specific action programme, which includes three areas:

1. The organisation of three extraordinary sessions. Two of them have already been held, one on “Woman – Society – Sport” and the other, in the context

of the 2nd Pupils Congress, on “Olympism and Society” with the sub-topic “Can Sport contribute to the development of a healthy society”. The third Session will be held next October and will deal with the Mass Media.

2. The second area deals with the further training of officials through a specific course on Olympic education. A committee has already been established for the preparation of a curriculum adapted to contemporary and local requirements.
3. The third area covers the publication of information and educational material, leaflets, posters, etc. with the view to promoting Olympism.

The high point of the 2013 events will be the annual regular Session next November.

The NOA will of course be represented at all the IOA Sessions to which it has been invited by fully qualified officials and will also undertake any other activity that is considered necessary.

Finally, I would like to point out that in Cyprus we are all very proud for the work that is being done and this is why we have decided to organise special festive events for the Cyprus NOA's 25th anniversary.

OLYMPIC CHAMPIONS – AS THE MODELS FOR CZECH YOUTH

Prof. Dr Antonin RYCHTECKÝ (CZE)

Charles University in Prague

Vice-President of the NOA of the Czech Republic

The activities of the Czech Olympic Academy in the last period were aimed at the Olympic publications and research studies. We would like briefly report back to them.

1) **The Manual: Olympic Movement, Olympic Games and Olympic Education.** In connection with the preparation of young athletes to the Summer Youth Olympic Games 2010 in Singapore and to the Winter Youth Olympic Games in Innsbruck in 2012, as well as to the Summer Olympic Games in London the Czech Olympic Academy published this “Manual”. In its fifteen chapters the basic information about the Olympic Movement, Olympic Games and the Olympic Education are given. Every Czech participant in these events received this guide. A similar content will have the didactical publication designed for teachers of elementary and secondary schools.

2. The publication “**Past and Present of Olympic Movement**” is just prepared. The aim of this teaching aid is to introduce the pupils and students of primary and secondary schools to the main principles of Olympism, in order to understand their importance in the real conditions of sport environment. This project will be presented on the website of the Pedagogical research institute as well as at the web of the CzOA. The following chapters should include:

The emergence of Olympism, Olympic Movement; Historical development

of the Olympic Movement to the present; The sports performance and Olympic values, The importance of the Olympic Movement in our present; Negative phenomena accompanying the current sport; The essence of sports competitions; Notable personalities of the Czech sports history and present; The importance of sport for all.

3. **Athletes, Olympic champions – as the models for youth.** Pierre de Coubertin viewed the athletes - Olympians as ambassadors of peace and disseminators of the Olympic ideals. Indeed, the athletes in all ages were important models and idols that young people imitate and identify with them. Agency Sofres-Factum in its survey asked to 18 to 25 year old Czech respondents, “who is a model for them?” The most frequent responses were – the athletes. Olympic champions, reached in this survey to the highest position (see Figure 1). Sportsmen like Špotáková, Šebrle, Sábliková, Železny, Hasek, Jagr, as well as Olympic heroes like Zatopek and Čáslavská were selected as the real ideals.

Self-assessment of becoming an Olympic Champion

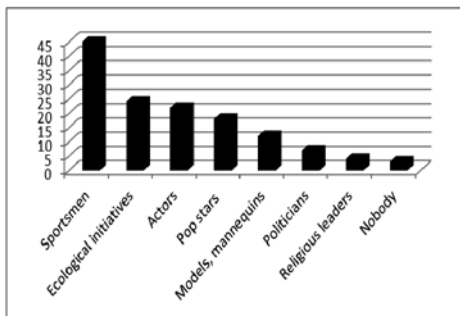


Figure 1. The models of Czech youth
(Sofres-Factum, 2002; in %)

A survey (in 2010) in which 1274 boys and 1090 girls, 12-18 years old were asked whether it was important for them to become an Olympic champion. In addition, the students were asked to record reasons either for wanting to become, or not wanting to become a champion. Data about their self-assessment of the importance for becoming

or not becoming an Olympic champion give further explanations regarding assessments of other items about the Olympic ideals and some lifestyle criteria concerning to intensity of physical activities, participation in competitions and motives for exercising.

Table 1. Would you like to become an Olympic Champion?

gender / age	12-13	14-15	16-17	18-19
males 2010	42	49	44	39
females 2010	37	31	32	27
males 1998	70	50		
females 1998	49	39		

The results in the figure and the table document the similarity between the data of survey conducted in 2010, and the data identified by the Sofres-Factum Agency. This confirms that the most important models for 40-50% of boys and 30 to 40% of girls are the athletes. Approximately the same number of respondents, according to our surveys, wanted to become an Olympic champion. Comparison of the results of surveys carried out in 1998 and 2010 is very similar, except the significant differences observed in the 12-13 year old boys.

Table 2. Reasons for wanting to become an Olympic champion (boys and girls; in %)

age / reasons	1	2	3	4	5	6	7	8
12-13	0.7	1.4	3.9	0.5	1.8	0.5	1.8	1.4
14-15	0.9	0.9	4.6	1.4	1.1	0.9	2.3	2.0
16-17	2.9	4.5	12.1	4.2	4.7	2.9	7.1	6.0
18-19	1.4	5.6	11.6	3.5	2.8	5.6	4.2	5.6

Legend: 1 – capacity & competence; 2 – joy & fun; 3 – glory & fame; 4 – self-overcoming; 5 – hope to success; 6 – culmination of the career; 7 – personal profit; 8 – other reasons

The results in table 2 indicate that respondents' age plays an important role in the selection of the reasons why they wanted to become Olympic champions. As the age of the respondents' increases, rising and preferences of some reasons (e.g. joy and fun, the culmination of a career, self-overcoming, etc.) why they would want to become Olympic champions. Fame, as hedonistic category was chosen as the most attractive reason why the young respondents want to become Olympic champions. Category "happy and fun" is associated with training and races, but also with some other aspects of lifestyle and sports career admired Olympic champion.

*Table 3. Reasons for does not wanting to become an Olympic champion
(boys and girls; in %)*

age / reasons	1	2	3	4	5	6	7
12-13	1.4	1.1	1.3	0	3.8	1.8	2.5
14-15	2	1.6	2.6	0.7	6	1.3	3.1
16-17	12.1	2.7	8.7	1.3	18.5	6.3	11.4
18-19	10.9	4.6	8.8	4.9	21.5	6	14.4

Legend: 1 - too much effort; 2 - capacity & competence; 3 - the consequences of fame and glory; 4 - fear of failure; 5 - other interests than sport; 6 - I do not like sports; 7 - other reasons

However, if an individual does not want become an Olympic champion, a similar relationship between age and frequency of associated responses was observed. Other interests than sports, the consequences of fame and honor, the capacity and competence were the reasons which respondents in this case preferred. Older respondents, to a greater extent than younger individuals, understood that with the desire to become an Olympic champion is connected a higher mobilisation of volition effort, advanced skills - physical and mental and low level of fear of failure.

In conclusion we would like summarise that the role of the Olympic champions is very important in the internalisation of the Olympic values in the process of Olympic education of youth; at schools and out of schools as well. In this field, the Czech Olympic Academy collaborates with the Club of Czech Olympians.

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OLYMPIC ACADEMY OF FINLAND

Petri HAAPANEN (FIN)

President of the NOA of Finland

Aims for next Olympiad 2013-2016

The sport field in Finland has changed a lot in the last two years. All the top athletes are now under one umbrella lead by the Olympic Committee of Finland. One of the best improvements, in our point of view is the role of the Olympic Academy. The difference compared to early years is really huge. Communication, marketing and sport events units in the NOC are more supportive. The board of NOA has nine members and we work there as a volunteer. That is why we need more persons who put our ideas into practice. Three of NOC units; communication, marketing and sport event units are linked to work with us.

Our programme for this Olympiad is very challenging. Ever since 2006, the NOA has cooperated with the Paralympic Committee of Finland. Last year we had really good results working together with the Education Department of Finland and with Young Association of Finland. For the next four years we are doing more co-operation with sport associations in Finland. We all have one mission: The welfare of children.

Firstly we educate young people, their parents and teachers. Secondly we have a marketing programme to spread Olympic values in practice. Thirdly we are more active in Universities, Sport Academies, Sports Institutes and sport teams in the future.

Education programme

When we want to build a better and more peaceful world, our task is to uphold and promote Olympic values. The best ways to do it are:

Educate young people

Our last Olympic programme *Move to London* achieved 2000 schools and pre-schools and 175,000 pupils (total number of primary schools 2900 schools and 540,000 pupils). Our next targets are Kids Ski-diyap to Sochi 2014 and Fairly to Rio 2016. Our vision is to do platform to website, do more material not only for teachers but also children and parents. We want the pupils to become involved in the design of their own Olympic programme at schools. Compared to the previous years, we can take advantage of the top athletes more. The athletes are promoting the events by visiting schools.

As a result of co-operation with different organisations it is possible for us to put all the important happenings to one calendar. In this way we ensure that the Olympic education is carried out through the whole school year.

Educate teachers – one hundred teachers to Olympia

The Finnish Olympic Academy organises an Educational Seminar at the IOA in August 2013. The previous Seminar by NOA took place in September 2011 with 25 participants from various primary schools around Finland. All teachers have, after participating in the seminar at Olympia, actively organised school Olympics and other sport activities for children at their respective schools, and spread further the values of Olympism.

This year 2013 will be special, as we will invite to join, and this way also unite various Finnish organisations within the educational and sports sectors. Our NOC and the NOA work both in close cooperation with the Finnish Paralympic Committee, the Finnish Sports for All, Ministry of Education and Finland's Swedish Sports Organisation. It is something unique in Finnish sports history to have so many stakeholders joining the mutual efforts.

“Finnish Schools on the Move” is a programme funded by the Ministry of Education and Culture in Finland. The goal of the Finnish Schools on the Move programme is to encourage children to be physically active in accordance with the recommendations for physical activity –at least an hour a day– during the school day or immediately before or after. http://oph.fi/english/publications/2012/physical_activity_and_learning

We are inviting teachers from the above programme to take part in our Seminar at IOA as well as the Swedish speaking teachers from primary schools and child care, and students from the Physical Education Vocational Study Programmes.

Marketing programme

National Training Event for Educators is the largest event for the education and training sector in Finland. This event will gather 20,000 educators together. We launched the Kids Ski-diyup to Sochi 2014 there.

Our Olympic Committee has cooperation agreements with ten cities. These cities will hold Olympic day events and seminars, which deal with the variety themes like Olympic values. We are designing the Olympic day programme for children for those cities; on the occasion of physical activity while sharing information on the Olympic Movement.

Olympic lessons for Universities, Sport Academies and Sports Institutes in the future

The biggest challenge has been to take the Olympic education to Universities and Sport Academies and Sports Institutes. Sport Institutes also trained coaches. We have been telling them about their role as nurturers. Under the auspices of the Finnish Olympic Committee works at nineteen Sport Academies (high schools, secondary schools and vocational institutions) have been taking place. They are studying future Olympic medallists. Under the normal lessons, studies will include a basic knowledge of Olympism as well.

Finally

Finnish Olympic Academy, the action has been brought to a level where it should be. FOA activities will form the basis for functioning of the Finnish Olympic Committee. Our mission is to focus on the essentials with those resources that we have. The most important thing is to do things well and with the best quality possible.

I wish you all the success in the work that you do promoting the Olympic values. All the best for this Olympiad.

<https://www.facebook.com/OlympicAcademyFinland>

THE MAIN ACTIVITIES OF THE NATIONAL OLYMPIC & PARALYMPIC ACADEMY OF IRAN IN THE LAST YEAR

Amir Reza BALZADEH (IRI)

Director, NOC of Iran Olympic Solidarity

National Olympic & Paralympic Academy of IRAN as a multipurpose organisation carrying out a variety of programmes. During the last year, NOPA as an educational, training and cultural organisation organised different training courses to prepare the national athletes for London Olympic Games. Within the training courses, experts assessed the ability and power of athletes and train them in order to enhance their knowledge for competing in the Olympic Games. It is to be noted that on the occasion of 2012 Olympic Games most of the activities allocated to the preparation of the national athletes.

Alongside the above, NOPA organised 100 days to London Olympic Games to encourage and motivate our athletes to train harder than before in the presence of Mr Hadi Saie and Hossein Rezazadeh, our Taekwondo and weight lifting Olympian in the years 2000, 2004 and 2008.

Iran was in 51st place in the last Olympic Games (2008) with one gold medal and one bronze medal but our place in Olympic Games in London 2012 is 17th with 4 gold medals 5 silver and 3 bronze.

During the last year some 320 university students, athletes and coaches participated in the Olympic Values Education Programmes. The participants got familiar with the history of Olympic Games, Olympic symbols and Olympic values.

Among other programmes, the 1st Sports Sciences session has been held by Library and Information Centre in 2012. Sports and physical education universi-

ties' scholars and educational deputies of national federations took part in the session to update their knowledge in the field of sports sciences, sports databases and websites and available services of Library and Information Centre to the sports society.

On the occasion of 2012 Olympic Games NOPA intended to hold Sports medicine Workshop for Qualified Athletes in June. Within the workshop, athletes have been learning about the jetlag issue and how to face it, nutrition advice during travel, vaccination, adapting to climate conditions etc.

And Olympic week has been opened in NOPA with the close collaboration of Iranian NOC and Sport for All Federation with the demonstration of Zurkhaneh sport and folklore sport of Gilan and Azerbaijan, two of our historical provinces in the presence of high ranking sports officials. The programme was continued for a week in different places and warmly welcomed by the public.

Further to the above, an Anti-Doping seminar has been organised in NOPA with the collaboration of the Medical Sciences Faculty of Shahid Beheshti University in order to promote knowledge of sports physicians.

Managing Sport Facilities and Major Events

A seminar has been run with the aim of planning, leadership, management of human resources.

In the field of publication, the first Doping Information book was published in the English language. This book contains a complete list of prohibited drugs in sport.

The 4th Workshop of Managing Sport Venues and Facilities was held among other programmes. Participants were taught planning principles, leadership, and human resources management, venues standards at national and international level.

Sport psychology centre also launched a Practical Course of Sport Psychology. The course plans to acquaint the participants with the challenges and expectations of athletes toward a sports psychology.

OLYMPIC EDUCATION IN JAPAN AFTER THE EARTHQUAKE

Yosuke FUJIWARA (JPN)

Vice-President of the NOA of Japan

Two years ago a strong earthquake hit north-eastern provinces of Japan. It was the most powerful known earthquake ever to have hit Japan, of a magnitude 9.03 undersea mega thrust with the epicentre 70 kilometres off the coast. The earthquake triggered powerful tsunami waves that reached heights of up to 40 metres in Miyako city and which, in another area, travelled up to 10 km inland. The death toll reached 18,000, and 90% of the victims were drawn, since they were washed away by Tsunami waves. In this area 129,225 buildings totally collapsed, with a further 254,204 buildings “half collapsed”, and another 691,766 buildings partially damaged.

After this disaster many Japanese Olympians and athletes wondered to themselves what on the earth they can do for the people of the area. Japanese Olympic Committee (JOC), together with Japan Olympic Academy (JOA), recommended Olympians to visit elementary, junior-high and high schools of the region to run, throw, play and do exercises with the children and students of the area. This project started on October 10, 2011, approximately six months after the quake. Our Olympians and other top athletes visited 5 schools in 2011, 25 schools in 2012 and 2 schools this year in the tsunami-stricken provinces. So far the Olympians of 21 different sports participated in this operation, including foreign athletes.

More than 100,000 families of Tsunami-stricken area lost their homes and had to live in temporary housing. Also many schools were destroyed and the children

of the region totally lost the chance to enjoy sports, since their play-ground and gymnasias were totally washed away. This caused serious harmful influences on physical and mental health of the youth. The activities of the Olympians, playing sports with them, helped to restart physical education in schools and encouraged children both physically and mentally.

The activities also enlightened the Olympians themselves to see the disaster with their own eyes. They started to expand and modify programmes of the activities by themselves. They gradually came to know what is needed by the people of the region. They avoided to show their own sports, such as gymnastics, swimming, weightlifting, but instead they introduced sports which many of the children can play together and require co-operation such as tug of war, skipping long lope and play big tag. The Olympians divided children into a couple of groups and each Olympian became the team leader and competed among the groups. Many athletes said that such grouping and cooperation within the group was very helpful to cheer up and develop the spirit of cooperation among the children, most of whom lost some family members. These operations were assisted by the adults and the aged of the regions. They told us that they were delighted to see their children laughing for the first time after the disaster. This happened to be a good education opportunity for the Olympians too.

Another project is called “the Olympic Classroom” or “Olympians’ Lessons”. This is a programme in which each Olympian teaches children at junior-high school in Tokyo area for two hours a day, one physical education and the other classroom lecture. This project started as a part of Tokyo 2020 Olympic bid, on reflection of Tokyo 2016 bid where the bid was not widely supported by students because of the lack of their knowledge on the Olympic Games and Olympism. The Olympians extract some elements from their actual experience at the Games, and bring them to each of the Olympic ideals; Excellence, Respect and Friendship.

We were careful that the class would not be football class or volleyball class but would be the “Olympic class”. JOA created the basic structure of the lessons, discussed details with the Olympians and let them practice mock lessons. Some Olympians, at first, found it difficult to teach the basic idea of Olympism, and this part required time for them to get used to. At the same time there are some Olym-

pians who got the qualification as junior high or high school teachers during their university years, and they became the leaders of the entire group.

This is not exactly the legacy of the Olympic Games, but, at least, this is a legacy of the 2016 Tokyo Olympic Bid. In 2012 academic year 17 Olympians taught children at 49 classes of 13 schools, and the total students studied were 1710.

THE FAIRY PLAY SABRATHA 2012

A LIVING ILLUSTRATION OF THE OLYMPIC IDEALS & VALUES

Dr Haffed Ismail GRITLY (LBA)

Director of the NOA of Libya

The Fairy Play Project

The Fairy Play is an ongoing project started in Sabratha historical city and was introduced by the cooperation of the Libyan Olympic Committee and the Libyan Olympic Academy.

The aim of the project is to foster the educational and culture aspects of sport related to human values and development.

It is a visual interpretation of the power of sport in line with the IOC mandate of Olympic education and culture.

The Fairy Play Sabratha 2012

The staging of the project in Sabratha was by Austrian photographer Lukas Maximilian Huller.

The short making of film was Austrian artist Hannes Seebacher.

Over 50 national team athletes and more than 200 children from national schools and local scout movements participated in Sabratha, Libya in June/July 2012.

The Libyan Olympic Academy conducted the educational activities of the project targeting the city of Sabratha children over ten days.

The result of the Fairy Play Sabratha is a highly complex staged photographic work reflecting on the spirit and values of Olympism: a visual message about respect, excellence, friendship courage, determination, inspiration and equality within sporting culture (about 25 Olympic disciplines can be discovered on the picture).

Values of the Fairy Play, free spirit and respect are visualised in this colorful staging and the short movie.

Universal ethical values were in the heart of the Arab Spring that recently shook the political powers in the region and the young people of Libya, including athletes, stood solid and strong for these values, seeking freedom, unity and justice.

The project aims to support the building of a peaceful Libya, by educating youths about the Olympic spirit without discrimination: a new life full of prosperity that requires mutual understanding with a spirit of friendship, solidarity and fair play. It further aims to fuel follow-up works, including new productions that combine artistic and cultural dimensions in co-operation with different local communities and youth organisations.

Cultural heritage is promoted by setting the project amid the impressive scenes of the historic theatre of Sabratha, a UNESCO World Heritage site.

The Fairy Play Sabratha was purposefully staged in the historic theatre rather than in the sporting facilities to emphasize the project as a “play” and to open up possibilities of symbolic interpretations.

Further photographic interpretations in different archeological sites around the world will be inspired by this project in line with the Olympic values and spirit.

Feedback visit to Sabratha

The Fairy Play Sabratha 2012 international echo

- IOC conference on sport education & culture 2012 (theme).
- Honorable mention by IPA 2012.
- Masters cup in Los Angeles 2013.
- Libya house in Africa Village London 2012.

PRESENTATION OF THE INTERNATIONAL SCHOOL SPORT FEDERATION (ISF) IN OLYMPIA

Jan COOLEN (BEL)

ISF Secretary General

Stelios DASKALAKIS (GRE)

ISF Executive Committee Assessor

Preamble

The International School Sport Federation (ISF) is the international umbrella organisation of the official school sport authorities in the different countries the world over.

The ISF organises international school sport events in various sporting disciplines. It restricts its activities to the secondary-school sector and addresses itself to pupils from 14 to 18 years.

The ISF has a mission to educate through sport. To provide through sport important tools for physical, intellectual, moral, social and cultural development of students, breaking down cultural, philosophical, religious and ideological barriers.

The ISF seeks close co-operation with the international sporting federations and with international organisations having similar aims.

The International Olympic Academy (IOA), has as mission, among other activities, to bring together people from all over the world, in a spirit of friendship and to cooperate with and assist any International Sports Institution in disseminating the values and the principles of Olympism, as they are described in the IOA Charter.

Both Parties recognise the significant benefits for the young generations of

adopting Olympic values as an educational lever, means of social integration at a national and international level.

Therefore the two International Sport Entities have signed a Memorandum of Understanding (MoU).

ISF - IOA MoU major points of cooperation

- I. Education regarding Olympic values and Olympic spirit during ISF World Schools Championships by IOA Educators.
- II. Cooperation on a national level of NOAs and ISF national entities.
- III. Assistance of NOAs in promoting school sport in schools (regular cooperation – special projects) and establishing contacts with the Ministries concerned.
- IV. Olympic education for students and teachers worldwide in Olympia (IOA premises, ancient stadium, museums) through a special educational programme.

In Conclusion

“Not all of the pupils taking part in school sport will become Olympic champions, but all of them will, without any doubt, greatly benefit from sport.”

Dr Jacques Rogge, former IOC President

**DISSEMINATION OF OLYMPIC IDEALS IN LITHUANIA THROUGH
THE COOPERATION OF THE NATIONAL
OLYMPIC COMMITTEE OF LITHUANIA
AND THE LITHUANIAN OLYMPIC ACADEMY**

Prof. Povilas Petras KAROBLIS (LTU)

President of the NOA of Lithuania

Vita BALSYTE (LTU)

Delegate of the NOA of Lithuania

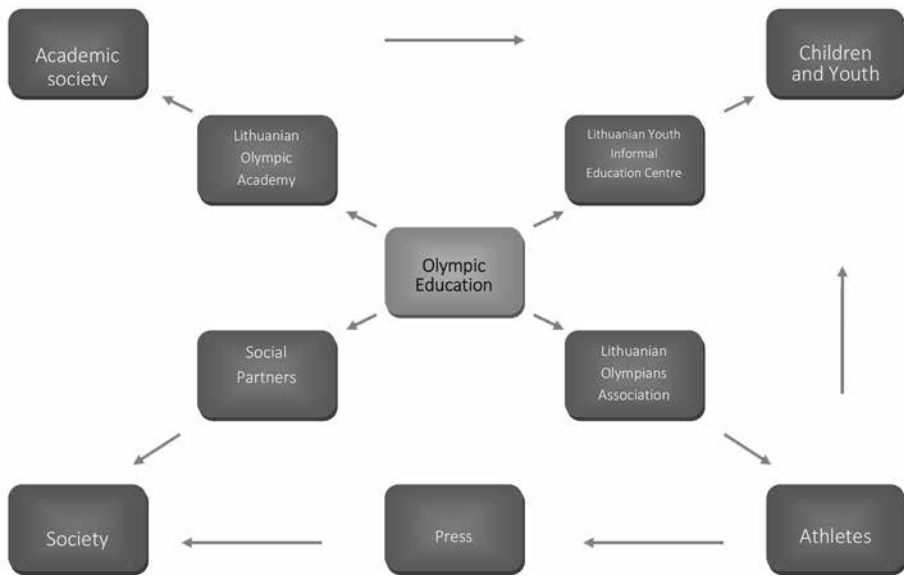
Olympic education in Lithuania has a strong framework due to the cooperation of the National Olympic Committee of Lithuania, Lithuanian Olympic Academy, Ministry of Education and Science of the Republic of Lithuania and the Physical Education and Sport Department under the Government of the Republic of Lithuania. The agreement between the above mentioned institutions has enabled the successful development of Olympic education in the country.

Since 2000, when the cooperation on Olympic education was established, implemented programmes, projects and ideas on how Olympic education has to be spread, changed, evolved and developed. On the verge of the new Olympic quadrennial, it was decided to widen the areas of activity and adapt to the ongoing changes in the world. Experience, tendencies and opportunities of Olympic education in Lithuania have been taken into consideration and therefore four strategic areas of Olympic education in Lithuania were identified:

- Preschool and secondary school education;
- Students education;
- Athlete education;

– Society.

And successively Olympic education activities and work with each strategic area and target groups of children and youth; university students; athletes; society varies and depends on the needs of



Olympic Education Implementation Scheme

I. Children and Youth

Preschool and secondary school children Olympic education programme is being implemented through Children and Youth Olympic Education project and Lithuanian Youth Olympic Festival. Children and Youth Olympic Education project creates a possibility to direct the attention of pupils, teachers and society towards sport as an activity which encourages fair play and friendship spirit, which can be practised by people of various age groups and not only elite athletes. Respect for others and ability to play fairly is one of the essential parts of sport and everyday life. 100 schools and preschools take part in the project and integrate Olympic education into school curriculum.

Lithuanian Youth Olympic Festival takes place all over the country, as 59

(out of 60) regional districts take part. 200,000 pupils from 1065 schools participate in 23 different events. The President of the Republic of Lithuania Dalia Grybauskaitė is the Patron of the Festival.

II. Academic Society

Students – future sport institutions' and organisations' employees, physical education teachers, coaches. The importance of Olympic ideals in this group is essential. Sport organisation management, teaching pupils and coaching will form the future of Lithuanian sport system, therefore the understanding and development of Olympic ideals will help to create a value based approach towards sport. Therefore Olympic education should be a subject taught during sport related study programmes, additional lectures, presentations, exhibitions will provide the basic knowledge on Olympism to university students. We expect to establish not only sport but also Olympic University Movement.

III. Athletes

Athletes – the role models. Their results, activities, public comments, interviews create the image and understanding of the Olympic Movement in Lithuania. It is essential to educate athletes in areas of social media, public communication and on main issues of the Olympic Movement and Olympism. Lithuanian Olympians' Association could successfully organise athletes' training, share relevant information and experience of Olympic Games. Special attention should be addressed towards young Olympians, future participants of Olympic Youth Festivals and Youth Olympic Games.

IV. Society

One of the priority areas of LNOC Olympic Education Strategy is the society and its connection to Olympism. The knowledge and understanding of Olympic ideas, values and principles, support for the Olympic Movement and Olympic athletes is an important goal. It is essential for everyone to understand that Olympism is not only physical activity and that it is built on three pillars: sport, culture and environment. Therefore NOC of Lithuania is aiming at creating opportunities for people

to get acquainted to the ideas and philosophy of the Olympic Movement. Good example from athletes, communication with the society, active lifestyle propagation, and educational public relations campaigns – some of the measures to be used to implement this strategic goal.

The implementation of goals, present and future work with the target groups is highly based on the cooperation with partner organisations. We expect to involve a greater number of governmental and non-governmental institutions in order to spread Olympic ideals around Lithuania.

SPREADING OLYMPISM AND OLYMPIC VALUES THROUGH YOUTH SPORT LEADERS DEVELOPMENT

Dr Siew Eng TAN (MAS)
Director of the NOA of Malaysia

Introduction

National Olympic Academy (NOA) of Malaysia recognises that effectively utilising the talent of young people is central to international and national sports development. The Academy therefore plans to build on its past expertise and current initiatives in the area of education and youth. One of the core programmes of the NOA of Malaysia is the annual NOA Session for Young Participants. An annual theme is selected based on current matters or future scenarios and relevant and meaningful to youths. The sessions have grown, developed and improved through the years and I am proud to say that it has become the benchmark of a vibrant, meaningful, significant, beneficial and enjoyable programme for young sports leaders from all over Asia and even stretching to as far as Iowa, USA.

Aims of the 2012 Session

To promote and spread the ideals and principles of Olympism, the Olympic Movement and values through youth leadership development.

Objectives

1. To develop the leadership qualities of youths involved in sports.
2. To extend and enhance the knowledge and practices of Olympism amongst young leaders.
3. To spread the ideals, principles and practices of Olympism and the Olympic Movement and uphold the Olympic values through principled-led leadership.

Facilitators

This programme was conducted and managed by facilitators who are qualified and experienced personnel from the universities, training colleges and institutes, sports organisations and other relevant establishments and facilitated by graduates of the past NOA/IOA sessions. As 2012 is the year of the Olympic Games, it was appropriate that the sessions and activities were planned to exhort and encourage the participants to fulfill the Olympic motto of “Cetius, Altius, Fortius”. They also provided opportunities for the participants to attain the Olympic values of excellence, respect and friendship. We have made the topics more current and relevant, the activities more interesting, fun, dynamic and meaningful and the experiences more varied and flavourful. In line with the NOA’s mission to expand our human resource in training, we have also assembled a team of young, passionate, lively and competent facilitators and have included both fresh and experienced speakers for the interactive sessions. This combination has managed to provide an exciting and unforgettable experience to all the participants and facilitators as well as the speakers. The programme fulfilled the objective of providing opportunities for personal and organisational growth as well as to promote the Olympic Movement, values and ideals. It was hoped that the participants would return home enriched and fired up to practise and promote all the values and ideals of the Olympic Movement for the betterment of society.

Overall Assessment

1. The NOA session was very satisfying and encouraging to both the participants

and the Organising Committee. The feedback from the participants indicated strongly that the session benefitted both the participants and their organisations. They enjoyed the good quality interactive sharing of experiences and presentations by the participants, speakers and facilitators.

2. The participants felt happy that they had gained a lot of knowledge and skills and had widened their networking. All the participants felt that:
 - a. They had learnt a lot about the less glamorous non-elite competitive side of sport, which emphasized on ethics, fair-play and sporting spirit, etc.
 - b. They had gained better insights into the concept, roles, responsibilities and practices of leadership and volunteerism.
 - c. They were more confident to speak in front of a crowd as the programme required everyone to present their reflections and discussion outputs as well as lead an activity. Quite a number who had never spoken in front of a crowd were very appreciative and thankful that the programme enabled them to gain confidence to address an audience.
 - d. By having to prepare and to present an action plan that charted their career and vocational pathway, they have learnt that to be a leader they needed to have a vision and mission not only for themselves but for the people they could/would influence.
3. All the international participants said that they would be recommending to their respective NOCs that they should send participants to the course in Malaysia as they find it most useful, beneficial and inspiring.
4. The organising committee had gathered enough facts and experiences to a clearer vision of the direction and intention of the NOA sessions and had also gained new insights into how to further refine and enhance the next session for more exciting, inspiring and successful experiences.

A few samples of reflections from the participants are as follows:

1. Knowledgeable, full of interaction, and activity done with passion. It also enabled us to cooperate with one other. One can never be a leader without others. Thank you for everything. I enjoyed it.
2. It is beneficial to gather people of diverse backgrounds to share ideas. I have learned better ways to communicate, learn how to lead from the front, side,

and back. It is also time for me to learn about myself. Thank you so much for your hard work and putting this event together.

3. This session has benefitted me because it encourages me to do more and better in one's life and to apply all the values that we have learned. The session has also prepared us to become a good leader in future. I also know now that we must be more active and participate in every event and use every opportunity.

Conclusion

In conclusion, the NOA Malaysia Youth Session can be a feasible and good model for Sports Youth Leadership Training.

THE NATIONAL OLYMPIC ACADEMY OF MAURITIUS

Sanjaye GOBOODUN (MRI)
President of the NOA of Mauritius

The main theme of this year's session revolves around Olympic legacy. We have had several definitions of Olympic legacy through various papers presented. However I would ask myself what Olympic legacy means for small NOCs or NOAs like ours.

Generally speaking for us Olympic legacy represents the following aspects:

- The Olympic Games which are the largest sporting event in the world.
- Their organisation which affects particularly the host city in various aspects- urban, economic, social and environmental.

And we would ask what about the rest of the world?

- What legacy these games leave for us, smaller countries that will never host such games?
- What do we, the NOAs, do to derive most these Games in fulfilling our objectives?

For the NOA of Mauritius we actually build on existing programmes of the Olympic Movement. For instance,

- Our NOA is NOC/OS funded.
- We create projects/activities that meet the set criteria of the Olympic Solidarity to promote Olympic values.
- During an Olympic year, emphasis is triggered towards host city and its related activities
 - Educational programmes

- School Twinning
- Social Hub discussions
- We try to build on the present Olympic Games legacy to boost our activities and uphold our objectives.

These openings provided by the Olympic Movement help us to uphold our objectives which are categorised as follows:

Social aspects

- Sports and Olympism has a social philosophy underlying its practice. In all our activities, we ensure that participants are aware that sport can be practised by all and is meant for everybody provided they get the necessary support.

Initiation to sport activities

- Technicians/Coaches from different sports are invited to promote their disciplines and also initiate participants to the practice of these sports.
- Furthermore these sport coaches present are asked to undertake actions in order to follow up youngsters in guiding them towards their regional clubs or “centre de formation”.

Propagation of Olympic education and Olympic values

With Kids

- We conduct literary sessions with kids in view of explaining to them the values of sport and the importance of Olympic education.
- Creative means are used to arouse the enthusiasm for the Olympic ideals underlying the practice of sport. Emphasis is placed on the implication of these values in their daily lives.

With P.E. Teachers

- *We conduct regular seminars on Olympic values teaching to inculcate the concepts and dissemination techniques of OVEP.*

With young athletes

- *We conduct regular talks on the three Olympic values Respect, Excellence and Friendship for young athletes.*

Through literary activities

- *Quiz and Essay competitions, last year our theme was :*

“The London 2012 Olympic Games are nearing ahead. What do the Olympics represent for the Mauritian Athlete? Describe the essential elements required for an athlete preparing for the Olympics.”

More than 50 schools participated in this competition and prizes were offered to the winners just before the kick off of the London 2012 Olympic Games.

Through creation of School Olympic Clubs (SOC)

- *We have created a number of SOCs in different schools where the students have a dedicated space and materials for them to foster their Olympic values knowledge.*
- *Our NOA has just launched an Olympic copybook to be distributed to all these students. This copybook contains facts of the Olympic Movement and Olympic values whereby the students will be exposed regularly to these.*

To conclude, I would say that all these activities of our NOA are only possible because of the existence of the Olympic Games and through the support of the Olympic Movement. This constitutes our NOA legacy for the present and future generation.

OLYMPIC VALUES AND THEIR LEGACY

Bat-Enkh TSEVEGMID (MGL)

Delegate of the NOA of Mongolia

The words Olympic, Olympia, and understanding of the meanings of Olympic Games, five rings, Olympic leaves symbolise happiness, friendship, solidarity of all people around the world and the development of our globe.

We can see the moment of winning and losing of competitors, fair play of athletes in modern Olympic Games. Also sport is turning to social way, with precise development of information technology, scientific approaches and financial capacity. The Olympic Games is the meaning of development of nationalities, culture and its globalization.

The idea of Olympism “Participation is important rather than winning” from ancient games to modern games has been transforming from “participation to winning” among elite athletes. Initially this progress is based on the competitiveness, which is not identical compared to the different level of development of each country, different financial resources, different recruited and educated persons and different religions.

We believe that most athletes and coaches, supporters and administrators hope to be a part of the Olympic Movement and its family.

From the negative point of view the risk of Olympic Games is that it has many years work to accomplish to be an independent branch in the sports market, which having many opposite arguments, related to money, the priority is financial gain rather than friendship and sport, or issues related to the outcome or loss of host countries. For some nations it is important medals, to stand in the top place,

to be proud of their achievements in the Olympic Games, and prize money from their government. High amount of prize from the sponsors might be bringing a negative effect as well. That is the danger in the Olympic Movement.

The figures stated above are not indicating and expressing the vision of the five rings, only statistical data.

We may conclude that the Olympic Movement and its ideal, vision is not measurable. The Olympic Games is the desire of all nations of the world, education, happiness, friendship.

The money is the ultimate source of happiness. The most powerful value is the interaction, friendship, which leads to the way of the Olympic Movement.

Our responsibility is the promotion, distribution and enrichment of Olympic values and legacy, protecting its ideals.

Mongolia is a country which belongs to Olympic family over 50 years, which took part in 12 editions of the Summer Olympic Games, 12 editions of Winter Olympic Games. Our athletes have got 2 gold, 9 silver and 12 bronze medals, and our entire nation is so proud of them.

The Olympic education programme is successfully running in secondary schools among the youth. For instance, Mini Volleyball (schoolchildren between 8-12 ages) is a mass volleyball.

At the end of this presentation, I would like to showcase two different situations that happened at almost the same time. One happened on 1st of July, the turmoil because of the political elections, the other was the celebration of the first Gold Medal of Mongolia at the 2008 Beijing Olympic Games.

The Olympic Games bring to all people over the world interaction, friendship, peace and happiness.

NEW ZEALAND OLYMPIC VALUES EDUCATION PROGRAMME 2013

Elsbeth McMILLAN (NZL)

Olympic Educator

Director of the NOA of New Zealand

The on-going development and implementation of Olympic values education in New Zealand was reviewed in 2012 and a new strategic framework for achieving increased reach and impact during 2013 – 2016 was developed.

The objective of Olympic values education in New Zealand is “inspired young New Zealanders living the Olympic values through sport and the celebration of the Olympic Games”.

Four pillars or key focus areas underpin the new strategic framework: Olympic Education in Schools; Role Modelling of Values; Olympic Legacy; Sustainability through Partnerships.

Olympic Education in Schools

This pillar has two key components. The Olympic Schools programme focusing on primary schools and the Sport in Education project focusing on secondary schools.

The Olympic Schools programme has been re-launched in 2013 with a new corporate sponsor. In addition to all aspects of the Olympic values education programme, all registered ANZ Olympic Schools receive a free ANZ Olympic School sports bag with a set of medals, Olympic values posters and certificates

of achievement. These can be used in conjunction with the Olympic values education resources to inspire students to live the Olympic values and reward this positive behaviour with a certificate or medal. In the lead up to Rio 2016 Olympic Schools will receive other specific benefits and assistance.

The sport in education project is an initiative developed and funded by Sport NZ, (Ministry of Sport) to contribute to improved academic, social and sporting outcomes for schools and their students by using sport as a context for learning and student engagement. The project has 5 key components or work streams of which the School Values and Culture work stream will be led by the NZOA. This work stream will work with the selected project secondary schools to re-view, re-invigorate and re-launch their school values in alignment with Olympic and other sporting values to engage and inspire their students.

Role Modelling of Values

There are three main components to this pillar.

- An induction resource will be developed for use with internal and external stakeholders to increase their understanding of Olympism and the Olympic Movement globally and within a New Zealand context.
- The New Zealand Olympic Ambassador programme aims to inspire young New Zealanders through our Olympians' stories, role-modeling living the Olympic values. The selected NZ Olympic Ambassadors engage with youth through school visits and presentations. This programme has been significantly expanded, with funding from two community charity funding organisations, to 36 NZ Olympic Ambassadors across the country and is supported by school curriculum aligned teaching resource material.
- In time a recognition and awards system for excellence in leadership on Olympic values through sport will be developed.

Olympic Legacy

The New Zealand Olympic Committee website is being further developed to pro-

vide a digital, immersive, web-based experience which show-cases the legacy of New Zealand at the Olympic Games. A strong focus of this will be the promotion of Olympic values through our Olympians' stories. Virtual museum tours and mobile exhibitions will also be developed in the future.

Sustainability through Partnerships

Working partnerships have already been developed with Sport NZ, Physical Education New Zealand, Regional Sports Trusts, local city councils and some of New Zealand's leading tertiary institutions. These partnerships will continue to be enhanced and new ones established especially in the area of pre and post teacher training programmes with the objective of integrating Olympic values into their programmes.

Olympic values education resource continue to be developed to support each of the four pillars to ensure educators and students have access to quality, cross curriculum-aligned material to enhance learning and understanding and encourage young New Zealanders to live the Olympic values as life principles.

Current resources include:

- Living the Olympic values: a digital, interactive teaching and learning resource with comprehensive supporting teacher notes.
- Olympic Stories: digital PDF resources which profile the unique challenges that New Zealand Olympic Athletes have faced in their pursuit of excellence – to be the best they can be. The stories are accompanied by teaching notes to engage learners in authentic problem solving and values exploration that will challenge students to explore, communicate and reflect on their own values and perspectives.
- NZ Olympic Ambassadors profiles, support material and guidelines with learning activities for schools.
- Olympic Games ebooks, activity sheets and athlete profiles were developed for the London Olympic Summer Games.
- Olympic Day specific learning resources and teacher notes.

All Olympic values education resources are free to download from the NZOC website.

NIGERIA NATIONAL OLYMPIC ACADEMY A CASE STUDY OF NIGERIA'S EXPERIENCE

Peter NELSON (NGR)
Dean of the NOA of Nigeria

Nigeria National Olympic Academy is an arm of the Nigeria Olympic Committee. The academy handles the educational section of the main Olympic Committee. The school is being headed by a Director and with Dean of school as an assistant and other five members charged with responsibilities of youth affairs, women, communications, public relations and marketing and sponsorship committee.

Academy

Nigeria Olympic Academy is a voluntary organisation that has its office within the complex building of the parent body. The academy has two paid staff, the Secretary and the Office assistant who takes care of the day to day running of the activities in the office.

Education

The academy in its effort to preach the Olympic Movement to other parts of the country had organised a series of Olympic courses, having considered the geo-political spread of Nigeria; we divided the country into three zones i.e. North, West and South for easy assessment and participation of participants. These were organised for physical education teachers, sports coaches, sports administrators

and sports philanthropist etc. The courses were organised to keep the participants abreast of the Olympic Movement and also to appreciate the works of the academy. We also have a lot of youth programmes which could arouse the interest of youths from childhood e.g. rhythms and play competitions for underage group (13-17 years). Refresher courses for Physical Education teachers held in Lagos (Nigeria), Train the Trainers course (Lagos), Schools like green spring, University of Lagos International School and some state owned schools had benefitted.

Sponsorship drive

The head of sponsorship drive constituted a committee to help source for funds for the running of programmes and maintenance of the office.

In Nigeria the Government owns schools and also private individuals have shown great interest in the Olympic Movement in which we are trying to assist them to achieve their objectives.

Women participation

With the introduction of the Academy in Nigeria more girls and women are participating more in sports and also driving the Olympic ideals, knowing full well that the Olympic Games is not winning at all costs but by participation. These have actively increased the interest of women in sports.

Communication

Our NOC helped to project the image of the Academy through Radio Jingles, handbills, posters, Television advertisements and billboard advertisements etc. It has really enhanced the awareness and the participation of the individual's operational organisation and school with great sporting facilities.

We also organise meetings with Heads of school, principals, headmasters etc.

Programme of activities

Also before the end of each year, members of the Academy also meet to draw up the activities for the following year, which we call yearly calendar of events. We ensure that the activities for the year are inclusive in preparation for execution. Such activities include organising a forum for the young participants during holidays, creating an enabling environment for female participation, organising seminars for professional physical education teachers, bring participants from all over the country to one centre to preach the gospel of the Olympic Movement etc.

The Nigeria National Olympic Academy and the Nigeria Olympic Committee are working harmoniously for the progress of the Movement.

NOA OF PORTUGAL 2012-2013 ACTIVITIES

Dr Silvio RAFAEL (POR)

President of the NOA of Portugal

Sandro LÚCIO (POR)

Member of the NOA of Portugal

2012 was the continuing of the celebration of our 25th anniversary, dedicated to the promotion of Olympism, mainly in schools and city halls, with actions among the youngsters, with exhibitions, artistic contests, games, sporting activities and sessions.

XXXIII Annual Session 2012 & XXIX Annual Session 2013

After two years without an annual session, due to economical constraints, the NOA of Portugal organised in 2012 and 2013 the most important moment of its existence: the organisation of the Annual Session for young participants, and innovating by joining the Annual Session for actual members in the IV & V Edition. The exchange between the actual NOA members and new young participants allows the exchange of experience between the older members mixed together with the intense need acknowledged by the youngsters.

The annual sessions take place usually in the month of October, but due to the fact that the NOA of Portugal has elections at the end of May 2013, the Board of Directors decided to move the 2013 Annual Session to April.

Using a similar working methodology as in the IOA session, the NOA of Portu-

gal uses this opportunity to enlarge the number of future members to encourage them to spread Olympism to their schools, sports clubs, institutions and pursuing or achieve a better way of life and humanity.

Activities promoting Olympism

To promote Olympism, activities have been developed during 2012 and 2013, mainly through cooperation with primary schools and high schools, private institutions (seminars on the Olympic Movement and sport officials) and the NOC Athletes Commission (“Olympic week”), where an NOA stand displayed several Olympic exhibitions, seminars, face to face conversation.

Active participation in the organisation of the “Jogos de Quelfes” where an Olympic week simulation took place, with the participation of all primaries, and high school of the Municipality took part in it. The organisation, implementation, transport and all logistic and organisational matters were done by the schools in cooperation with some Municipal institutions and private companies that supplied water, food and other services.

IOC Olympic Sport & Art Contest

After the national phase of the IOC Olympic Sport & Art Contest for Sculpture and painting (graphic work), the winning artists and their art was sent to the International phase. In this last selection phase the Portuguese artist, in graphic work, won Honorary 3th place. The Prize was given to the artist in Amsterdam, on November 23th, at the International IOC Congress.

Publications & printouts

The activities performed in 2012/2013, NOA presented a great year in printouts, such as activity booklets for children from 6 to 9 years, the edition, as partner, in the commemoration of the 100 years of the Portuguese 1st participation in the Olympics 1912-2012- “The 6 Magnificent” book co-written by Rita Nunes. The

print in hardcopy and eBook of the Olympic Charter into Portuguese language, translated by the member Alexandre Mestre (unofficial edition) and the monthly NOA Newsletter edition in pdf format. The edition of a new children's book "Kelfi and the Olympic Games" for youngsters; the creation of a Board with World Map and medal winners, for children in primary and high school. The main objective is that they can identify Olympic city locations and the Portuguese Olympic medallists.

Cooperation with national institutions

National Contest for "Digital Artist" for children from the primary schools, to draw Olympic Games, and for the older ones the Olympic values. Over 2867 drawings arrived making difficult the choices of the judges. Another action, for high school students was a 5m Filmmaker contest, where they had to produce a small film which could include the Olympic values, sports, Olympism... The judges received over 143 films from all over the country.

Several exhibitions were held during 2012/2013, with emphasis on Olympic Mascot, Philatelic and medal exhibitions. The participation, as partner of the National Sports Museum, to organise the "100 years of the Portuguese National team's participation in the Olympic Games 1912/2012". Exhibits in schools were also held during year 2012 to promote Olympic values and friendship. Olympic posters and outfits and uniforms exhibitions were held during 2012 and April 2013.

NOA was invited by the National Television for a debate about Ethics in Sport, March 2013. Silvio Rafael represented the NOS of Portugal in this event.

International activities

In 2012, our NOA took part in the 11th International Session for Directors of National Olympic Academies, with our representative directors Rita Nunes and Carlos Gomes.

Participation of our President Silvio Rafael and Honorary member Anibal Justiniano, at the 14th Pan-Iberia Session, held in Madrid, and in May 2013 the 15th Extra Pan/Iberia Session, held in Guatemala and regarding Pierre de Coubertin

birth celebration, with Rita Nunes as general secretary and Anibal Justinano, took part in this special session representing NOA of Portugal.

Participation in Wiesbaden, between the 19th and 21st, in a seminar “Olympic Education in Europe: National Experience – International Perspectives” organised by DOA from Germany and attended by Sandro Lúcio and NOA of Portugal President Silvio Rafael.

Internet & site aop.pt

The NOA web site (www.aop.pt) has been redesigned and restructured in order to make it a better tool for the dissemination of the Olympic values and reach on Olympic subjects.

Simultaneously, a Facebook page (www.facebook.com/academiaolimpicadeportugal) was created aiming to work as an easier way of contact between academy members and other people or institutions interested in Olympism. Over 15,100 “likes” are linked to our facebook at this moment.

These activities were presented through a video mixing the Portuguese Fado singer Ana Moura with an English/Canadian song “A case of you” from Joni Mitchell.

OLYMPIC ACADEMY OF SERBIA
FOUNDATION OF SPORTS AND OLYMPISM-OLYMPIC MUSEUM
OLYMPIC EDUCATION ACTIVITIES 2012/2013

Natasa JANKOVIC (SRB)

Executive Board Member of the NOA of Serbia

Director of Foundation of Sports and Olympism

The Olympic Academy of Serbia together with the Foundation of Sports and Olympism organised numerous activities in 2012, out of which EcOlympic Games, P&G Youth Sport Camp and Exhibition “Moments to remember: Olympism in Serbia 1912-2012” were the most popular.

The main goal of EcOlympic Games was to increase support to the National Olympic Team, sharing the importance of the Olympic values and building the ecology awareness. Through this programme different educational workshops were organised weekly in more than 20 schools in Serbia where children learned about the Olympic values, champions’ stories, as well as how to protect the environment. Children also had the opportunity to meet members of the Serbian Olympic Team as well as to learn English through a number of Olympic English language workshops which were implemented in cooperation with the British Council. The programme was accepted very well among youth. More than 7000 children took part and great results have been achieved in terms of spreading Olympic ideas and promoting Olympic values.

In cooperation with the company Procter & Gamble a Youth Sport Camp has been organised from 19th to 26th August 2012 in Kucevo. The main idea of the camp was youth development through sport as well as acknowledgment to the

mothers through the campaign “Thank You Mom” since behind each successful athlete stands a successful mom. During the camp 100 school children from all over Serbia had the chance to meet, talk and play with Olympic athletes. Children learned basics of basketball, football, volleyball, handball, swimming and water polo. They also learned about healthy lifestyles and Olympic values through interactive workshops.

Exhibition “Moments to remember: Olympism in Serbia 1912-2012” was organised from 16th July to 28th August 2012 in the Museum of Yugoslav History in Belgrade, Serbia in light of the XXX Summer Olympic Games in London 2012. The intention was to mark one century since Serbia took part at the Olympic Games for the first time. This important jubilee represents an opportunity to portray the history of the Olympic Movement in Serbia, as well as the genesis of modern Olympism as a unique phenomenon of the modern age, still sharing ideals of its founder Baron Pierre De Coubertin.

The most important exhibits from the collection of the Foundation of Sports and Olympism – Olympic Museum and the Olympic Committee of Serbia were on display, since the establishment of Serbian Olympic Club in 1910 by Svetomir Djukic, to Serbia’s first participation at V Olympics in Stockholm 1912, first medal won in Paris 1924 and all the way to the successes of our athletes in Beijing Olympics.

Through glory moments, true Olympian stories, memorabilia and educational workshops more than 5000 visitors from Serbia and abroad learned about the history of Olympism in Serbia, the Olympic Movement and best Serbian Olympians. Special guest of the exhibition was Mr Athanassios Kritsinelis with his collection of 22 Olympic torches of the Summer Olympic Games from 1936-2012. The torches represented unique part of the exhibition.

In 2013 the exhibition started its journey through Serbia and it will continue travelling through the country in the next 3 years. In addition to this, a virtual exhibition was also created and can be seen through website of NOC Serbia: www.oks.org.rs.

**20 YEARS OF THE SLOVAK OLYMPIC ACADEMY,
AN IMPORTANT PILLAR OF THE OLYMPIC MOVEMENT
AND OLYMPIC EDUCATION IN SLOVAKIA**

Dr Zdenka LETENAYOVA (SVK)
Member of the NOA of Slovakia

In a less than a month, on the 12th of June, 2013, the Slovak Olympic Academy will celebrate the 20th anniversary of its establishment. During this period, the Academy has overcome several development stages, searching ways, successes but also disappointments in fulfilling the principles of Olympic education. A statistical overview of all our activities during 20 years would probably not be very interesting for you, so let me focus your attention on a few generalized topics from the work of the Slovak Olympic Academy. I believe that they can serve as inspiration for your own work or for your National Olympic Committees.

I consider that the most important and decisive moment maintaining viability of the Slovak Olympic Academy is the fact that it is a sturdy organisational part of the Slovak Olympic Committee, which covers financial costs of the Academy to realise its activities. In spite of some important organisational changes and competences in executive bodies, the Academy together with the Olympic clubs and fair play club are now the most stable partners of the Slovak Olympic Committee in the implementation of the activities to spread the Olympic education, the development and promotion of the Olympic culture and art or the protection of the Olympic heritage. For this reason, the Slovak Olympic Committee in collaboration with the Slovak Olympic Academy has established several expert committees of the academy: The Committee of education, The Committee of culture, The

Olympic Heritage Committee. They are responsible for carrying out the activities in their field (the organisation of intellectual competitions about Olympism, artistic competitions, educating tutors about Olympic education, the publishing activities about Olympic education, the organisation of expert conferences, seminar symposiums, the documentation and preservation of the Olympic heritage, etc.). The Committee members are experts in their field of specialisation. The Board of the Academy consists of the Presidents of the Committees, ex officio the member of the Chair is the Vice President of SOC for Olympism, the Secretary of the Academy is the professional expert of the SOC secretariat.

The work of the Committees has brought attention to one of the most discussed problems during the existence of the Academy – the Academy membership. In the first phase the Academy had a high number of individual as well as collective members. In 2005 the organisational change of the statute of the Academy happened as a consequence of a decrease in membership activities together with the request of SOC to use financial resources more effectively. The result of this change was a decrease of the members. Finally, only the Board of SOA stayed. The supreme body became the SOC Conference with the participation of sympathizers, activists and tutors. This structure and definition of the membership is not very good. The support of individuals, mainly youths, and their participation in projects is missing. This is why the head of the Academy is looking for a way of effectively restarting and activating the membership.

In spite of mentioned problems dealing with membership, the head of the Academy is successfully maintaining a high standard of the expert Committee activities. In the long-term, the most successful projects are the organisation of the intellectual competitions for elementary, high schools and universities. The processing progress of the competitions together with updated topics of competition questions and interesting prizes enhances the increasing interest of participating students. The competitions start with school rounds, then regional ones and finally move to a nation-wide competition. The topics for 2013 are:

- **1st topic:** *20th anniversary of the Slovak Olympic Committee (20th anniversary of the Slovak Olympic Academy, The creation of SOC, its main leaders, its structure and components. The mission of SOC. The honours*

of SOC, Slovakia as the candidate country for the Winter Olympic Games in 2002 and 2006.)

- **2nd topic:** 150th anniversary of Pierre de Coubertin's birth (*The life and work of Pierre de Coubertin (Restoration of the Olympic Games, Pierre de Coubertin – author of the Olympic symbols)*)
- **3rd topic:** World sport milestones - winter sports and Winter Olympic Games (*brief history of sports on ice and snow, the creation of the Winter Olympic Games, Sochi – 2014 Winter Olympic Games city, The Slovak medallists from Winter Olympic Games*)

There are other attractive projects in which the SOA is participating with other subjects like the organisation of the international Olympic camps, artistic competitions in literature, fine art, photography and participation, for example, on the organisation of a national competition to create the Slovak Olympic participants' memorial.

Artistic competitions for children in three age categories – less than 12 years old, from 12 to 15 years old and from 15 to 18 years old in 2013:

- **Artistic competitions of SOC** “*The Mascot of the Slovak Olympic Team in the 2014 Winter Olympic Games in Sochi*”
- **Literary competition of SOC** on the topic: *Sport without doping: “Sport is beautiful, don't steal our illusions”*

Dear friends, I believe that my speech will be an incentive for your work. The main purpose of your work is the achievement of Olympism philosophy as the universal principal as well as the step to the humanization of the society.

THE SPANISH OLYMPIC ACADEMY: LEGACY AND ACTIVITIES

Eugenia MARTÍNEZ-GORROÑO (ESP)

Member of the NOA of Spain

Lourdes CID-YAGÜE (ESP)

Autonomous University of Madrid

A pioneer among National Olympic Academies since its creation on 25 November 1968, the Spanish Olympic Academy proposes multiple annual activities, responding in this way to the missions assigned to it under the *Olympic Charter*.

In the last years, it focused, in particular, on the promotion of activities, which bring Spanish youth closer to the values and the code of ethics of Olympism. This is why it is working intensively in order to establish *Centres for Olympic Studies* in all Spanish universities. It believes that university education is particularly important for teaching to young people the concepts and all the depth and nuances of the *Olympic philosophy*.

These *Centres for Olympic Studies* are the outcome of conventions signed with universities. Today, there are 30 Centres for Olympic Studies in the following universities:

COS – Autonomous University of Barcelona

COS – University of Alicante

COS – University of Almería

COS – University of the Basque country

COS – University of Extremadura

COS – University of Cordoba

COS – Autonomous University of Madrid

COS – European University of Madrid

COS – European University Miguel de Cervantès
de Valladolid

COS – University of Valladolid

CEO – University of Valladolid (campus of Ségovie)

CEO – University of Valladolid (campus de Soria)

COS – University of Granada	CEO – University of Valencia
COS – Université de Coruña	COS – University Alfonso X El Sabio of Madrid
COS – Université de León	COS – University Rey Juan Carlos I of Madrid
COS – Catholic University S. Antonio de Murcia	COS – University of Vigo
COS – University of Santiago de Compostela	COS – University of Jaén
COS – University of Cadiz	COS – University Pablo de Olavide of Seville
COS – University of Oviedo	COS – University of Las Palmas de Gran Canaria
COS – University of Navarra	COS – Barcelona Olympic Foundation
COS – Patronato de Castellón	COS – Patronato de Noja

These academic institutions within the universities are extremely interesting because they bring together, for a number of years, young people who are preparing to join different professional and scientific branches. Moreover, a large part of these young academics will join several organisations and institutions which are extremely important for the country. University students are at an age and level of preparation that makes them ideal for promoting the values, the scope and potential of Olympism.

Based on this line of thinking, the Spanish Olympic Academy insisted that students, during their academic preparation, should approach, learn and appreciate the Olympic ideology and its facets with the view to *“contribute to building a peaceful and better world by educating youth through sport practised without discrimination in conformity with Olympism and its values”* and expand their knowledge regarding its organisation, management and success through its historic course, the aim being to *“place sport at the service of the harmonious development of man, with the view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity”* (Olympic Charter. Fundamental Principles).

These *Centres for Olympic Studies* are directed, in their respective universities, by professors who develop an annual programme of activities. To achieve this, they have bibliographic material at their disposal, which is made available by the Spanish Olympic Committee (SOC).

One of the latest *Centres for Olympic Studies* created by the Spanish Olympic Academy is that of the University of Navarra, where the 49th Session of the Spanish Olympic Academy was held from February 28th to March 1st. During that Ses-

sion, several lectures were presented by members of the Olympic Academy and other specialist university professors. At the same time, the exhibition on “*Pierre de Coubertin: Olympic humanist*” was presented in the Navarra University Campus. This exhibition, which belongs to the Spanish NOA, contains photographic material and texts that summarise Pierre de Coubertin’s trajectory, based on primary and historic sources collected and organised by Conrado Duránte Corral, the Director of the Spanish Olympic Academy, in recognition of his research work for over 50 years dedicated to the history of the Olympic Movement.

As another contribution to the academic community, the *Spanish Olympic Academy* has succeeded in attracting young Spanish researchers who will be working on the theme of Olympism, its history and progress. Last year, it was Alberto Aragón Pérez, a student of the Autonomous University of Madrid, who was chosen among 35 participants by the International Olympic Academy for the 19th International Seminar on Olympic Studies for Postgraduate Students. He presented his research work on “The agonism and the participation of the Western colonial foundations in Greek competition of the *agones*”. Attracted by Olympism, this young researcher is preparing in order to follow, next year, the Master’s in Olympic Studies at the University of the Peloponnese, in cooperation with the International Olympic Academy.

This year, for the 20th International Seminar on Olympic Studies for Postgraduate Students, the Spanish Olympic Academy recommended Mario Tarín Mariscal, a young researcher who will present his work on the historic and social conditions that led to the creation of the Spanish Olympic Academy in 1968, the first National Olympic Academy that was established in the world.

Following another initiative launched in 2008 in cooperation with the *Centre for Olympic Studies* of the Autonomous University of Madrid and the financial support of the Spanish Olympic Committee, the Spanish Olympic Academy continues to publish the biannual research review *Citius. Altius. Fortius: Humanism, Society and Sport: Research and Essays*. The editing is done by the President of the Spanish NOA, Dr Conrado Duránte Corral and Professor Eugenia Martínez Gorroño of the Autonomous University and Director of its COS.

Citius. Altius. Fortius receives original papers in Spanish, French and English, which undergo a double external evaluation. Once accepted they are translated

and published in Spanish, in order to be distributed to the Spanish-speaking university community. High level research carried out in all countries can thus be disseminated in our mother tongue. Today, in addition to the research work of Spanish professors, papers sent by professors from different universities like Karl Lennartz or Arnd Krüger (Germany), David Kirk (United Kingdom), Thierry Terret or Patrick Clastres (France), William Kelly (Yale, USA), Gertrud Pfister (Copenhagen), etc. are also published.

Last year *Citius. Altius. Fortius: Humanism, Society and Sport* published for the whole Spanish-speaking community outstanding scientific papers by Spanish and foreign specialists like: Fabrice Delsahut, University of Paris 4 – Sorbonne; Dora Pallis, Deputy Director of the International Olympic Centre, member of the Greek Olympic Academy and Professor at the University of the Peloponnese; Elise Detellier, University of Ottawa and University of Montreal or Dr John E. Findling, Professor at Southeast University in New Albany, Indiana, USA or Dr Conrado Durántez among many others.

I want to seize the opportunity of this forum in order to invite all of you, the researchers of Olympism, present here, to send us your original work. We receive articles in Spanish, English and French.

Citius, Altius, Fortius is mailed by post to all the libraries of Spanish universities, which offer degree courses in Physical Activity and Sport Science and also to French, German, Portuguese, Argentinian, Brazilian and British universities whose professors and researchers are members of the *Advisory Committee*. The review is also sent to the library of the International Olympic Academy and added to its collection.

The biannual publication, since May 2008, allows the distribution of original papers of the highest academic and scientific level in Spanish; they are the work of distinguished authors and researchers of international repute.

The outstanding level of the published papers was evaluated by Spain's *Higher Council for Scientific Research*. The review fully meets 32 of the 33 established quality criteria. Because of its strictness and quality, it is present in international data bases such as Diaknet, Latindex and DICE (Distribution and editorial quality of Spanish humanities and social and legal sciences reviews). According to DICE's official site, the *National Agency for Quality and Accreditation Evaluation*

(ANECA) uses this data base as a quality reference for Spanish publications in its evaluation of the teaching profession.

Another publication of the *Spanish Olympic Academy* last year was the book *Olympic Movement: History and present challenges*; the authors and coordinators are Conrado Durántez Corral and Eugenia Martínez Gorroño. It is a collection of lecture texts that were presented during the 44th annual Session of the Spanish Olympic Academy held in the Autonomous University of Madrid last year. This book was also sent to all the libraries of Spanish universities and to the library of the International Olympic Academy.

As we are unfortunately limited by time for this presentation, we will refer only to another activity of the Spanish Olympic Academy, carried out with the Spanish Olympic Committee: the “We are all Olympians” and “Olympic Heroes” campaigns.

Last year, the 6th edition of “We are all Olympians” had already been presented, together with the 3rd edition of “Olympic Heroes”. These two campaigns were held between the months of January and May in schools of the Community of Madrid. The “We are all Olympians” campaign is aimed at the first year pupils of compulsory secondary education 12 and 13 years of age. The target public for the “We are all Olympians” campaign are children 8 and 9 years old to whom physical activity or sports are presented not only as a means for developing physical skills, but also as a way for socializing, having fun and learning to play by the rules, improving one’s self esteem, etc.

The main objective of these campaigns is to bring pupils closer to the values of respect, equality and surpassing one’s self, which are part of top performance sport and benefit society as a whole.

The previous editions were sent to 530 schools: 422 for the campaign “We are all Olympians” and 108 for the “Olympic Heroes” campaign, reaching a total of 50,000 pupils and covering 48,845 kilometres. Furthermore, 45.6% of schools visited are public schools and another 54.4% are private schools or under contract. We relied for this project on the cooperation of all Olympic Federations, the media, the athletes, the Community of Madrid and the Higher Sports Council.

The “We are all Olympians” campaign was designed by a team put together and selected by the Spanish NOC. It is composed of five former professional ath-

letes who studied in higher education and who visited the schools of the Madrid Community during the school year. This programme is aimed, in particular, at pupils, 12 to 13 years of age, who attend the first compulsory year of secondary education.

This campaign includes two stages: a teaching module and a practical module.

The teaching module is presented by two top performance athletes and uses audiovisual equipment. It goes through the different facets of the Olympic Movement, its values, its history, the range of sport disciplines, the institutions that compose it and their impact on society at large.

The practical part presents to the pupils top level sport equipment provided by the different Spanish Olympic Federations. With this equipment, which is not usually accessible to the broader public, younger athletes can familiarize themselves with minority sports. This part is accompanied by a photo exhibition of the different sports of the London 2012 Olympics and a presentation of some of the most striking records of the sports world, with real life comparisons in order to make them more tangible.

During the “Olympic Heroes” campaign, a methodology based on stories that were told and interpreted by athletes was used, as well as audiovisual material covering the feats of Olympic athletes.

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SUMMARY ACTIVITIES REPORT 2012 THAILAND OLYMPIC ACADEMY

Prof. Dr Supitr SAMAHITO (THA)¹

Director of the NOA of Thailand

Since 2012, the Thailand Olympic Academy has completely undertaken various activities as planned and achieved reasonable success in academic fields, as well as achieving further successes in the areas of surveys, researches, basic data collection of Olympians and Olympic Movement through Olympic education. With strong and continuing support from the National Olympic Committee of Thailand, the Thailand Olympic Academy was able to organise several activities, including:

1. On the Olympic Day June 23, 2012 the Thailand Olympic Academy had an opportunity to hold the Olympic Movement Cultural and Education Activities: Fresh-Friend-Fun-Fair-Fit, at the Thai Lao-Friendship Bridge 3 in Nakhon Panom Province. Participating were children, youths and parents who spent an entire day with great enjoyment and happiness. Besides, these activities helped them understand how to make perfect body movement through exercise and relaxation. Then on 3-5 April 2012, with a new discovery of body movements, the Thailand Olympic Academy went on to organise the same activities at the Suan Saen Palm, Nakhon Phathom Province, Thailand, as well.

2. In fact, the objective of holding the Olympic Movement: Culture and Education Activities, was to open the door for Olympic education of youth development, while enhancing knowledge and understanding for lecturers, students of

1. The presentation was made by the NOA Advisor, Prof. Kasem NAKORNKHET.

Physical Education Institute and all of the Olympians through Olympic education with sustainable development.

3. Meanwhile, on 30 October, 2012 the said Activities were re-conducted at several schools and Physical Education Institute attended by different age groups. They seemed to quickly grasp the concept of sport values through learning and teaching very well.

4. For Advanced Sport Management Courses, the International Olympic Committee, in cooperation with the Olympic Solidarity, gave its support with an intention to promote and increase the potentialities of National Federations, National Sport Administrators and Sport Technicians at large. On this occasion, the National Olympic Committee of Thailand decided to send Prof. Dr Supitr Samahito, Director of Thailand Olympic Academy and Dr Issadee Kutintara, Member of Thailand Olympic Academy, to attend the said course between 4 to 7 October 2010 at the International Olympic Committee Headquarters in Lausanne, Switzerland. Now, with our fully qualified human resources, Thailand enabled to open the Advanced Sport Management Courses with teaching, learning and sharing techniques, thus helping the participants gain experiences and knowledge in full. On top of that, at the end of the said courses, each participant had to make a case study for each chapter and presented it to the class for comments and further consideration. Duration of the Advanced Sport Management Courses is as follows:

1st	29-31 March 2011
2nd	31 May to 2 June 2011
3rd	25-28 July 2011
4th	27-29 September 2011
5th	24-26 January 2012

Venue of Course: The Twin Tower Hotel, Bangkok, Thailand.

From these activities which reflected the impact of Olympism to the students, teachers, administrators and people who participated in the said events, I myself, as the Director of Thailand Olympic Academy also hope that the Olympic idea will constitute a legacy for the future and for young people all over the country.

Future Plans of the Thailand Olympic Academy 2012

1. Organising the Olympic Education Movement for Youth Development Workshop as regards the innovation of creating sporting spirit and the value of life. These activities are being taught in sport schools and Institutes of Physical Education.

2. Developing the Glossary – Olympic Movement in Thai Version.

3. Translating the Management of Olympic Sports Organisation in Thai Version to be used for reference when conducting the Advanced Sport Management Course.

4. Translating the Sport Administration Manual to Thai Version to be used for reference when conducting the Sport Administration Course.

5. Developing the alumni association as to compile personal histories and to invite well trained personnel to take part in (International Olympic Academy: IOA) activities.

6. Developing a pocket book concerning “Phenomena beyond the London 2012 Olympic Games” as a continuation of the Beijing Games Pocket Book 2008. This pocket book shall reflect the competition’s activities by means of stressing the real intention of the famous saying of de Coubertin “the most important thing in the Olympic Games is not to win but to take part”. This pocket book will be used as a text book for Olympic education and shall be the property of TOA nation-wide.

THE TOGOLESE NOC OFFERS MORE THAN 300 BALLS AND T-SHIRTS TO APPROXIMATELY TWENTY PRIMARY SCHOOLS

Charles PANOU (TOG)¹

Director of the NOA of Togo

Togo – The Agency Savoir News informed us that the National Olympic Committee of Togo (TNOC) has offered last Friday more than 300 volleyball balls, handball balls, as well as T-shirts to approximately 20 elementary schools in Lomé and in the country’s hinterland according to Agency Savoir News.

The ceremony was held at the public primary school of Agoè marché, in the presence of the Minister for Sports and Recreation and the Youth and Sports Inspectors of the waterfront area. Several teachers and pupils were present. This donation, which represents an amount of 900,000 CFA francs, is an initiative of OVEP (Olympic Values Education Project) of the National Olympic Academy of Togo, in partnership with the Mi Lé Novissi NGO. This gesture aims at promoting a sports tradition based on the teaching of Olympic values in schools.

Each school therefore received 15 volleyball balls, two handball balls and a set of T-shirts.

According to Kélani Bayor, the representative of the President of the TNOC, grassroots sport, includes as well education and the promotion of tolerance and fair play. “The children’s enthusiasm was really touching. Those who practise

1. The article was written by Nicolas KOFFIGAN, Source: SAVOIR NEWS, and it was presented by the NOA Director, Charles PANOU.

sport are non-violent and tolerant individuals. Our wish is that children can also cultivate these values” he added.

Ms. Kassandja Abiba, the Director of the EPP Agoè marché, thanked the donors for this gesture since “children often want to practise sport but as they do not have the necessary equipment, they will do something else”.

“The practice of sport also makes you intelligent. This donation will further encourage pupils to work better” she added.

According to Charles Panou, the Director of the NOA, sport’s growing success among the public and the numerous functions that arise from it make it a true social phenomenon to which special attention should be given: “sport seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles”.

“We have offered this gift to the children so that they can develop sports values: tolerance, non-violence and forgiveness. Grassroots sport is very important because after a few years we can discover talents and this is our wish. It is therefore important to promote the practice of sport in schools by providing teachers with the necessary know how” he added.

As a reminder, the OVEP project was launched in the primary schools of the Lomé suburban area in February 2011. Through this project, the teachers of grades CM1 and CM2 underwent training in order to teach volleyball to their pupils, during the physical education and sport hours, by insisting on the respect for Olympic values of the OPEV manual.

A BRIEF HISTORY OF OLYMPICS IN TURKEY

Prof. Dr Utim KESIM (TUR)

High Advisory Board Member of the NOC of Turkey

Tanzimat is the gateway to Ottomans to the western world, provides freedom for the public, American teachers in Robert College, French teachers in Galatasaray High School; some of them taught in military school as well, French gymnastics teacher Monsieur Curel transformed a large area into a gym.

Gymnastics and fencing courses were added to the curriculums of Middle School, Medical School and High School by the order of the Ministry of Education in 1863.

Faik Üstünidman is the first PES teacher in Turkey, he had his education in Galatasaray High School French PES teacher Mösyö Jueri. Then he went to Berlin to be educated in gymnastics in 1879. As soon as he came back he was a gymnastics teacher in Galatasaray for 45 years. He also wrote a book named "Principle of Gymnastics" which is considered the first of its kind.

French teacher Curel started the training festival, organised athletics events for his students at Galatasaray High School (1895).

Field day event that was started in 1897 in Robert College was athletics competitions. Similar competitions were later held in other schools as well organised by the clubs founded by foreigners.

The Istanbul Football Association League (1903) is the beginning of organised sport events in the country. Galatasaray joined the league first; then Fenerbahce and BJK joined.

Foundation of NOC of Turkey

Coubertin who is the founder of Modern Olympics set out for a world tour in the summer of the year 1907 to gain new members for IOC. And he decided to visit Istanbul to disseminate the ideals of Olympism into the Ottoman Empire. Before starting out for this tour, he wrote a letter to his friend Juery at Galatasaray High School asking him to introduce him to Turkish athletes when he arrived in İstanbul. And Monsieur Juery introduced Baron de Coubertin to Selim Sırrı Tarcan; Coubertin asked Tarcan to establish the Ottoman Olympic Association but under the circumstances of the year 1907 he was not allowed to found it because of the political situation of the Ottoman Empire at the time. Therefore, Ottoman Olympic Association could not be founded in 1907 but then Coubertin assigned Tarcan as his representative.

In 1909 Selim Sırrı participated in the Olympic Session which was held in Berlin; in the same year he went to Sweden to be educated in Gymnastics.

First Turkish athletes in Olympics

Also there was a talented guy who accompanied Baron Pierre de Coubertin during his Istanbul trip as an interpreter. Coubertin invited him to 1908 London Olympic Games. Although the records of the ministry of internal affairs do not include any documents about Aleko Mulos, the name “Aleko Muullos-Turkey” is among the participants in London 1908 Games. He was a student of Galatasaray High School, athlete of Tatabla Heraklis and he participated in gymnastics.

Papazyan and Mıgıryan are the first athletes in the Olympics who were sent by the National Ottoman Olympic Association.

Founder of NOC Ottoman Empire Selim Sırrı Tarcan made some announcements in some newspapers to find athletes and sponsor for 1912 Olympic Games. Even though he could not find a sponsor, two Armenian youngsters Vahram Haret Papazyan and Mıgırdıç Mıgıryan applied to participate in the Olympics. While they were taking the necessary documents from Tarcan, the two Robert College students realised the fact that they had to go to Sweden on their own.

The financial condition of Mıgırdıç Mıgıryan who founded the club Raffi the first athletics and gymnastics club in Istanbul was good. However, Papazyan had to find a

source. He participated in decathlon, pentathlon, discus, right and left handed shot-out. Mıgıryan also became the holder of the first unofficial Turkish record in athletics.

Vahram Papazyan was a member of an Armenian Club which had several branches so he first applied to this club. Administrators of the club tried to find the money that was needed for his trip to Stockholm. They organised a night at the Greek theater. A play named Devoted Sailor was performed in Turkish and also Vahram Papazyan had a role in the play. With the money earned from this night and his savings from the pocket money, a return ticket to Stockholm was bought for Vahram Papazyan. They went to Stockholm by their own financial means. The two young athletes arrived in Stockholm after a difficult voyage. He competed in both 800m and 1500. Papazyan later was assigned to the head of Armenian Gymnastics Association.

1924 Olympic Games

1924 Olympic Games which were held in Paris is the first Games in which the young Turkish Republic participated.

Foreigner coaches, one from United States for athletics, one from England (Billy Hunter) for football and one from Hungary for wrestling, were invited to the country to train the athletes for the Olympic Games.

40 male athletes participated in the 1924 Olympics.

Carl Diem

During his visit to Turkey (1933) Carl Diem was asked to write a report on Turkish sport. Then he arranged some regulations of sport in Turkey. Turkish Sport Foundation which has many similarities was founded by his proposition. After founding of Turkish Sport Foundation all the athletes became a member of the governmental party.

First medals

1936 Berlin Olympic Games

Ahmet Kireççi in freestyle wrestling took the third place in wrestling and became the first athlete in the Turkish Olympics history who won the bronze medal. And

Yaşar Erkan in Greco-Roman wrestling won the first gold medal of Turkish Olympics history.

First female athletes

Halet Çambel and Suat Aşeni were the first female athletes who represented Turkey. They participated in the fencing competition however they did not win any medals, they deserved great honour by showing the self-esteem of Turkish women for the first time in Olympic Games.

Halet Çambel is also an archaeologist/prehistory and has graduated from the University of Sorbonne.

Ruhi Saralp

He is the first athlete who won a medal in athletics in 1948 London and has been the only Turkish athlete who won a medal in the Olympics in the history of Turkish sports until Eşref Apak in hammer throw in Athens 2004.

After World War II, the first Olympic Games were held in London in 1948. Turkey participated in the Olympic Games with 68 athletes which was more than Athens 2004 where we participated with 66 athletes.

First Olympic Record Holder

Turkey in 1988 Seoul Olympic Games had its first Olympic Champion outside wrestling and also the first Olympic Record Holder.

He lifted respectively 145 kg, 150,5 kg, and 152,5 kg in snatch; 175 kg, 188,5 kg, 190 kg in clean and jerk, and 320 kg, 339 kg and 342,5 kg in total breaking nine world and six Olympic Records and he was nicknamed Pocket Hercules (İstanbuluoğlu, 2008). Naim Süleymanoglu drew the attention of the entire world by lifting 10 kg more than three times of his weight. Winning his first Olympic Champion title at the age of 21, Süleymanoglu was going to succeed to be on the cover of Time magazine. And he was going to win more gold medals in 1992 and 1996 Olympic Games.

First Medal in Women

In 1992 Barcelona Olympic Games, Hülya Şenyurt became the first woman who won a medal, winning a bronze medal in judo. Taylan won the gold medal in women by breaking the two World and five Olympic records in 48 kg.

First Olympic Champion in women

Turkey had its first Olympic Champion in women in Athens 2004 Olympic Games. Weightlifter Nurcan Taylan won the gold medal by lifting 210 kg in total.

Candidacy for the Olympic Games

Istanbul became the candidate city for the Olympic Games four times during the years of 2000, 2004, 2008 and 2012 Olympics. And also for 2020.

Turkey has been and will be working hard to host Olympic Games. For this cause, every aspect of winning the Olympic Games honour is being extended. The facilities continue to grow, human resources development is extending. The idea of “Olympism” by way of entering the school curriculum is being spread.

Hosting the Olympic Games provides billions of dollars revenue through direct investment, as well as the indirect investment. There are also achievements in social and cultural areas.

From Turkey’s point of view, it is a fact that such achievements are needed maybe two times more than others.

Winning the organising of Olympics will certainly affect Turkey’s international expansion, integration, promotion and even civilian life and interior system positively and this will comprise one of the most crucial opportunities with regard to cultural, economic, social structures and naturally sports of the country.

Turkey was not short-listed for 2000 Games and 2004 Games. For 2008 Games Beijing won the elections. And also was an Applicant City for the 2012 Olympic Games but did not qualify to become a candidate city.

Olympic activities

- o The project “Oli”
- o Turkey NOC Olympic Education Book
- o Bosphorus Cross-Continental Race

Upcoming Scientific Congresses

- o EASM (European Association for Sports Management), September 11-15, 2013, www.easm2013.com
- o ICHPER-SD, December 19-21, 2013 www.worldcong2013.org
- o ISAPA, 19th International Symposium on Adapted Physical Activity, July 19-23, 2013, <http://www.isapa2013.com>

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OLYMPIC LEGACY: UKRAINIAN RESEARCH

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National University of Ukraine on Physical Education and Sport

One of the main tasks of the OAU is to preserve and develop the Olympic legacy in any form of activities on Olympic topics: scientific research, scientific congresses, conferences, seminars, introduction of Olympic values in education programmes at secondary and higher school level, a variety of art and literature contests for children, numerous athletic competitions, and writing and publication fundamental and popular books dedicated to immortal Olympic values.

The Olympic Academy of Ukraine together with the scholars from the National University of Ukraine on Physical Education and Sport, under the support of the National Olympic Committee of Ukraine regularly conducts research aimed at studying the Olympic legacy. The research includes the study of the history of the ancient Greek Olympics, their revival in contemporary conditions and the subsequent development including the problems of the Olympic Movement – both at international and national level in Ukraine.

The results of these studies are recorded in various books created and published by the Olympic Academy of Ukraine, the National Olympic Committee of Ukraine and the National University of Ukraine on Physical Education and Sport. Among these publications issued in recent years, there are fundamental monographs (intended for scholars, lecturers and students of specialised higher

educational institutions of physical education and sports, other professionals involved in Olympic sports and allied spheres) and popular literature on Olympic themes (designed for a wide readership, including children and young people, which aims to promote the ideals of Olympism, the fundamental principles of the Olympic Movement and the Olympic sport).

In their research, the Ukrainian scientists use not only all kinds of sources of information that can be found in libraries and archives in Ukraine, but also the rich array of all kinds of knowledge being at the disposal of the International Olympic Committee (its museum and archives in Lausanne, Switzerland) and the International Olympic Academy (its foundations and archives in Greece), in connection with which we are sincerely thankful and grateful to the IOC and the relevant structures of the IOA.

One of the first fundamental books was “OLYMPIC SPORT” (1994) in one and two volumes by V. Platonov, S. Guskov, and then followed with a complemented version in 2009 also in 2 volumes. The book was presented at the centennial Olympic Congress in Paris by the IOC President J. A. Samaranch and got his high appraisal.

The five-volume “Encyclopaedia of Olympic Sport” aroused great interest at physical educators and sport and general public and was published in 2002-2004 in Russian. It was prepared by a team of authors under the general editorship of V. Platonov, and was followed with “Encyclopaedia of the Olympic Sport of Ukraine” (in Ukrainian, 2005).

In the first volume of this publication there was thoroughly and comprehensively covered the history and characteristics of the ancient Greek civilization, the ancient Olympic Games in different historical periods, attempts to revive the Olympic Games that had been made in the XVII-XIX centuries and resulted in their revival in contemporary environment on an international basis in the end of XIX century. The book presents rather detailed information about the life and activities of each of the eight presidents of the International Olympic Committee - Dimitrios Vikelas, Pierre de Coubertin, Henri de Baillet-Latour, Johannes Siegfried Edstrem, Avery Brundage, Michael Morris Killanin, Juan Antonio Samaranch, Jacques Rogge. Also the first volume contains a variety of information about all the Olympic Games and Olympic Winter Games.

The second volume of the monograph “Olympic Sport” covers all sports represented in the programmes of the Games of the Olympiads and the Olympic Winter Games. It reflects in detail the fundamental principles of the Olympic sports and the structure of the international Olympic system, including the IOC, National Olympic Committees and International Sports Federations. There is talk about the continental, regional and other games, the programmes, the organisation and hosting of the Olympic Games. In the book there is particularly highlighted features of elite sports development in different countries and the system of training of the national teams for the Olympic Games, the economic foundations of Olympic sports, the problems of doping in sport, as well as a number of other problems of the modern Olympic Movement and the Olympic sports (amateurism and professionalism in the sport, the athlete in Olympic sports, sports facilities and environmental protection; Olympic sport and politics, women in Olympic sports, Olympic sports and the media, the system of Olympic education, etc.).

In 2009, a joint scientific research team of Ukrainian scholars under the auspices of the Ukrainian National Olympic Committee and the Olympic Academy of Ukraine completed four-volume edition of the collected works of our compatriot Alexei Butowski –one of the associates of Pierre de Coubertin– the initiator of the revival of the Olympic Games, and one of the members of the first International Olympic Committee, elected in 1894 year at the founding congress in Paris, which was part of the IOC from 1894 to 1900. This scientific research, the study of the works of Alexei Butowski –the IOC member and prominent figure of the Russian sport and physical education (in those years of the late XIX century– beginning of XX current territory of Ukraine was part of the Russian Empire), and preparation for the publication of these works in Ukraine (many of which until now have not lost their relevance)) was particularly important in view of the fact that over the decades of Soviet power the Soviet official historiography practically almost didn’t cover and tried to conceal a multi-faceted life and productive activity of Alexei Butowski – a gentleman by birth, a general of Emperor army with a successful military and educational career.

One more example could be two editions (the first - in 2009, the second - in 2011) of “The Encyclopaedia of Olympic sports in questions and answers” by M.

Bulatova in Ukrainian and English (Publishing House “Olympic literature” of the National University of Ukraine on Physical Education and Sport).

In 2010 there was published a book “The Olympic constellation of Ukraine. Athletes” (authors - Sergey Bubka, Mary Bulatov), and in 2011 - the book “The Olympic constellation of Ukraine. Coaches” (by the same authors) both of which are filled with a variety of evidence and numerous illustrations.

In 2011 there was published (in Ukrainian) the book of Maria Bulatova “Your Olympic Guide” which contains a variety of interesting information about the history of the Olympic Games and the formation and development of the modern Olympic Movement.

In 2012 M. Bulatova published the book “Cultural Heritage of Ancient Greece”, which included its multifaceted aspects, including the ancient Olympic Games and the lighting of their significant place in the life of the ancient Greek society.

In the same year, the National Olympic Committee issued the book “The Games that have conquered the world” (S. Bubka, M. Bulatova). That publication includes the materials of the IOC Commission for Culture and Olympic Education, archival materials from the Olympic Museum in Lausanne, Paris Centre of Pierre de Coubertin, the International Olympic Academy and the National Olympic Committee of Greece. This book could be a handbook on the history of the Olympic Games and the development of the modern Olympic Movement, highlights the Olympic sports and the most important achievement of the strongest Olympic athletes of the world and Ukraine.

This year there have been published the first two volumes of the book “Olympic Games”, harmoniously combining interesting text and illustrative material and covering the period from 1896 to 1972, inclusive (the authors – M. Bulatova, S. Bubka, V. Platonov). At present, the same authors are preparing for publication of the materials for the second volume, which will cover the major events of the Games and the Olympic Winter Games from 1976 to 2012 inclusive.

In 2013 Sergei Bubka is publishing a monograph “The history of development, contemporary status and place of Olympic sports in society”. In this book the author on the basis of fundamental and thorough research carried out a deep analysis of the history of the Olympic sports - from the Olympic Games in an-

cient Greece to the present day. The book comprehensively reviews and summarises the origin, development and current state of the modern Olympic Movement, its multi-faceted problems and the characteristics of different areas of practice of the International Olympic Committee - depending on the beliefs, attitudes and positions of each of its eight presidents, largely determines the strategy and defining the IOC and its policies.

This year Ukraine is celebrating the 100th anniversary of the first Russian Olympiad which was held in 1913 in the city of Kiev. This event is considered to be important because it was one of the stages of preparation of the country's athletes for the forthcoming Games of the VI Olympiad, in Berlin (but did not take place due to the outbreak in 1914 of the First World War). On the eve of the centenary of the First Russian Olympiad 1913 the National Olympic Committee of Ukraine jointly with the Olympic Academy of Ukraine and involvement of researchers from the National University of Ukraine on Physical Education and Sport accumulated a lot of interesting data about the events that took place in Kiev in the same period of the Olympiad. These materials have formed the basis for the interesting and well-illustrated book, which is expected to be issued in the second half of May 2013.

A scientific study of the Ukrainian scholars aimed at studying of global and national Olympic legacy continues - and, we hope, will bring many more interesting discoveries.

UNITED STATES OLYMPIC COMMITTEE PRESENTATION

Jonathan MASON (USA)

Communications Manager, NOC of USA

Christina CAHILL (USA)

Communications, NOC of USA

The United States Olympic Committee administers a number of programmes with the objective of spreading Olympism and the Olympic and Paralympic ideals. Outlined below are two examples of robust Olympism programmes: the Olympic Ambassador Programme and Olympic Day.

Olympic Ambassador Programme

U.S. athletes serve as the USOC's greatest representatives of the Olympic Movement and Olympic values. By developing those values in elite athletes, and through the sharing of their stories, the USOC aims to inspire others to seek the highest levels of excellence and to have respect for all, regardless of nationality, religion, race or background.

Started prior to Beijing 2008, the goal of the Olympic Ambassador Programme is to expose U.S. Olympians, Paralympians and hopefuls to the expectations, roles and responsibilities of representing the United States and the entire Olympic Movement at the Olympic and Paralympic Games. This extensive programme educates athletes on being ambassadors for their sport and country, embracing and maximizing their position as a role model, and creating a lasting legacy.

The multi-phase programme includes presentations, inspirational speakers and small group activities to cover specific topics:

- What it means to be an Olympian/Paralympian
- The athlete's role as an ambassador
- The Olympic ideals and why they matter
- Interview and media preparedness
- Leadership
- Leaving a lasting legacy through sport and Olympism
- Challenges all Olympians and Paralympians face

The programme is primarily delivered by iconic U.S. Olympians and Paralympians who have demonstrated sportsmanship and perseverance on and off the field of play in their own careers. The Olympic facilitators have included the likes of speedskaters Bonnie Blair, Eric Heiden and Dan Jansen; football player Brandi Chastain; softball player Jessica Mendoza; skier Picabo Street; and decathlete Dan O'Brien.

Positive Outcomes

- The programme was first administered in 2008, followed by programmes in 2010 and 2012. All three Games resulted in the vast majority of U.S. athletes handling themselves with grace, composure and awareness. The overall feedback from the American public was pride in the athletes' performances on the field of play, but also their conduct off the field as good representatives of the U.S. and members of the Olympic Movement.
- In 2012, the OAP consisted of 55 trainings in 28 cities, servicing 1,000+ athletes over a 13-month timespan.
- Athlete feedback on the programme has been overwhelmingly positive. All athletes who complete the programme are surveyed and rank programme elements on a five-point scale (five being the best). For the 2010 OAP, the average score ranged from 4.0 to 4.4. In 2012, that score improved to 4.5.
- The programme has been a successful case study in bringing together cross-functional teams consisting of staff members throughout the National Olympic Committee and National Federations, as well as alumni, coaches and athletes.

- Central to the programme is a desire to make improvements for each Games. In addition to enhanced in-person training for the 2014 Olympic Ambassador Programme, planning is well underway for the inclusion of an interactive online tutorial and exhaustive resource library.

Not only have Team USA athletes represented themselves well on and off the field of play, but a nation and beyond have been inspired by their demonstration of the Olympic values. With a global audience numbering in the billions, and an eager fan base following through traditional and social media, this programme has the opportunity to disseminate elements of Olympism on a global level.

Olympic Day

Olympic Day in the United States represents the pinnacle event to educate youth on the values of Olympism by coordinating all the leaders within the U.S. Olympic and Paralympic family. All constituencies work in tandem to spread the message of Olympism and plant seeds among youth about entering the athlete pipeline and pursuing their Olympic and Paralympic dreams.

U.S. Olympic Day celebrations on a national scale occurred for the first time in 2009 thanks to the support of Chicago 2016 and the U.S. Conference of Mayors, in conjunction with the U.S. Olympic Committee. In each subsequent year, the U.S. Olympic and Paralympic family has increased the reach of Olympic Day through greater participation among the National Federations, Athletes' Advisory Council, Multi-Sport Organisations, current athletes, athlete alumni and more.

At these events, athletes have led discussions with youth about the Olympic values of excellence, friendship and respect. Sports demonstrations, fun runs and festivals have helped introduce young people to Olympic and Paralympic sport.

The U.S. Olympic Committee has designed a turnkey programme that assists communities across the nation in celebrating Olympic Day. The organisation creates a team of account managers who work directly with a portfolio of communities to provide assistance in preparing for the events. In addition, an online toolkit is available for each event, consisting of:

- Olympic education materials (scripts and DVD) for one of the following topics: fair play, respect, perseverance or sportsmanship

- Recommended Olympic Day agenda
- U.S. Olympic flag
- Certificate of participation
- Olympic Day mayoral proclamation template
- News release templates
- Team USA logo and guidelines
- User-generated website for posting photographs

The account manager also works with the more than 6,000 Olympians and Paralympians currently living in the United States, endeavoring to have an athlete present at each Olympic Day celebration to share their experiences and the role the Olympic ideals have played in their lives.

2010 showed tremendous growth:

- 330 events
- 220 participating cities across the United States
- 375 Olympians, Paralympians, hopefuls and coaches
- 90,000 participants

In 2011, growth continued:

- 376 events
- 311 participating cities across the United States
- 319 Olympians, Paralympians, hopefuls and coaches
- 100,000 participants

Buoyed by redoubling of effort, increased participation from partners and an interest in the London 2012 Games, Olympic Day reached new levels in 2012:

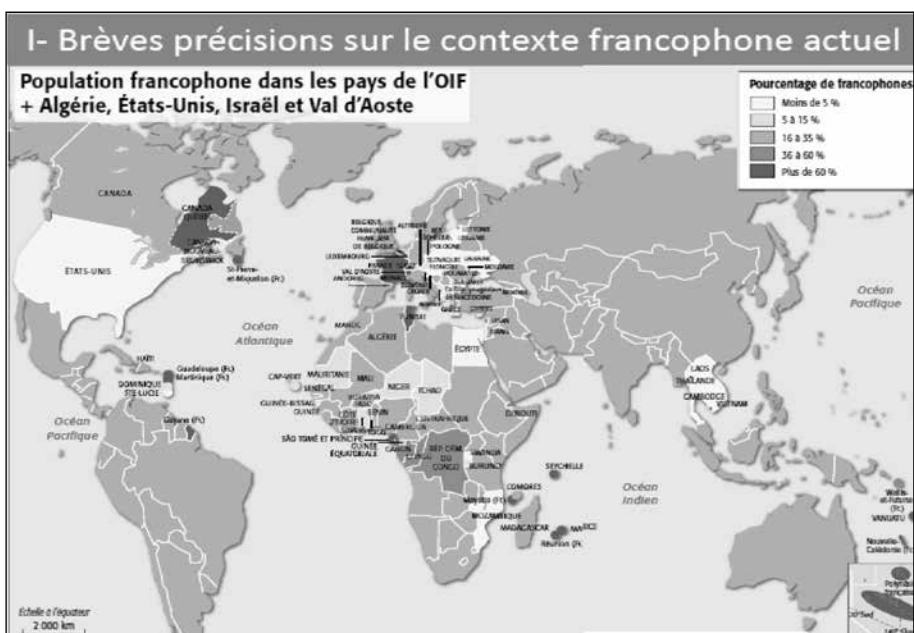
- 632 events
- 529 participating cities across the United States
- 552 Olympians, Paralympians, hopefuls and coaches
- 203,722 participants

Thanks to the support of all participating organisations, Olympic Day is on the verge of appearing in every community across America within the next several years while continuing to expand partnerships among the U.S. Olympic and Paralympic family. Olympic Day has become –and will no doubt continue to be– an effective and powerful mechanism sharing and promoting Olympic and Paralympic values to a great and varied audience in the United States.

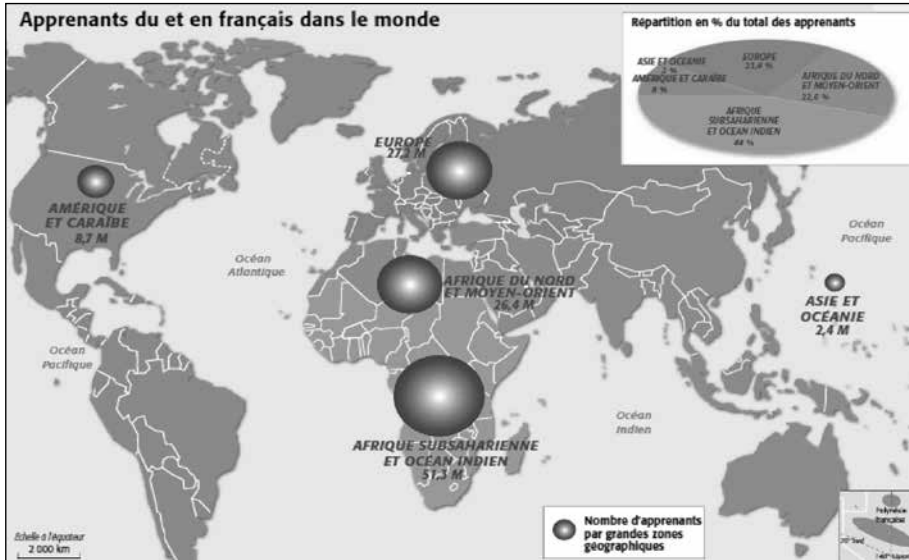
ASSOCIATION OF FRENCH-SPEAKING OLYMPIC ACADEMIES ACTIVITY REPORT – PROSPECTS

Dr Arnaud RICHARD (FRA)
Delegate of the NOA of France

I. Short information on the present French-speaking context



- 77 States and Governments
- 220 million of French speakers
- 9th most used language on the planet



II – Reminder of the founding elements of AFAO

During the 5th IOF Games

In Beirut (Lebanon)

29 September 2009

5 founding countries

Central African Republic

France

Mauritius

Mali

Senegal

NB: Initial mandates until 2012

Extended until 2013 (Nice)

The object of the IOF, in accordance with the Olympic Charter is:

- to bring together French-speaking NOAs aiming at cooperation and development,
- to promote a space of meditation, analysis and production
- to contribute to the improvement of the quality of French interventions and performances
- to ensure the participation of a maximum number of French-speaking NOAs in the IOA's sessions
- to strengthen the use of French in international meetings on Olympic education
- to participate in the programme “Francophonie Games”
- to spread information on Olympic values among its members
- to promote French research and scientific work and, in a general way, to ensure the promotion of the values of Olympism.

President: Souleymane Diop – NOA President, Senegal

Honorary President and Founder: André Leclercq – NOA Honorary
President, France

Vice-President: Aminata Maiga Keita – NOA President, Mali

Vice-President: Sanjaye Goboodun – NOA President, Mauritius

Vice-President: post to be filled (formerly held by S. Diop)

Secretary General: Jean Vintzel – NOA President, France

Deputy Secretary General: Jean-Claude Bomba – NOA President,
Central Africa

Treasurer: Edmond Seuillard – NOA Treasurer, France

Project leader: Arnaud Richard – Member of NOA Executive Board, France

III – IOF News

Launch institutional partnerships:

International Organisation of la Francophonie

University Agency of la Francophonie

Association of persons decorated for services to education

Association of French-speaking Olympic Committees

CONFEGES

CONFEMEN

Promotion and Gratitude:

Research prize

under development

Cooperation with the French Centre for Olympic Studies (CEOF)

Observatory of French-speaking Olympic studies

(multi-disciplinary scientific data base in French on subjects related to Olympism)

Cooperation with the IOA

Responsible for the selection of French-speaking participants for IOA Sessions

Development and initiation:

General assembly, meetings and working groups

Dakar (Senegal)

GA and institutional meetings

23 to 27 January 2012

Paris (France)

*Preliminary sessions of NOA Directors, 22 May 2012 and 11 May 2013
(just before departure for Olympia and the Directors Session)*

Nice (France)

*The Games of la Francophonie, September 2013
International colloquium “Francophonie and Olympism”*

Development and launching:

Affiliations

Canvassing by zones

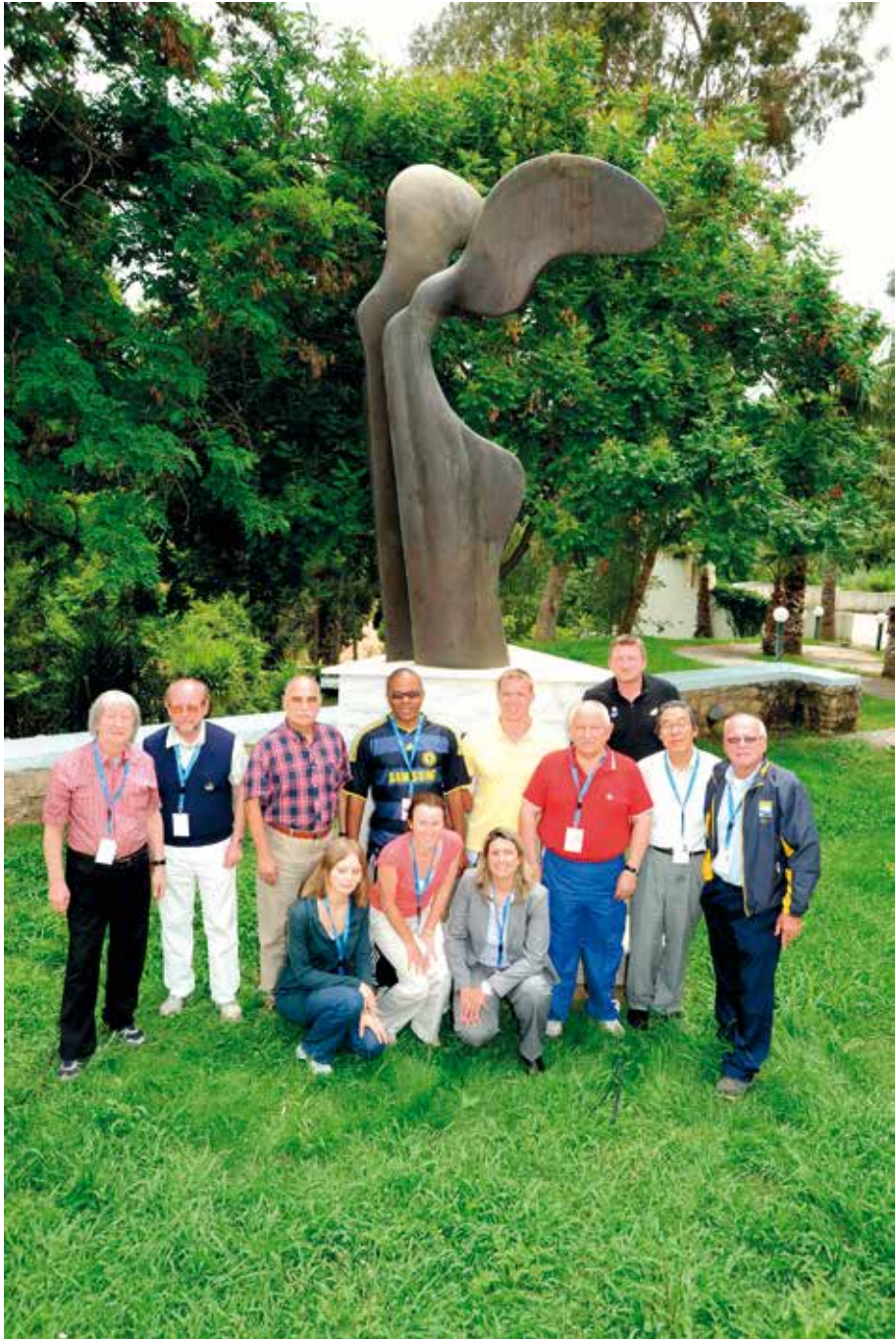
(coordinated by Deputy Secretary J.C. Bomba)

New members

*Andorra – Morocco – Benin – Niger – Burundi – DRC – Comoros – Chad
– Ivory Coast – Togo – Guinea – Tunisia – Haiti*



*Conclusions
of the discussion groups*



FRENCH-SPEAKING DISCUSSION GROUP 1

Introduction

First of all, we feel it is important to distinguish between the Olympic legacy and the legacy of the Olympic Games. The task of Olympic Academies is to embrace the total legacy of the Olympic Movement. The Olympic Games are its most vibrant and visionary illustration but they are only one illustration among many others.

Similarly, should the legacy issue be raised with respect to its very nature? Are we simply the heirs of the ancient and/or modern Olympism? These values do not exist out of context and our globalized world is going through a crisis!

We feel it necessary to define the original difference between legacy and bequest. The term “legacy” refers more to the religious context and “bequest” to the legal context. Nevertheless, both raise the subject of transfer which is the core of the debate. The modern Games are the reflection of this legacy but we only refer to those who give and very little to those who receive it and this must be part of the educational tools.

Starting from these initial statements, we did not want to formulate interrogative questions but rather focus on two additional aspects, which are linked to the Olympic legacy.

Concerns

Olympic legacy	
Cultural diversity as part of the development process	Crisis of ethical values as part of the liberal process

Development

Olympism has Greek and European roots, as well as Mediterranean and is therefore influenced by Africa and Asia. These roots should be extended and the comparison to a tree, the symbol of knowledge, can be linked to the image of growing roots that allow the branches to spread out.

The concepts which arise from Olympism can be applied everywhere, despite different views. We feel it is important above all to respect any local culture.

We shall focus on some special cases in order to illustrate our collective work, moving from general to more specific issues.

The concept of competition and respect for cultural diversity in Ancient Greece and contemporary Western and Bantu context

In Bantu culture, emulation means to reach the peak of one's abilities, contrary to many contemporary Western practices, where rivalry prevails. Greek athletics were based on emulation, similar to the peaceful Bantu contests. The motto: *Citius, Altius, Fortius*, does not necessarily imply confrontation with others.

Even when opposition leads to emulation as an intrinsic motivation, we reject confrontation as a necessary act of physical and sport practice. Education should always be based on principles of wisdom such as following a good rather than a bad course. Legacy should develop in a balanced way between specific traditions and universal Olympic values.

The cultural shock or the expression of universal values based on apparently contradictory viewpoints: the practice of kidnapping fiancées (the Mayo-Kebby case)

This practice of abducting future brides can be found in many cultures around the world. Let us look at the example that was proposed by our colleague from Chad regarding the Mayo-Kebby. When a young man grows up in order to become a man he must make an act of bravery and this will often be stealing an animal or abducting his future wife. For the marriage, families will arrive at an agreement, based on a pardon and reparation ritual. But how can we accept such acts, which are contrary to Olympic values?

We believe that we should overlook the dramatic aspect and carefully observe the rituals in order to move closer to the Olympic ideal. This may mean a conflict between concepts and conceptions. We need to adapt concepts in each country and look at the symbolism of conceptions. The Olympic values are generated by other values, they do not spring out of nowhere; they have evolved thanks to others and we must be humble and show consideration for those who welcome them. The rituals modernization has evolved within the International Olympic Committee (anthem, flame, etc.). Therefore, the present and the future must evolve with respect and knowledge for History because universal cultural values do not belong to a single country.

The opportunity of a legacy for development: the example of the Burundi NOC

We shall present here the case of Burundi which was able to develop its National Olympic Committee in 1993 in the midst of a civil war. President Samaranch was visiting the region at that time and the Burundi Olympic officials made the most of this event. This is also a form of legacy. How can you introduce an educational system in a divided country? Sport was also able to put an end to the balkanisation between the two ethnic groups (Hutus and Tutsis). Olympism brought together the people who were killing one another by encouraging the cohabitation of the former war opponents.

We are fully aware of the situation and cruel events may certainly remind us. In 2004, 144 Congolese refugees (Tutsis) were murdered in a village. A sports centre was established as a tribute and after its inauguration by President Rogge in 2011 another 40 people were murdered in this place. Olympic values and Olympic solidarity can assuredly operate as a facilitator and a catalyst, but local leaders have to be the architects and trustees of these values, which need to be promoted even under difficult war conditions.

Assessment

The problems of violence, cheating (doping, lying about one's age, etc.) and racism that continues to exist in the world of sport are an ever present reality. In or-



der to promote equal opportunities, equality and fairness should always be kept in mind.

Self-criticism is essential as many lecturers have told us. Unfortunately it seems that we are still not very efficient generally speaking. We have to reach more people and especially more young people. Our action may be a drop of water in the ocean but this is how anything starts. As Olympic academies we should enhance this legacy through our activities by being as effective as possible.

If we may propose a simple recommendation to researchers, this would be to encourage empirical studies in a multicultural perspective in order to ensure positive conformity between each traditional value and the values of Olympism.



FRENCH-SPEAKING DISCUSSION GROUP 2

Following the individual presentations by each member the views of all present were collected and from the several themes proposed the group selected three:

Theme 1 - The growing deterioration of the values of Olympism; the group underlined

- a) The three main values selected by the IOC for the PEVO project: Excellence – Respect – Friendship
- b) The abuses which have affected the Games, among others:
Violence and corruption (for example 400 rigged matches that were recently denounced by the President of FIFA) – doping – the excessive commercialization of the Games.
- c) The reasons for these abuses
 - I) Ignorance of the Olympic values by the NFs
 - II) The lack of knowledge and information within structures, failing to convey the training received
 - III) the very small part that is reserved for education in the sports associations development programme (less than 20%).
- d) The solutions
 - I) Integrate and enhance the Olympic values in school programmes,
 - II) Define a methodology that includes the different levels of the actors' pyramid,
 - III) The group finally acknowledged the positive elements of sports associations and examined the need of reconsidering the concept of amateurism that tends to be totally eliminated from the Games vocabulary.

Theme 2 – International Federations (IFs) and their role in promoting Olympism

The group noted that the promotion of Olympism does not only mean to acquire knowledge but also to practice its values as part of our daily behaviour. The three values which have been identified by the IOC should be properly understood in order to be integrated in our daily behaviour.

- a) *Aim at excellence (achievement), is to give one's best, either on the sporting field or in professional life*
 - *Feel that we have the strength, the qualities and skills to excel whilst reaching our best performance.*
- b) *Celebrate friendship (belonging), which encourages us to consider sport as a tool that contributes to mutual understanding between individuals and people all over the world:*
 - *It means to have the feeling of belonging and sharing a relationship with class mates, friends, family members, team mates, coaches, etc.*
- c) *To show respect (autonomy) encompasses respect for one's self, one's body, the others, the rules and regulations, sport and the environment.*
 - *When we respect someone, we encourage his participation and invite him to share his ideas with us.*

The group acknowledged the fact that National Federations (NFs) and clubs are an important pool of sports actors and that important efforts are being made for their technical preparation.

Various training programmes and projects are developed by the IFs at all levels. Many NFs benefit from the technical courses funded by Olympic Solidarity; we have to admit, however, that the promotion of Olympic values at these different levels is not sufficiently stressed.

Ways and means of implementing Olympic values

- o Specific IOC programmes through the training courses of Olympic Solidarity and the technical courses of the IFs (for example Kids Athletics).
- o The NOAs may intervene on Olympic values through the courses that are managed by the NOCs.

- o The Olympic day in which NFs participate is an excellent opportunity for conveying the message of the Olympic values.

Recommendations

- o Over and above the actions taken by IFs for sports coaching and training, the other technical courses and programmes developed by NOCs for the benefit of FNs should take into consideration the teaching and awareness of Olympic values.
- o The NOAs should promote the Olympic values during the training courses organised by NOCs.

Theme 3 – Shouldn't education and culture be the base for the actions taken by National Academies?

Culture is the sum of social, intellectual, physical and spiritual practices in which man is immersed since birth; they give him as a mould the substance that will make him an identifiable individual in a given society.

The basic elements in any society are, inter alia the means of expression (language, rhythmic, nutrition, clothing, etc.).

Education: exercise or the medium through which a generation transfers knowledge to the next generation: learning, physical exercise, ethics, religious practices.

Olympic education is the teaching of the values of Olympism mentioned above.

The use of culture as an education medium through artistic contests: song, dance, poems already existed during the ancient Olympic Games in Greece that were held in honour of the gods.

Nowadays, Olympic education should therefore seek inspiration in culture in order to be effective; the most striking example is the celebration by the IOC of the Youth Olympic Games in Singapore.

ENGLISH-SPEAKING DISCUSSION GROUP 1

Socrates first step to learning is to define the terms. Therefore English Group 1's first question is:

What is Olympic legacy?

There is no one definition of Olympic legacy. Two examples are:

- a) The Olympic-Legacy.com "There are many ways that the modern Games celebrate and remember the legacy of the Olympic Games. These may be embodied in a song, a symbol, or a ceremony. The symbols that identify the Olympic Games both celebrate and commemorate the history of the Games and create new legacies and memories for future generations".
- b) The IOC definition, which is more Olympic Games specific: The Olympic Games have the power to deliver lasting benefits which can considerably change a community, its image and its infrastructure. As one of the world's largest sporting events, the Games can be a tremendous catalyst for change in a host city with the potential to create far more than just good memories once the final medals have been awarded. Each edition of the Olympic Games also provides significant legacies for the Olympic Movement as a whole, helping to spread the Olympic values around the world. Each host city creates exciting new chapters in the history of the Olympic Movement by playing host to unforgettable sporting moments and giving birth to new champions, generating powerful memories that will live on forever.

The IOC divides Olympic legacy into 5 categories sporting, social, urban, environmental and economic.

Olympic legacy can be Games specific, country specific, time specific and global. It can be interpreted in many ways. Legacy can be both tangible and intangible, concrete and abstract. It is not just defined by history or infrastructure, but how you use such elements and interpret them to create and influence the future.

Legacy can be both positive and negative. It is often measured quantitatively but less often qualitatively and even more relevantly, longitudinally.

What makes it uniquely Olympic legacy is that it is derived from the celebration of the Olympic Games with the common goal of achieving Pierre de Coubertin's vision of building peace and human understanding.

How do we use Olympic legacy to achieve our objective?

- Using still and moving imagery to create inspiring Olympic values messaging.
- Using sport to create a level playing field for all.
- Using collectables/memorabilia to create stories that promote Olympism in an engaging and tangible way.
- Developing and maintaining an environment that enables peace, health, cultural and human understanding.
- Using traditional dance, song, games to express intercultural understanding and friendship.
- Using Olympians/coaches to engage with youth, share their stories and role-model the Olympic values.

Call to Action

We ask that the IOC freely share the resources, programmes and activities produced as part of the CEP programme at the YOG. We also ask for support in accessing IOC global legacy (e.g. pictures, objects and resources) to use at a national level to assist in the promotion of Olympic values.

ENGLISH-SPEAKING DISCUSSION GROUP 2

Motto: “Look far, speak frankly, act firmly” – Pierre de Coubertin

How we came to the question?

Dr Alexis Lyras from Cyprus inspired us to ask: “How can become change leader instead of cheerleader?”

Then after thinking about it we asked: “Are we cheer or change leaders?”

The discussion was so productive that finally we decided to ask:

Do we need change leaders or cheerleaders?

1. Who is cheerleader (Prototype)?

- Missionary because is leading the way
- Active and inactive
- Enthusiastic
- Makes people satisfied, happy
- Motivates people
- Is Monday-coach
- Promotes the idea
- Informs about
- Tells the story, doesn't create the story
- Fashionable
- Main-streamer
- Change can be long or short-term

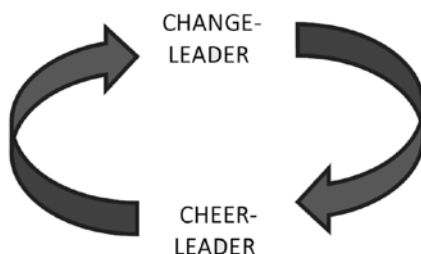
2. *Who is change leader?*

- Identifies the problem and target
- Knows what to obtain
- Finds the solutions
- Creates the opportunities for the solutions
- Inspires people
- Adjusts the programme
- Uses the partnerships
- Uses the leadership system
- Knows how to find balance between up and bottom
- Knows how to listen to
- Finds the institutions to address the sport (?)
- Knows that the change must be long-term
- Self-disciplined
- Well ethical behaviour
- Co-operative
- Efficiency (?)
- Modest
- Honest
- Educated with the Olympism or experienced by the Olympism

3. *What is the process of change?*

4. *Why we need cheer and change leader?*

5. *Can be both?*



Final statement:

“Be the change you want to see in the world” - Ghandi. We should know what kind of change we want to obtain, with who and why. “We” depends on context. “Change” depends on goal but every change needs cheerleader and change leader. Sometimes we must cheer more and sometimes change more. The best change leaders are also the great cheerleaders like Mandela, Pope Wojtyla. The change is different for every country and every environment or group of people. Change leader by informing about the process keeps the balance between all factors of change.

ENGLISH-SPEAKING DISCUSSION GROUP 3

Question 1: What is the Olympic Legacy?

- Anything that can be derived from the Olympic Movement that assists with the development of a peaceful society and its environment.
- Things that impact on the lives of a people following an Olympic Games.
- The development of human beings and their culture following any IOC event.

Conclusion: Any positive impact left behind that can be used for the betterment of mankind through the activities of the Olympic Movement.

Question 2: What are the strategies for promoting and preserving the Olympic Legacy?

- The need to work closely with relevant partners i.e. Governments, NGOs, Youth Organisations, Educational institutions etc.
- The need to get the corporate sector to buy into the programmes of promoting and preserving the Olympic legacy initiatives.
- The need to increase awareness among our respective populations about the Olympic Movement and its programmes through the following mediums:
 - Mass media
 - Development and dissemination of information through posters, booklets, billboards etc.
- The need to get the NOAs to convince other educational bodies to be involved with the Olympic Movement.

ENGLISH-SPEAKING DISCUSSION GROUP 4

Question 1: What is the importance of the personal experiences of Olympic participants in Olympic Games legacy?

The personal experiences of Olympic participants –including athletes, coaches, officials, volunteers and organisers– are important to the legacy of an Olympic Games. Participants have the opportunity to deliver positive messages through their individual journeys and cultural experiences, as they become both ambassadors and role models.

On-field triumphs, challenges and ethical dilemmas can also have a wide impact, leading to national inspiration and wide-ranging socio-cultural effects. On-lookers are inspired to participate, while recognising the importance of healthy living and sport for all.

Further, the personal stories of participants can be utilised as real-world examples for Olympic education programmes, through oral, written and digital communications realms.

Question 2: What are the most important aspects for evaluating the long-term legacy of the Olympic and Paralympic Games?

There are both tangible and intangible aspects that can be used in the evaluation of the long-term legacy of the Olympic and Paralympic Games. In order to be viewed as having a successful, sustained legacy, a staging of the Games should lead to a number of the following results, which can be captured by the concept of social return on investment:

Tangible

- Increased participation in sport, both in traditional and non-traditional disciplines
- Long-term utilisation and maintenance of facilities
- Enhancement of general infrastructure—roads, public transportation systems, airports, housing
- Boosted tourism, both sport and overall
- Continued media interest and coverage
- Increased backing and support via sponsorships and donations for the host National Olympic Committee
- Improved accessibility at venues and throughout the host city
- Development of new athlete programming
- Ecological progression
- Long-term Olympic performance improvements for the host country
- Advancement of talent identification systems

Intangible

- Reinforced Olympic and Paralympic awareness, with a stronger positive attitude toward and feeling of connection to the Games
- Positive overall shift in the health or behaviour of the population
- Creation of a lasting inspiration for the host country
- Expanded and sustained interest in volunteerism
- Greater understanding of the special needs of Paralympic athletes
- Larger interest in science and research

Question 3: How are Olympic values best disseminated before, during and after the Olympic Games?

In order to keep Olympic values at the forefront of people's thoughts, efforts must be made on an ongoing basis, with specific emphases before, during and after the Games.

Athletes, coaches and key team officials are typically some of the best conduits

to deliver messages, therefore, it is important to educate and train them to serve as educators while they are in the public spotlight.

On an ongoing basis, there are a variety of tools to use in disseminating Olympic values, including:

- Olympic education programmes for schools
- Marketing campaigns
- Social media
- Events and sport exhibitions
 - Celebrations of key dates – one-year out, 100-days out
 - Olympic Day events utilising athlete participation
 - Fine arts exhibitions that showcase sport-themed movies, music and art
- International youth exchanges
- International Olympic Academy and National Olympic Academy seminars

In addition to the ongoing efforts, additional channels can be used surrounding Games-times.

- Pre-Games
 - Media coverage of athlete preparations and training
 - Promotional campaigns and advertising
 - Distribution of commemorative items, including stamps and coins
 - Creation of licensed products and mascots
 - Torch relay initiatives
 - School twinning programmes
 - Sponsor education
- Games
 - Media coverage, including sport broadcasts, and athlete interviews and profiles
 - Culture and education programming for athletes
 - Cultural Olympiad
- Post-Games
 - Public celebration events
 - Community and school visits by athletes
 - Sharing of young ambassadors' stories (Youth Olympic Games)

ENGLISH-SPEAKING DISCUSSION GROUP 5

Abstract

Group 5 discussed the IOA topic of Olympism and Games legacy related to modern Games events.

Question 1: Are Games legacies inherently positive? Can a Games legacy be negative?

Introduction

As a group representing a great variety of nations, continents, and NOCs, and bringing forth a variety of experiences, the opportunity to discuss the topic of legacy proved fruitful. The conversation included careful discussion and examination of Modern Games legacies and effects, and also included consideration of what we termed “modern mega events” (e.g. F1 Grand Prix, The FIFA World Cup, Continental Games and World Championship events). We focused on comparing the impact of all variety of events on the cities and nations that hosted them. We did this in an effort to define legacy in real terms.

Defining Legacy

Legacy, by definition, means something given or offered by a predecessor. After much discussion and debate, we agreed that a Games legacy –while often debated and associated with negative outcome– must be considered positive. Any reference to a Games legacy is positive by nature and should include both the tangible and intangible.

Tangible: new sports facilities, transport, infrastructure, increased tourism, employment opportunities

Intangible: social inclusion, education, sports culture, self-esteem, respect, motivation, patriotism, volunteerism, ethics, focus on high performance

To balance out the assertion that Games legacies are inherently positive, we offer that negative aspects of Games hosting should instead be referred to as Games side-effects – rather than a negative legacy. As with legacy items, side effects can be both tangible and intangible.

Tangible: displacement, cost overruns, unused facilities, economic hardship, loss of employment opportunities, public debt burden, environmental impact, impact on residents/interruption, fair play/doping violations

Intangible: apathy toward sport and traits of Olympism, placing of blame for high Games costs, discontent over performance, lack of priority for public issues during Games time, concerns over fair play/doping

All of the above should be regarded as serious issues for OCOGs, the IOC and the Movement as a whole. From the perspective of NOA officials, the apathy impact is especially troubling. While interest in sport is piqued in the run-up to a Games, and reaches extremely high levels during a Games, too often legacy programmes intended to increase public interest and participation in sport and fair play go un-or-underfunded or fail –for numerous reasons– to reach desired long-term goals. The stark reality is that too often interest in the Games ends when the Olympic Flame is extinguished and, unfortunately, the Games itself are then targeted for blame in the weeks, years and decades that follow.

Recommendations

While easy to pinpoint funding as the primary problem as it related to Olympic education, we feel there are options to pursue when considering these programmes. The first is setting definitive, attainable goals and timetable – and ensuring all stakeholders are aware of the timing. Be realistic about what can be accomplished within the dedicated timeframe and within the budget. All too often promises are made early, making it very hard to meet expectations. We also feel it is important

to connect the local population, primarily school-aged children – the movement as a whole and not just the local Games. Expand on the themes of excellence, respect and friendship as they relate to the Games, the competitors and the supporters – and find meaningful ways to connect those themes to life away from the Games. It is important to take time following a Games to affirm the legacy and continue to promote Olympism. The risk of losing a meaningful connection with the next generation is the prospect of the Olympic and Paralympic Games being treated as any other sporting event – one without any legacy at all.

Question 2: Must a Games legacy be sustainable to be positive?

Introduction

The conversation about legacy purpose, definition and objectives led the group to this question. Again, we considered not only the Olympic and Paralympic Games, but attempted to draw parallels and distinction between these events, and other mega events. Much is made out of sustainability – of the idea that a Games can provide both a dramatic and long-lasting legacy. This is, in part, true and recent examples show that hosting a Games can have a tremendous long-term impact on a host city in terms of infrastructure improvements. On the converse, it is also true that not all Games-related initiatives provide a positive legacy, or that the legacy is short lived.

Setting Parameters for Games Legacy

Determining parameters for legacy is an inexact process. For many host cities, facilities built to host events now serve as reminders of excess or financial burden. In other cities, those same facilities kindle fond memories that are celebrated for decades. Many critics of the Movement suggest that disengagement with sport following a Games proves that Olympism isn't a powerful motivating force. We suggest however that measuring the attraction of the Olympic and Paralympic Games by in this way doesn't present an entirely accurate picture. Inspiration doesn't end with the Games, nor do the memories of athletic feats, national pride, a love of sport or the tenets of Olympism. In a perfect world, the Games would

encourage people to be active. Making sport accessible to all is a worthy endeavor – and one that should be continued – but it shouldn't be the only measure of true Olympic Games impact. Access to educational materials and programmes that support and teach Olympism is of equal importance.

Examples of positive Games legacy: LA84 and Salt Lake Olympic Foundations are very actively promoting Olympism and Olympic education as tribute to the Games they hosted. Similarly, according to capacity, many host cities maintain a strong presence in their respective communities, and serve to promote and maintain Olympism.

Conclusion

It is no secret that the major impact of the Olympic Games occurs in the period leading up to a Games – and then reaches its highest level during Games times. We believe this is when the true legacy is formed. We strongly believe that sustained legacy programmes (including those currently activated by LOCOG (domestic and international sport-focused programmes) and Sochi 2014 (Russian International Olympic University) are worthy of praise for sustained commitment – and ultimately have the power to greatly enhance a Games legacy. Successful planning and implementation of Olympic values education ahead of – and during – the Games is of paramount importance and serves to impact the greatest numbers in the most meaningful way.

ENGLISH-SPEAKING DISCUSSION GROUP 6

Group No. 6 during the meetings discussed 3 questions related to the legacy of the Olympic Games. After a careful consideration the answers are as follows.

Question 1: To what extent has the legacy affected the overall approach to Olympism in modern times?

Tangible legacy

Positive

- From economical point of view there are a lot of positive effects to the Olympic Games host city.
- Cultural exposure, developments and attraction of the whole world's attention.
- Tourism.
- Transformation of the host city through creation of the facilities and infrastructure in general.

Negative

- Some of the proposed changes to the host city or an area are so great that there is a stronger opposition to the community and/or not beneficial to them.
- Athletes change nationalities and represent other countries in Olympics due to financial reasons.

Intangible legacy

Positive

- The dissemination of values:

- o Peace. Olympism has a positive effect on peace. The example of Mo Farah in 2012 London Olympic Games, where the whole stadium and the world supported one athlete in capturing excellence in his sport regardless of nationality, race, story turning a full stadium into a roaring and cheering crowd.
- o Fair Play. The ideals of the Olympic Movement raise awareness on the issues of doping and encourage athletes to understand that winning at all costs is not a viable option.
- o Excellence. Competing at Olympic level is a mental, moral, physical search for perfection through sports performance.
- A greater number of countries succeeded in London than ever. It proves the increase of excellence and developments in sport all over the world. A number of countries in order to succeed in the Olympic Games invest in training, preparation etc. of athletes and finally get a positive final result.
- Sustaining the original idea of the Olympic Games.

Negative

- Deception through doping and cheating.
- Media is responsible for creating the Olympic Games image. Media has a strong role in giving the proper information to the public, but the organisers cannot control them.

Question 2: How important is this legacy for the decision making process for the institutions that determine the structure of the Olympic Games each time?

Legacy is crucial. Decisions are being made based on the history of the Olympic Games and the expectations for future Games. The aim is to get people to embrace the Olympic Movement, therefore creating more successful games.

Athletes. A number of athletes in the Olympic Games increased through time. Presently the number of participants in the Olympics is regulated by the qualifying events organised by the IF's.

Infrastructure. It is another huge consideration, as only substantially wealthy countries can afford to host such mega event.

Events. The events have been modified according to the media requirements and the viewers' attention.

Security. Safety is a huge problem. Organisers have to take any possible measure to ensure safe games for everybody, as the Games is the perfect target for terrorist groups.

Question 3: How strong is the clash between the material profit on one hand and the commitment to the values and principles of Olympism and its legacy on the other when these decisions have to be made?

At the moment the clash is very strong. There has to be a balance between the aims of material profits and the values.

- The rules of sport are being changed to be more attractive to TV audience. A number of sports do not get enough coverage. If you don't give coverage, you don't promote the underdeveloped sports.
- Environmental issues of preparation of the Games. There is a need to balance the construction of facilities with the least possible impact on the environment.
- Countries are bringing foreign athletes to represent them in order to win medals. It is a sort of buying a victory.
- An example of the traditional values and legacy of the Games conflicting with present conditions only to satisfy TV networks' demands.

The ones who make the decision have to take into consideration the legacy and dissemination and compliance to the values of Olympism.

ENGLISH-SPEAKING DISCUSSION GROUP 7

Legacy: What is the legacy of the Olympic Games for host cities?

Legacy can be difficult to define, however we know it exists:

- local/ global level
- tangible/intangible
- formal/informal.

This paper explores the legacies of four cities that have hosted the Olympic Games from 1964 to 2012.

Tokyo 1964

Political /economic

The Olympic Games were held in Tokyo, Japan in 1964. The country was recovering from World War II and the Games had a great economic and political influence on its redevelopment.

Infrastructure

The National Olympic Stadium and Aquatic Centre, built fifty years ago, still exist and are used for sporting events. The stadium is used for national athletic competitions and the Aquatic Centre for gymnastics. The rules for sports have changed with time and thus the eight lane running track at the stadium is insufficient as international athletic competitions now require a ten lane running track.

A new transport system was developed for the city of Tokyo. A very fast train, reaching speeds of 220kmph was launched prior to the Games. The track work still exists and is now used for the bullet train which reaches speeds of 350kmph.

Technological

The 1964 Olympics were also the very first Games to be transmitted live internationally. The Organising Committee liaised with NASA to use its satellite to transmit the signal from Japan to the US and Canada. The Europeans recorded the signal in Montreal and sent the video tape via airplanes to Europe for broadcast. These Games were also a first for slow motion replay. The technology was developed in Japan for the Games and for the first time, viewers were able to watch relays in slow motion.

Education

An Olympic education programme was implemented in advance of the Games. Students were taught about the ancient Olympic Games and Pierre de Coubertin, however there was no particular emphasis placed on participating in sport as at the time most children were already playing sport.

Personal reflection

Mr Yosuke Fujiwara of the National Olympic Academy of Japan was an 11-year-old boy during the Games. After the war there were very few foreigners in Japan and he recalls his fascination at seeing different people from all over the world.

“The Olympic Village was not far from my house,” Fujiwara said. “I went there to get the autographs of the athletes. It was my first experience at seeing foreigners.”

“I remember going to the marathon course and watching the Ethiopian run. He had such white shoes, which contrasted to the colour of his skin. This gave me an insight into what other people looked like and how they behaved.”

Moscow 1980

Political / economic

The 1980 Olympic Games were held in Moscow, USSR. There was much contention about the willingness of countries to participate. Sailing took place in Estonia,

which at the time was one of the republics of the USSR. *It had become occupied by the Soviets after WWII.*

There were mixed feelings among the Estonians about hosting the Olympic Games in their country because they had been occupied by the USSR.

The 1980 Games had an even greater impact on the National Olympic Committees. For many it was an opportunity to obtain independence from their governments. The governments of countries with strong allegiances with the United States did not want their athletes competing at the Games. Both the British Olympic Association (BOA) and Australian Olympic Committee defied the wishes of their Governments and sent athletes to the Games, if they so desired. It was the moment when National Olympic Committees obtained autonomy.

“The Moscow Games were a landmark event in the United Kingdom,” Mr Andy Hibbert said. “The government said we would not go the Games however the BOA disagreed. The organisation said it was the NOC’s decision and not the Government’s and the athletes would be offered the choice of whether they would go or not.”

The Moscow Olympics also created the opportunity for more athletes and countries to win medals. Zimbabwe had become a new nation in 1980 and sent a women’s hockey team to the Games. They won the gold medal, which for a country in reconciliation was euphoric. The team is still called the Golden Girls and they are the only women to have been inducted into the Zimbabwe Hall of Fame.

For the International Olympic Committee, it was the first time they flew an Olympic Flag and under the Presidency of Samaranch, it was the first time IOC members were offered discounts for tickets, paying only 50% of the cost instead of the full amount.

Infrastructure

There was, however, new infrastructure built in the city (Tallinn) such as the sailing centre, hotels and television satellite.

There were no new broadcast technological advances at the Games however the cost to buy the rights increased dramatically – five fold since the 1976 Montreal Olympics.

Sydney 2000

The 2000 Olympic Games took place in Sydney, Australia. They are best remembered for the friendly volunteers, the cultural programme, twinning schools and the opportunity to share knowledge between organising committees. Locally, infrastructure, high performance sport, national pride and indigenous reconciliation are its best legacies.

Infrastructure

The Sydney Games were the catalyst for a major investment in sporting venues. A large industrial site was converted into Sydney Olympic Park where the majority of Olympic venues were located. The venues continued to be used today for local, national and international sporting events as well as major musical and cultural events. It has also developed into a major business and residential precinct.

Sport Development

In advance of the Games, a major investment was made in high performance sport. The Australians had their best performance at the Sydney Games, which anecdotally created a massive sense of national pride and had an important impact on grassroots sport.

Volunteering

The 40,000 volunteers, who were only too happy to smile and entertain the international visitors, were the backbone of the Sydney Games. Their impact demonstrated the importance of the volunteer programme at a Games.

Education

The Twinning Schools programme facilitated the opportunity for local schools in Australia to connect with schools around the world. They established communication channels to learn about each other's countries and cultures.

Cultural

During the evening, the city was alive with music and culture for visitors to enjoy. It was the first time events were broadcast to public sites, live for all to enjoy.

One of the most lasting legacies of the Games was and will continue to be the gold medal won by the indigenous athlete Cathy Freeman. Carrying 'the weight of a nation', Freeman won the 400m women's race and began the process of reconciliation between white man and the indigenous population. It has become one of the most iconic moments in Australian sporting history.

London 2012

Infra-structure / urban regeneration

The 2012 Olympic Games were held in London. It was the first time one city had held the Olympic Games three times. Locally the Games promised urban regeneration, sustainability, an investment in elite sport and to engage youth through Olympic education. Globally the Games promised to inspire a generation.

Parts of east London were in desperate need of regeneration prior to the Games. The average life expectancy decreased by one year for every tube stop on the way to Stratford. The Olympic Games have completely changed the landscape of the area; challenges of gentrification of the borough provide ongoing debates for the local community.

The Olympic Park Legacy Company was formed during the Games and is responsible for ensuring use of all facilities at mass participation to the elite level, ensuring they never go to waste.

Where possible, London promised to use as many existing facilities as possible. Iconic venues such as Wimbledon, Wembley and Hyde Park were three of the pre existing venues used for the Games and showcased London as a multi-cultural diverse city.

Volunteering

70,000 volunteer 'Games Maker' were involved during the Games, their contribution was recognised as a positive contribution to the Games environment.

Sport Development

The London Games were the catalyst for a significant investment in sport for the United Kingdom; with Team GB finishing third on the medal table. The investment in elite sport has been increased for the 2016 Rio Olympic Games.



Education

The domestic Olympic education programme engaged over 52,000 teachers from 26,500 schools across the country. In an Olympic first, the programme has been handed from the organising committee to the National Olympic Committee for ongoing implementation.



The international Olympic education programme, International Inspiration, has also had a great impact on children in twenty countries across the globe (20 countries 12 million children). The programme has



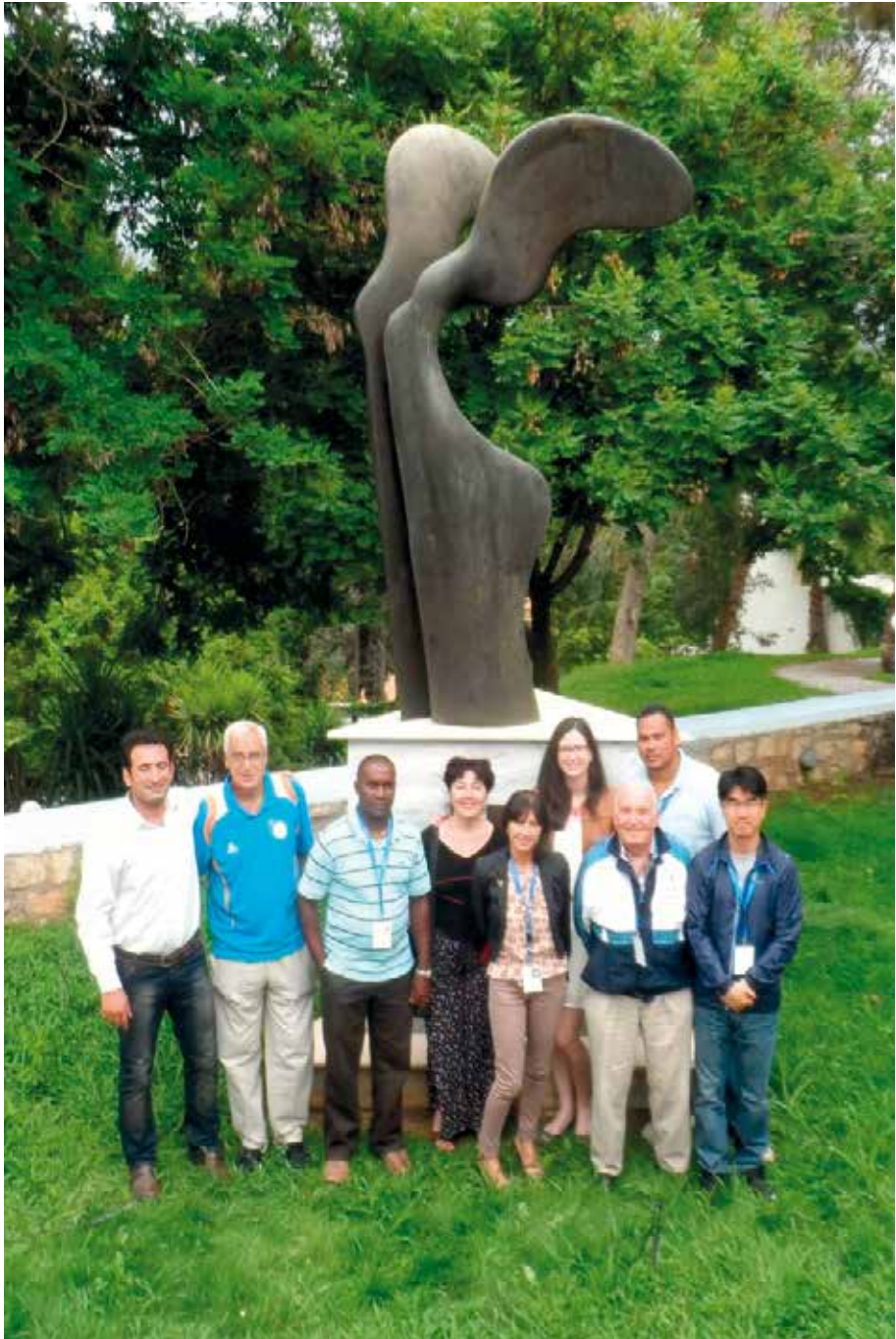
not finished with the conclusion of the Games, but will continue to add value and develop sport in countries with need.



Personal experience

“Travelling on the tube is a very ‘heads down’ experience,” Hibbert said. “The Games (and our athletes winning medals) caused Londoners and visitors to lift their heads, acknowledge each other and smile when travelling on the tube!”





Closing Ceremony
of the 12th International Session
for Directors of National Olympic Academies
ANCIENT OLYMPIA, 17th May 2013



The NOAs' delegates are receiving their participation diplomas by the IOA Honorary Dean, Prof. Konstantinos Georgiadis.



ADDRESS
on behalf of the participants of the Session,
by Dr Silvio RAFAEL (POR)

Dear Mr President of the IOA, Mr Isidoros Kouvelos,
Dear Mr Director of the IOA, Prof. Dionyssidis Gangas,
Dear Mr Honorary Dean, Prof. Kostas Georgiadis,
Dear Lecturers,
Dear friends and colleagues,

It is a great honour for me to represent the participants of this 12th International Session for Directors of National Olympic Academies at this closing ceremony.

22 years had already passed since I was here for the first time as a young participant, and since then several times I came as a director. You might ask me "Aren't you tired of coming back again?" No.

Although I have been here many times, every time I feel that this is the real place of the birth of the Olympic spirit. Every time the encounter with new friends and the reencounter with the old ones is a very joyful event.

Olympia and especially the IOA, have an attraction and a feeling that you cannot find anywhere else.

Here we learn how to be, how to do and how to live together and every time we learn something new.

The general topic this year was "Olympic Legacy: Olympic Games and their educational challenges".

But what legacy could we find after this wonderful week here at the IOA!

Perhaps the best place where we could find it could be at the Olympic values. Excellence, Respect and Friendship.

Respect for our cultural, ideological and religious differences.

But most of all and mainly: the FRIENDSHIP – AMITIÉ

The friendships that were born here will last through time. During this week, we have learned many things. We have visited the archaeological site and the museum of Ancient Olympia. In this auditorium we have listened to brilliant lecturers who have shown us their vision of Olympism in their outstanding lectures that will help us for the activities of our academies.

We thank them warmly.

I am sure that the spirit of Pierre de Coubertin will not be lost and will find in each of us a militant and convincing messenger.

Now, on behalf of all the participants, I wish to thank the organisers of the International Olympic Academy, especially in the person of its President, Isidoros Kouvelos, the Director, Prof. Dionyssi Gangas and our good friend the Honorary Dean, Prof. Kostas Georgiadis, for this excellent organisation despite the economic adventure that the IOA is passing through.

We also want to thank the staff of the Academy (secretariat, library, technical department and the ladies from the translation) and finally the members of the Red Cross.

At last, but not least, my dear friends, I want to wish you a safe return home and remember that you are the ambassadors of the Olympic values, principles and ideals.

I hope to meet you again sometime, somewhere in the future.

ADDRESS
on behalf of the lecturers of the Session,
by Dr Benu GUPTA (IND)

Honorable President, Prof. Georgiadis, Mr Gangas, My fellow lecturers, All distinguished guests, NOAs' Directors and friends,

It is an honour and I thank you my friends, fellow lecturers for giving me the privilege to speak on behalf of all of us.

First of all, we would like to thank the IOA team for inviting us here to enhance the understanding of Olympic Movement. We are sure that we have all learned from each other. Professors Georgiadis and Gangas made us understand better by their professional moderating skills.

We would like to congratulate all those NOAs who are already doing so well in the promotion of Olympic Movement and believe that others have got truly motivated by innovative ideas to promote Olympic education in their respective countries.

We also acknowledge the need of continuing the dialogue as community to achieve, chair the lessons learned, sustaining the efforts of the community, improving the communication to solve the challenges and collaborative legacy.

There are a few suggestions and commitments we would like to share and hope all those who are present here will agree first and foremost what we all learned, we will all bring that into practice. We all commit ourselves to serve in a better way.

To spread and enhance the reach of Olympic Movement we bring youth athletes, coaches, referees also on the boat non sportive community, adult persons, future sponsors through corporate social responsibility.

While discussing we understand the impact of legacy conceptualise the facts



The lecturers of the Session with the IOA Director, Prof Dionyssid Gangas and the IOA Honorary Dean, Prof. Konstantinos Georgiadis.

of Olympic Games and suggest to give stress on the importance of research and collaborative work.

Encouraging Olympism at root level and ensuring support for human development.

It is an honour for all of us to have Professor Weiler amongst us. His presence itself is motivating for all of us.

Before I give stay to my words on behalf of my fellow lecturers, I'll be failing in my duty, if I do not convey our deep gratitude to the support staff of the IOA for making our stay, our presentation and learning so comfortable. Last but not least to all the participants for their enthusiastic encouraging participation and sharing.

ADDRESS AND CLOSING
of the works of the Session
on behalf of the IOA President,
by the IOA Director, Prof. Dionyssi GANGAS

Dear participants,
Dear Master's Degree Programme students,
Dear members of this wonderful NOAs' gathering,

It is the IOA President usually who is giving this speech at the Closing of the Session, but since he had to travel to Zurich these days for a personal business trip, I am honoured to address you on his behalf. The IOA President is sending his greetings to you and he hopes to meet you again next year in Olympia.

I would like to share with you some personal views which I hope you will take into consideration and keep in your mind now that you are going back to your countries.

Ancient Olympia and more specifically the IOA as the main educational centre for Olympism, is the ideal place which gives you the opportunity to exchange ideas and thoughts about the future of the Olympic Movement. The special subject selected for this year's Session "Olympic legacy and Olympic education", I believe it gave you enough space for thoughts in order to go deeper in certain areas of the Olympic Movement and your conclusions presented at the end of this Session were really impressive.

It is very positive that you all agreed on the fact that the history of the Olympic Movement plays a significant role in the present and future physiognomy of the Olympic Games.

I am asking you: "How can we continue improving the image of the Olympic Games, if we forget the past, meaning the roots of the Olympic Games?" I per-

sonally believe that if we want as members of the Olympic Movement, to make this Movement unbreakable, by the materialism of our time, we should unify our thoughts and our activities closer to its legacy and its history that follows it.

Dear friends,

What is the role of the NOAs? The NOAs are playing a significant role in their countries. But we strongly believe that they have to upgrade this role. They should contribute to the decisions taken by their respective NOCs and offer their ideas and knowledge regarding Olympic education to the higher level, to the leaders of the Olympic Movement.

We, as IOA, believe that this role of the NOAs is very important and crucial for the future of the Olympic Games and the Olympic Movement. Why? Because you, the National Olympic Academies, are the main body for Olympic education in your country. So, you have to be strong and creative with new ideas. You have the responsibility to educate the youth of your country with the Olympic values and principles and the history of the Olympic Games and the Olympic Movement. You are the main forums for disseminating these ideas. And finally you have to go closer and closer to the young athletes, passing them the most important messages of friendship, fair play, respect, excellence and peaceful co-existence. And by doing this, you will pass the best message to the leaders of the Olympic Movement.

We are all of us here to help the Olympic Movement through Olympic education. And by saying this, I reflect the ideas of the IOA President, who is always fighting for the significant role that the Olympic education is playing in the evolution of the Olympic Movement.

I would like to thank all the participants for their contribution to the conclusions of the Session and their interventions in this amphitheatre, the lecturers who pointed out the heart of the problem, the staff of the IOA who gave once more their best for the success of one more Session.

I would also like to thank the new Manager of the installations, the people from the Red Cross who always support our work, the responsible team for the transmission of the Session via the Internet over the last 14 years and last but not least our interpreters, our girls in the booths.

CLOSING CEREMONY



The Master's degree students attended the closing ceremony of the Session.

I hope we will meet next year in this auditorium again with the pleasure of exchanging new views, new thoughts and new ideas for the benefit of the course of the contemporary Olympic Movement.

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